



Innovation Configuration Map: **Standards-Based Evaluations**

This IC Map is intended to be used as a tool to guide educators in the use of Iowa Core Standards-Based Evaluations. Users are encouraged to first, identify current practices for each element and then to develop an action plan that will enable them to move to the next level of practice. The closer educators are to demonstrating the practices outlined in column “a”, the closer they are to demonstrating best practice with regard to this innovation. This tool is to be used as a self-assessment tool to aid educators in the application of the continuous improvement process around these components and is intended to be an ongoing process over time. This tool is **NOT** to be used to evaluate staff regarding the implementation of these practices.

Assumptions:

1. Grade level standards are frequently reviewed in order for educators to become aware of the full scope of grade level expectations in identified areas of student needs.
2. AEA support staff along with LEA partners (general and special educators) frequently collaborate to determine performance expectations, goals, instructional adjustments and to analyze student performance data.
3. All Stakeholders are actively involved in the development of tiered interventions (MTSS) connected to the Iowa Core Standards, the ongoing assessment, and analysis of progress, and in the establishment of short-term learning objectives.
4. School districts are building capacity to provide Universal Core Instruction aligned to the Iowa Core Standards.
5. School districts are building capacity to implement specially designed instruction based on the Specially Designed Instruction Framework.

Component 1: Data Collection and Assessing present levels of performance in relation to the Iowa Core Standards Desired outcome 1: Staff can use multiple sources of RIOT data to describe a student’s present level of performance in the area of concern				
a. Ideal	b.	c.	d.	e.
<p>Review-thorough review of multiple sources of educational data (i.e. include attendance history, MTSS, Universal Screeners, previous IEP information, report card data, etc.)</p> <p>Interview-an inclusive and intentional process that gathers information from the parent, teacher, and student related to the identified skill areas.</p> <p>Observe- in key settings with a targeted focus to ensure the observation/s, provides additional information about current</p>	<p>Educationally relevant data (qualitative and quantitative) in relation to the student’s participation in the general education curriculum and the student’s performance on the specific skills from the Iowa Core are collected. Information is sufficient to describe the present level of performance, but multiple sources of data were not used in one or more of the RIOT areas.</p>	<p>Educational data (qualitative and quantitative) are collected, but not all data are relevant to the student’s participation in the general education curriculum and the student’s performance on specific skills of the Iowa Core. The information describes the present level of performance, but one or more of the RIOT techniques were not utilized.</p>	<p>Educational data are primarily quantitative in nature, do not relate to the student’s participation in the general education curriculum and the student’s performance on the specific skills of the Iowa Core. RIOT techniques were absent or limited.</p>	



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<p>questions as related to the IA Core Standards.</p> <p>Test/Task-employs the use of appropriate tools and processes linked to the evaluation questions.</p> <p>The current level of achievement clearly identifies instructional concerns.</p>				
<p>Data in targeted areas of concern are organized clearly in response to specific assessment questions so a determination of rate of progress, discrepancy and need (ICEL/SCIL) can be clearly identified in relation to the student's participation in the general education curriculum and the student's performance on the skills of the Iowa Core Standards.</p>	<p>Data in targeted areas of concern are collected so a determination of rate of progress, discrepancy and need (ICEL/SCIL) can be identified in relation to the student's participation in the general education curriculum and the student's performance on the skills of the Iowa Core Standards. Specific assessment questions are lacking or unclear.</p>	<p>Data in targeted areas of concern are collected so a determination of rate of progress, discrepancy and need (ICEL/SCIL) can be identified, although specific assessment questions are lacking or unclear. Available data provide unclear guidance in relation to the student's participation in the general education curriculum and the student's performance on the skills of the Iowa Core Standards.</p>	<p>Data are collected, but a determination of rate of progress, discrepancy or need cannot be made and specific assessment questions are lacking. Available data provide little or no guidance to the student's participation in the general education curriculum and the student's performance on the skills of the Iowa Core Standards.</p>	



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Component 2: Identifying Discrepancy between Student Performance and Iowa Core Grade Level Expectations
Desired Outcome 2: Staff can use relevant data to describe student discrepancy in relation to the Iowa Core standards.

