



AMLE Tips for Assessment Development and Preparing SPA Reports

Please be sure to use the **2012 Revised Standards**. You will know they are the correct standards because there are now only **5 Standards**. There are **17 elements**.

Remember that you must attempt/provide evidence of addressing every element of every standard. You do not have to pass every element of a standard to pass the standard. Evaluation of each standard is holistic.

In accordance with CAEP and general SPA requirements, AMLE requires the following information from programs, clearly labeled a-g:

- a. Description of the assessment and its use in the program
- b. Alignment with AMLE standards/elements
- c. Analysis of data findings
- d. Interpretation of how data provides evidence of meeting the standard/elements
- e. Program assessment tool
- f. Scoring guide or rubric for Performance Assessment
- g. Candidate performance data*

*Data should be differentiated by year and by site if program is offered in more than one place.

Although CAEP has come to favor a 4 level rubric, AMLE continues to provide and accept a 3 level (unacceptable, acceptable, target) rubric. Programs are encouraged to incorporate all or pieces of these rubrics in their reports. AMLE rubrics are valid and reliable instruments.

Assessment 1:

Remember that you must provide standardized test scores for every test your state requires. For example, if you are a Praxis State, you will need to include PLT test scores as well as subject content test scores if your state requires both. Include breakout scores if you have them.

AMLE requires an 80% pass rate on standardized test scores.



CAEP requires three years of data for standardized test scores for initial reports.

Assessment 2:

Remember that *content* for Middle Level Education is knowledge of young adolescents (AMLE Standard 1) **NOT** subject content. Subject content is addressed by Element a of Standard 2, Middle Level Curriculum. Assessment 2 should show your candidates' knowledge of young adolescent development. Subject content test scores may be used to meet Element a of Standard 2.

Assessment 3:

Most programs do not have problems with Assessment 3, which shows that candidates know how to design lessons. There are many acceptable assignments for this assessment.

Assessment 4:

Remember that a generic student teaching instrument will not help you meet AMLE standards. You will need to design an additional assessment (an appendix or addendum, perhaps) that your cooperating teachers and/or university supervisors use to measure application elements of standards. If a candidate must **APPLY** something, he or she can only do it in a clinical setting.

Assessment 5:

Showing candidate impact on student learning is most often successfully shown through a Teacher Work Sample or a Unit with a pre- and post-test. Remember to include data that shows K-12 student growth.

General Trends and Comments:

Standards 1 and 3 are those that require the most middle level oriented assessments. These are the two Standards with which programs most often have problems.

A reminder that EdTPA can only be used for AMLE Standards 1, 2, and 4. If using EdTPA, programs must still break out individual elements of standards. EdTPA cannot be used holistically for any standard.



Some programs do not differentiate well between KNOWLEDGE elements of standards and APPLICATION elements of standards. An application element can only be evaluated in a clinical setting. This means that Assessment 4 will often apply to multiple elements of several standards.

Standard 5 is the most difficult standard to accommodate within required assessments. It may be best to use one of the optional assessments to create an assignment/assessment to show how candidates address this standard.

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AMLE SPA training is offered every year at the national conference. Some states also provide SPA training. The AMLE SPA Coordinator, Dr. Lienne Medford, is available to answer your questions at Lienne.medford@converse.edu or 864-596-9082.