Sample Rubric Descriptors for Standard 4 (Assessment)
Teacher Preparation Standards in Gifted Education (2013)

Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning.

The beginning gifted education professional . . . (Element #)	Developing	Competent	Proficient
Selects and uses technically sound formal and informal assessments that minimize bias in identifying students for gifted education services. (Elements 4.1)	Not all selected assessments are reliable and valid for the purpose chosen. Bias is considered in only some aspects of the identification process. Interpretation of test results indicates some understanding of the uses and limitations of various types of assessments.	The selected formal/informal assessments are reliable, include norms representative of the national census, and are valid for the purpose chosen. Students have equal opportunity for being referred/nominated and identified. Interpretation of test results indicates understanding of the use and limitations of various types of assessments.	All assessments are reliable, include norms representative of the national census, and are valid for the purpose chosen. Students have equal opportunity for being referred/nominated and identified. Interpretation of test results indicates understanding of the use and limitations of various types of assessments, as well as when an alternative assessment may be required.
Uses knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions. (Elements 4.2)	Assessments are not differentiated to show progress for each student. Assessments are not used to monitor progress and make adjustments to learning plans.	Assessments are differentiated to ensure that above level performance is assessed and that each student can show progress. Assessments are used to monitor progress.	Assessments are differentiated to ensure that above level performance is assessed and that each student can show progress. Assessments are used to monitor progress and make adjustments to learning plans.
Collaborates with colleagues and families in using multiple types of assessment information to identify students with gifts and talents and to minimize bias in assessment and	Uses multiple sources to minimize bias and gather information about student's strengths and needs. Provides information to other teachers, families, about the student but does not collaborate to	Uses multiple sources to minimize bias and gather information about student's strengths and needs. Assessments use at least two sources of information (e.g., student, teacher) and two types of formats (e.g., performance,	Uses multiple sources to minimize bias and gather information about student's strengths and needs. Assessments use more than two sources and formats to ensure that the full range of behaviors can be demonstrated and are

decision making. (Element 4.3)	identify the student's strengths and needs.	verbal, nonverbal) to minimize bias. Collaborates with other teachers, families, and the student in identifying the student's strengths and needs.	adequately sampled across multiple environments (e.g., home, school, community) to minimize bias. Collaborates with other teachers, families, and the student in identifying the student's strengths and needs. Seeks professionals in specialized areas (e.g., special education, mentors, speech, etc.) within and outside the school and uses their information for planning programs.
Uses assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity. (Element 4.4)	Uses summative assessments only to develop long- and short-range goals and objectives that address the student's strengths and needs.	Uses formative and summative assessment results from multiple sources to develop long- and short-range goals and objectives that address the student's strengths and needs. These assessments consider such factors as the student's environment, culture, and language.	Uses formative, summative, and ongoing assessment results from multiple sources to develop long- and short-range goals and objectives that address the student's strengths and needs. These assessments consider such factors as the student's environment, culture, and language.
Engages students with gifts and talents in assessing the quality of their own learning and performance and in setting future goals and objectives. (Element 4.5)	Each student with gifts and talents uses quantitative assessment information only in keeping records to assess his or her progress (e.g., grades, number incorrect or correct, etc.).	Each student with gifts and talents uses both qualitative and quantitative assessment information in identifying his or her strengths and needs. The student uses this assessment information and keeps records of this information to assess his or her progress.	Each student with gifts and talents uses qualitative and quantitative assessment information in identifying his or her strengths and needs. The student uses this assessment information and keeps records to assess his/her progress. Using this information, the student sets future goals and objectives that are aligned to progress.

Note: This rubric might be used as part of a case study, program evaluation, or assessment course in determining candidates' understanding of the elements in Standard 4 -Assessment.