a. Ideal	b.	c.	d.	e.
<p>Iowa Core grade level standards (considering Depth of Knowledge (DOK)) and progressions are used to clearly identify, through skill description, the student's present level of performance in relation to the Iowa Core Standards.</p> <p>Identified "skill gaps" align/converge with peer comparison/quantitative data.</p>	<p>Iowa Core grade level standards (considering DOK) and are used to identify the student's present level of performance in relation to the Iowa Core Standards.</p> <p>Identified "skill gaps" align with current performance and grade level expectations of the Iowa Core.</p>	<p>Skill gaps are identified but are not relative to current student performance and the grade level expectations of the Iowa Core Standards.</p>	<p>Skill gaps are described using only quantitative data.</p>	
<p>Summary statements use specific language including targeted skill based strengths and needs (i.e. vowel teams) that clearly identify student performance skill gaps in relation to the skills of the Iowa Core and grade level expectations.</p>	<p>Summary statements use general language including references to specific standard skill areas (i.e. phonics and word recognition) that identifies student performance skill gaps in relation to the skills of the Iowa Core and grade level expectations.</p>	<p>Summary statements use general language (i.e. reading fluency and comprehension as found in the standards) that identifies student performance skill gaps; summary statement has little relation to the skills of the Iowa Core and grade level expectations.</p>	<p>Summary statements use language that does not clearly identify student performance skill gaps (i.e. reading); summary statements have no relation to the skills of the Iowa Core and grade level expectations and use only quantitative data.</p>	



Component 3: Identifying Rate of Progress in relation to the Student and Iowa Core Grade Level Expectations
Desired Outcome 3: Staff can use relevant data to describe student rate of progress as a result of instruction/intervention in relation to the Iowa Core standards.

a. Ideal	b.	c.	d.	e.
<p>Relevant instruction (including the description of intervention details) and intervention data that aligns to the intervention are provided in the targeted area of concern. Data are used to clearly describe and document the student's progress in response to intervention on instructional level skills found within the Iowa Core Standards as compared to expected rates of progress.</p>	<p>Relevant instruction (including the description of intervention details) and intervention data related (i.e. math CFAs or other general outcome to measure progress) to the targeted area of concern are used to generally describe and document the student's progress in response to intervention on instructional level skills found within the Iowa Core Standards as compared to expected rates of progress.</p>	<p>Instructional details and intervention data are used to document the student's progress in learning, however, information is not related to the instructional level skills of the Iowa Core Standards or as compared to expected rates of progress.</p>	<p>Instructional details and intervention data are not at instructional level and not aligned to the Iowa Core Standards. Data does not describe student's progress in learning and mastering the skills of the Iowa Core Standards as compared to expected rates of progress.</p>	
<p>Summary statements use specific language that clearly identifies the conditions, based on intervention details, under which learning the skills of the Iowa Core Standards were optimized.</p>	<p>Summary statements use general language that identifies the conditions, based on intervention details, under which learning the skills of the Iowa Core Standards were optimized.</p>	<p>Summary statements use language that identifies the conditions under which learning occurred but have little relation to the instructional skills of the Iowa Core Standards or intervention information.</p>	<p>Summary statements use language that identifies the conditions under which learning occurred but do not relate to the skills of the Iowa Core Standards or intervention information.</p>	



Component 4: Describe educational needs in order for the individual to be involved in, and make progress in, general education
Desired Outcome 4: Staff can use relevant data to comprehensively describe student needs in the areas of ICEL/SCIL in order to participate in, and make progress in, the general education curriculum.

a. Ideal	b.	c.	d.	e.
<p>The recommended strategies, services, activities and supports focus is intentional and individual and focuses on the:</p> <p>The Setting and Environment are appropriate to learner need; clearly articulates necessary accommodations and modifications (i.e. the student needs to use graphic organizers connected to writing genres to support paragraph and essay development).</p>	<p>The recommended strategies, services, activities and supports focus is intentional and individual and focuses on the:</p> <p>The Setting and Environment are appropriate to learner need; broadly articulates necessary accommodations and modifications (i.e. the student needs structures available to support writing paragraphs and essays).</p>	<p>Recommended strategies, services, activities and supports focus on the aspects of the:</p> <p>The Setting and Environment are appropriate to learner need; generally articulates necessary accommodations and modifications (i.e. the student needs accommodations in the area of writing to support paragraph development).</p>	<p>Recommended strategies, services, activities and supports focus on the aspects of the:</p> <p>The Setting and Environment are appropriate to learner need; limited or vague descriptions of necessary accommodations and modifications (i.e. the student needs accommodations in writing).</p>	
<p>The curriculum is explicitly aligned to the targeted learner need in relation to standards and progressions of the Iowa Core Standards (i.e. the student needs to receive direct instruction focusing on building a narrative, informative, or persuasive writing piece that includes transition words).</p>	<p>The curriculum is clearly aligned to learner need in relation to Iowa Core Standards (i.e. the student needs direct instruction related to paragraph development including multiple writing types as linked to a specific grade level and the Iowa Core Standards).</p>	<p>The curriculum is typically aligned to learner need in relationship to Iowa Core (i.e. the student needs direct instruction related to paragraph development as noted in a specific grade level standard).</p>	<p>The curriculum is loosely aligned to learner need in relation to the Iowa Core Standards (i.e. the student needs direct instruction in writing as described in the Core curriculum).</p>	
<p>Instruction, including how skills are taught (with specific strategy use or implementation practice), is based on evidence-based practices and matched to evaluation information (i.e. student needs systematic paragraph writing instruction, such as KU Paragraph Writing Strategies).</p>	<p>Instruction, including how skills are taught and delivered, (with some guidance in strategy use or implementation practice) is based on evidence-based practices and matched to evaluation information (i.e. the student needs instruction in paragraph development related to linking a topic and details, including transition words, to ideas).</p>	<p>Instruction, including how skills are taught and delivered, is mostly matched to evaluation information (i.e. the student needs instruction in paragraph development including topic/concluding sentences and details).</p>	<p>Instruction, including how skills are taught and delivered are very general (i.e. the student needs direct instruction in the area of paragraph writing).</p>	



