Guide to the Sub-Skills Report

Teachscape Focus™

Version 2.0
Guide to the Sub-Skills Report

The Sub-Skills Report shows a summary of a user's performance on the Proficiency Assessment. This guide provides information on how to interpret the score report data and recommendations for ongoing training.

The Proficiency Assessment was designed as a summative assessment to evaluate an individual's understanding and application of the Framework. To preserve the validity of the Proficiency Assessment, the information provided in the score report does not reveal the specific answers. The information provided in other parts of Focus, such as Training, Scoring Practice, and Calibration, includes specific feedback and rationales.

Sub-Skills

The Proficiency Assessment measures a user's proficiency in five sub-skills, listed below. The Sub-Skills Report provides the percentage of correct answers in each of these sub-skills.

I. Distinguish between appropriate evidence and interpretation  
II. Distinguish between appropriate evidence and statements that are biased or suggest professional preferences  
III. Recognize evidence that has been categorized to the wrong Framework component  
IV. Assign an accurate score for each of the eight Framework components based on a set of evidence  
V. Assign evidence to the appropriate Framework component

Disclaimer:
Pass/not pass results are based on performance across the full range of sub-skills. Sub-skill-level information indicates the number of test questions answered correctly for relatively small sub-sets of the questions. Because they are not based on the full set of questions, sub-skill scores are less reliable than the total scores. A sub-skill score should not be considered a precise reflection of a test-taker's level of knowledge. This information should not be used to inform any decisions affecting test-takers without careful consideration.
Your Test Scores

Your Sub-Skills Report contains a history of your test attempts and the scores you received in each stage. Table 1 contains a sample set of scores for user Joe Doe. Below the table there is an explanation of what the scores mean and a description of each column.

Table 1: Sample scores for Joe Doe

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>55</td>
<td>Failed</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>66%</td>
<td>14%</td>
<td>6/29/2013</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>59</td>
<td>Failed</td>
<td>70%</td>
<td>80%</td>
<td>60%</td>
<td>59%</td>
<td>64%</td>
<td>7/3/2013</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>69</td>
<td>Passed</td>
<td>50%</td>
<td>60%</td>
<td>60%</td>
<td>80%</td>
<td>64%</td>
<td>7/21/2013</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>60</td>
<td>Failed</td>
<td>58%</td>
<td>75%</td>
<td>100%</td>
<td>54%</td>
<td>38%</td>
<td>7/22/2013</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>77</td>
<td>Passed</td>
<td>75%</td>
<td>75%</td>
<td>100%</td>
<td>64%</td>
<td>71%</td>
<td>7/24/2013</td>
</tr>
</tbody>
</table>

Minimum passing score for Stage 1: 65
Minimum combined passing score for Stage 2: 143

Column descriptions:
1. **Stage** shows Stage 1 or 2 of the assessment.
2. **Attempt** shows the first or second attempt of each stage, if there was more than one.
3. **Score** shows the total number of points earned on the test attempt.
4. **Status** shows “Passed” if the test-taker has received the minimum passing score or “Failed” if the test-taker has not received the minimum passing score.
5. **Sub-Skill I–V** shows the percentage of correct answers in each sub-skill. The percent correct is the sum of the test-taker’s correct answers divided by the total possible number of points.
6. **Test Completed** shows the date and time that the test was completed.

**Note:** Lower percentages in specific sub-skills may indicate areas for further review.

Interpreting Your Sub-Skill Scores

The number of possible points for each sub-skill is outlined below in Table 2.

**Note:** Some questions have been designed to measure multiple sub-skills (two questions in Stage 1 and three questions in Stage 2 worth three points each). The points for those questions were counted separately in each sub-skill, but only once in the overall test score. Therefore, the sum of the sub-skill scores will not match the test attempt scores.
Table 2

<table>
<thead>
<tr>
<th>Sub-Skill</th>
<th>Number of Points in Stage 1</th>
<th>Number of Points in Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Distinguish between appropriate evidence and interpretation</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>II. Distinguish between appropriate evidence and statements that are biased or suggest professional preferences</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>III. Recognize evidence that has been categorized to the wrong Framework component</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>IV. Assign an accurate score for each of the eight Framework components based on a set of evidence</td>
<td>56</td>
<td>72</td>
</tr>
<tr>
<td>V. Assign evidence to the appropriate Framework component</td>
<td>14</td>
<td>21</td>
</tr>
</tbody>
</table>

Some sub-skill areas were designed to contribute more to your overall performance because of their relative importance. These sub-skill areas contain a higher number of points. Therefore, gains in some sub-skill areas will have a more significant impact on your overall test performance than others. For example, as shown in Table 3, Jane Brown made a significant gain in sub-skill III and sub-skill V but only gained 5 points on her overall score. This can be explained by her score loss on sub-skill IV, which is weighted significantly heavier than sub-skill III and sub-skill V. It is likely that an increase in sub-skill IV would have resulted in a more substantial increase in overall test performance.

