<table>
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<th>ASSESSMENT LEVEL</th>
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|                  | Reflective paper 1          | Prior to TEP acceptance   | Intro. Course: ELED, ECH, SPED, PETE, AGED or Program specific: Science, FL, Math, ENG, HIST, Music | Program faculty                  | Standard: 4        | Fairness: Guidelines and scoring criteria, in the form of rubrics, are clearly stated and shared with candidates.  
Consistency: Random sample of papers scored by two different raters annually.  
Accuracy: Aligned with TEP dispositions, Basic Skills Test, and rubrics developed by panel of experts  
Bias: Electronic format online/experts review instructions and wording |
|                  | Disposition check 1         | Prior to clearance for student teaching | EIS 302                              | EIS instructors                      | Standard 4         | Fairness: Guidelines and scoring criteria, in the form of rubrics, are clearly stated  
Consistency: Inter-rater reliability  
Accuracy: Items and rubrics developed by panel of experts  
Bias: Electronic format online/experts review instructions and wording |
|                  | Universal Design            | Prior to clearance for student teaching | SPED 390 or MUS 334 or KIN 393        | Course instructor                   | Standards: 1-3, 5 | Fairness: Guidelines and scoring criteria, in the form of rubrics, are clearly stated and shared with candidates.  
Consistency: Inter-rater reliability  
Accuracy: Aligned with the Principles of Universal Design and rubrics developed by panel of experts  
Bias: Electronic format online/experts review instructions and wording |
|                  | Disposition check 2         | Prior to clearance for student teaching | Methods course                        | Methods instructor in program        | Standard 4         | Fairness: Guidelines and scoring criteria, in the form of rubrics, are clearly stated  
Consistency: Inter-rater reliability  
Accuracy: Items and rubrics developed by panel of experts  
Bias: Electronic format online/experts review instructions and wording |
|                  | Reflective paper 2          | Prior to program completion | Student Teaching                      | Program faculty                     | Standards: 1, 4    | Fairness: Aligned with INTASC & IPTS standards/TEP dispositions/Basic Skills Test  
Consistency: Random sample of papers scored by two different raters annually.  
Accuracy: Aligned with TEP dispositions, State /Professional Standards, APT Test, rubrics developed by panel of experts  
Bias: Electronic format online/experts review instructions and wording |
|                  | Disposition check 3         | Prior to program completion | Student Teaching                      | Mentor teacher                      | Standard 4         | Fairness: Guidelines and scoring criteria, in the form of rubrics, are clearly stated  
Consistency: Inter-rater reliability  
Accuracy: Items and rubrics developed by panel of experts  
Bias: Electronic format online/experts review instructions and wording |
|                  | Teacher Work Sample         | Prior to program completion | Student teaching                      | Program faculty                     | Standards: 1-5     | Fairness: Guidelines and scoring criteria, in the form of checklist, are clearly stated and shared with candidates.  
Consistency: Inter-rater reliability/internal reliability  
Accuracy: Alignment w. construct domain  
Bias: Electronic format online/experts review instructions and wording |
|                  | Student teaching evaluation | Prior to program completion | Student Teaching                      | Mentor teacher                      | Standards: 1-3, 5  | Fairness: Guidelines and scoring criteria, in the form of checklist, are clearly stated and shared with candidates.  
Consistency: Internal reliability  
Accuracy: Aligned with INTASC & IPTS standards  
Bias: Instructions/Items reviewed by expert panel/Standardized format |