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<p>The learner's performance and need within core instruction are specific and based on growth and rate of progress (i.e. this student needs to access voice to text and read aloud technology when writing to support creating and editing).</p>	<p>The learner's performance and need within core instruction are based on growth and rate of progress (i.e. this student needs to access to technology to support creating and editing written work).</p>	<p>The learner's performance and need within core instruction are general, with less focus on previous growth or rate of progress (i.e. collaboration with home and school about writing assignments will be beneficial for the student's written work).</p>	<p>The learner's performance and need within core instruction are not based on previous growth or rate of progress (i.e. collaboration with home and school will be beneficial).</p>	
<p>The strategies, services, activities and supports recommended for participation in the general education curriculum are individualized, clearly described and aligned with the evaluation information. Recommendations contain specific details that can be applied to the services within the IEP.</p>	<p>The strategies, services, activities and supports recommended for participation in the general education curriculum are individualized and aligned with the collected data. Recommendations contain broad details of services that can be applied within the IEP.</p>	<p>The strategies, services, activities and supports recommended for participation in the general education curriculum are individualized and aligned with the collected data. Recommendations contain general details of services to be applied within the IEP.</p>	<p>The strategies, services, activities and supports recommended for participation in the general education curriculum are vague, universal, and not connected to individual needs. Recommendations are minimal or missing and not linked to the services to be applied within the IEP.</p>	



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Component 5: Eligibility and Exiting criteria based on RIOT data in relation to the Iowa Core Standards for EERs and R page
 Staff can collect and summarize relevant data to enable educators to make data aligned eligibility determinations based upon rate of progress, discrepancy, and need.

a. Ideal	b.	c.	d.	e.
<p>Multiple sources of data (qualitative and quantitative) from each RIOT technique (described in component 1) are collected in relation to the student's participation in the general education curriculum and the specific skills of the Iowa Core Standards AND are available for eligibility and exiting team decision making.</p>	<p>Data (qualitative and quantitative) from each RIOT technique (as described in component 1) are collected in relation to the student's participation in the general education curriculum and the framework of the Iowa Core Standards AND is available for eligibility and exiting team decision making.</p>	<p>Data from some RIOT techniques are collected in relation to the student's participation in the general education curriculum. Quantitative measures are available for eligibility and exiting team decision making.</p>		
<p>Eligibility decision can be determined collectively among rate of progress, discrepancy, and educational needs for the general education setting as defined in the above component areas. Eligibility conversation and decision can be made easily as the data provided is sufficient for the team to answer all evaluation questions.</p>	<p>Eligibility decision can be determined collectively among rate of progress, discrepancy, and educational needs for the general education setting as defined in the above component areas. Eligibility decision can be made by the team through the data provided to answer evaluation questions.</p>	<p>Eligibility decisions and exiting criteria are only connected to assessment information including standardized and general outcome measures. Eligibility decisions are not related to progress within the Iowa Core Standards and are primarily made through discrepancy with little regard for rate of progress and learner needs for the general education setting.</p> <p>The eligibility decision is difficult for the team to determine because the evaluation questions are not answered sufficiently.</p>		



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Component 6: Summary is professional and appropriate for the intended audience

Desired outcome 6: Staff can document the evaluation results in a clear and concise manner that contains correct spelling, usage, mechanics, grammar, and student name.

a. Ideal	b.	c.	d.	e.
<p>The report contains correct spelling, usage, and mechanics. The correct pronouns and student name are used throughout.</p>	<p>The report contains mostly correct spelling, usage, and mechanics. The correct pronouns and student name are used throughout.</p>	<p>The report contains spelling, usage, and mechanics errors that distract the reader. The wrong student name and pronoun is written at least once throughout the report.</p>		
<p>The report is detailed, specific and concise, without excess information to allow for a parent/teacher friendly report.</p>	<p>The report lacks some of the summary or organization to allow for a parent/teacher friendly report. The report contains some excess information or is somewhat lacking in the language to meet the evaluation needs.</p>	<p>The report lacks much of the summary or organization to allow for a parent/teacher friendly report. The report contains excessive information or lacks the language to meet the evaluation needs.</p>		