Table 3: Sample scores for Jane Brown

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>66</td>
<td>Passed</td>
<td>60%</td>
<td>80%</td>
<td>40%</td>
<td>75%</td>
<td>57%</td>
<td>9/22/2012</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>68</td>
<td>Failed</td>
<td>83%</td>
<td>83%</td>
<td>33%</td>
<td>60%</td>
<td>52%</td>
<td>9/22/2012</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>73</td>
<td>Failed</td>
<td>83%</td>
<td>83%</td>
<td>100%</td>
<td>58%</td>
<td>71%</td>
<td>9/24/2012</td>
</tr>
</tbody>
</table>
Focus Proficiency Assessment

Recommendations
Please refer to the recommendations in Table 4 for reviewing specific Observer Training modules based on your sub-skill scores. These recommendations will help you prepare for the Proficiency Assessment. Keep in mind that a solid conceptual understanding of the Framework, including understanding the nature of evidence, the essence of each component, and what distinguishes each level in the rubrics, is the foundation for scoring well in each of these sub-skills. Content in the *Overview of the Framework for Teaching* and *Applying the Framework for Teaching* modules and the component modules will help you refine your conceptual understanding of the Framework.

Table 4

<table>
<thead>
<tr>
<th>If a User Scores Lower in This Sub-Skill</th>
<th>The User May Want to Review These Sections of the Training Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Distinguish between appropriate evidence and interpretation</td>
<td>1. <strong>Putting It All Together module</strong></td>
</tr>
<tr>
<td></td>
<td>a. <strong>Using the Framework</strong> (also in <em>Overview of the Framework for Teaching</em>)</td>
</tr>
<tr>
<td></td>
<td>i. <strong>The Process</strong></td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Video: The Process" /></td>
</tr>
<tr>
<td></td>
<td>These steps will be described in more detail in this module</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>Gather Evidence</strong></td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Gather Evidence" /></td>
</tr>
<tr>
<td></td>
<td>These steps will be described in more detail in this module</td>
</tr>
</tbody>
</table>
b. Putting It All Together
   i. Evidence, Interpretation, and Bias

   Evidence, Interpretation, and Bias
   
   identify each statement below as a statement of evidence, interpretation, or bias.
   
   The teacher says, “It’s fun to find the patterns for factoring polynomials.”
   
   - Evidence
   - Interpretation
   - Bias
   
   This is not how I would teach research skills.
   
   - Evidence
   - Interpretation
   - Bias

2. Component modules (2a–3d)
   a. Indicators

   Indicators
   
   informal exchanges and actions convey the teacher’s and student’s attitudes and the nature of their relationships with each other. Happy or helpful?
   
   Evidences of an environment of mutual respect and open response. Many of the behaviors that convey empathy are quite subtle. The teacher’s body language, tone, and other nonverbal behaviors can also provide clues evidence as well as what you can observe. As a result, at times you may need to infer, rather than observe directly, the nature of the relationships among teachers and students. The indicators for this component are:
   
   - Research talk, active listening, and turn-taking
   - Acknowledgment of students’ backgrounds and lives outside the classroom
   - Body language indicative of warmth and caring shown by teacher and students
   - Receptivity
   - Politeness and encouragement
   - Partnership

   b. Practice Gathering Evidence

   Practice Gathering Evidence
   
   - View the classroom video.
   - In the comments box, note the evidence related to the observation and discussion technologies that you saw or heard in the lesson.
   - Click on “See Answer” to compare your evidence with an expert.

   Belvedere Science Grade 4
   
   “This is a clip from a 15-minute lesson. The clip starts 15 minutes and 52 seconds into the lesson.”

   Type your evidence here.

   Note: You must enter some evidence before you are able to view the expert’s answer.
### II. Distinguish between appropriate evidence and statements that are biased or suggest professional preferences

- Same as above

### III. Recognize evidence that has been categorized to the wrong Framework component

1. **Component modules (2a–3d)**
   
   a. **Elements**
      
      ![Elements](https://via.placeholder.com/150)
      
      **Elements**
      
      - 1. Importance of the context and of learning
         
         In a classroom with a strong culture for learning, teachers convey the essential importance of what students are learning.
         
         - 1.1. Expectations for learning and achievement
            
            In classrooms with robust cultures for learning, all students receive the message that while the work is challenging, they are capable of achieving if they are prepared to work hard. A manifestation of teachers’ expectations for high student achievement is their insistence on the use of precise language by students.

   b. **Identify Relevant Evidence**
      
      ![Identify Relevant Evidence](https://via.placeholder.com/150)
      
      **Identify Relevant Evidence**
      
      Having reviewed the elements and indicators for **Creating an Environment of Respect and Rapport**, select whether each piece of evidence is “relevant” or “not relevant” for the component. (We discuss more examples of evidence when we discuss rubric levels in detail.) You will not be able to click on “see answers” until you have selected an answer choice for every piece of evidence.

      The teacher says, “I think most of you will be able to do this.”
      
      - Relevant
      - Not relevant

      Students roll their eyes at a classmate’s idea, the teacher does not respond.
      
      - Relevant
      - Not relevant
IV. Assign an accurate score for each of the eight Framework components based on a set of evidence

1. **Putting It All Together module**
   a. All sub-sections

2. Component modules (2a–3d)
   a. Component Rubric section
      - Component Rubric
      - Levels of Performance section
1. **Putting It All Together module**
   a. All sub-sections

2. Component modules (2a–3d)
   a. Practice Gathering Evidence

V. Assign evidence to the appropriate Framework component

*Note: Observer Training was designed to integrate the sub-skills in each of the component modules.*