

TWS Aggregate FA22

assessment instrument name	criterion name	n	mean	std. dev.	lowest score	highest score
TWS Section 1: Contextual Factors (REV. FA22)	CF 1 School Information	31	3.23	0.42	3	4
TWS Section 1: Contextual Factors (REV. FA22)	CF 2 Knowledge of Classroom Information	31	3.39	0.49	3	4
TWS Section 1: Contextual Factors (REV. FA22)	CF 3 Knowledge of Student Characteristics	31	3.55	0.5	3	4
TWS Section 2: Learning Goals and Assessment Plan	LGA 1 List 2 to 3 learning goals	31	3.13	0.34	3	4
TWS Section 2: Learning Goals and Assessment Plan	LGA 2 Levels of learning goals	31	3.13	0.34	3	4
TWS Section 2: Learning Goals and Assessment Plan	LGA 3 Alignment of Learning Goals with standards	31	3.1	0.3	3	4
TWS Section 2: Learning Goals and Assessment Plan	LGA 4 Appropriateness of Learning Goals	31	3.42	0.49	3	4
TWS Section 2: Learning Goals and Assessment Plan	LGA 5 Mastery levels for each Learning Goal	31	3.87	0.34	3	4
TWS Section 2: Learning Goals and Assessment Plan	LGA 6 Assessment Blueprint: Learning Goals	31	3.29	0.45	3	4
TWS Section 2: Learning Goals and Assessment Plan	LGA 7 Assessment Blueprint: Adaptations for Assessments	31	3.42	0.49	3	4
TWS Section 2: Learning Goals and Assessment Plan	LGA 8 Assessment Blueprint: Modes of Pre-, Post-, and Formative Assessments	31	3.13	0.34	3	4
TWS Section 2: Learning Goals and Assessment Plan	LGA 9 Pre-post Assessment Blueprint: Scoring Criteria	31	3.1	0.3	3	4
TWS Section 2: Learning Goals and Assessment Plan	LGA 10 Formative Assessments	31	3.45	0.5	3	4
TWS Section 3: Design for Instruction (REV. FA22)	DI 1 Results of pre- assessment	31	3.74	0.44	3	4
TWS Section 3: Design for Instruction (REV. FA22)	DI 2 Unit Overview: Alignment	31	3.81	0.4	3	4
TWS Section 3: Design for Instruction (REV. FA22)	DI 3 Unit Overview: Instruction and Assessment	31	3.48	0.5	3	4

TWS Section 3: Design for Instruction (REV. FA22)	DI 4 Integration of Technology	31	3.26	0.44	3	4
TWS Section 3: Design for Instruction (REV. FA22)	DI 5 Instructional Strategies	31	3.61	0.49	3	4
TWS Section 4: Analysis of Student Learning	ASL 1 Visual Representation of Student Performance	31	3.94	0.35	2	4
TWS Section 4: Analysis of Student Learning	ASL 2 Analysis of Student Performance	31	3.39	0.49	3	4
TWS Section 4: Analysis of Student Learning	ASL 3 Analysis of Student Performance	31	3.26	0.44	3	4
TWS Section 4: Analysis of Student Learning	ASL 4 Analysis of an Individual Student	31	3.39	0.49	3	4
TWS Section 4: Analysis of Student Learning	ASL 5 Instructional Implications from Data: Most and Least Successful Aspects	31	3.16	0.37	3	4
TWS Section 4: Analysis of Student Learning	ASL 6 Instructional Implications from Data: Assessment Methodology	31	3.23	0.42	3	4
TWS Section 4: Analysis of Student Learning	ASL 7 Instructional Implications from Data: Changes to Future Instruction	31	3.32	0.47	3	4
TWS Section 4: Analysis of Student Learning	ASL 8 Instructional Implications from Data: Reinforcement and Extension Activities	31	3.23	0.42	3	4
TWS Section 5: Reflection of Teaching Practices	R 1 Implications for Future Instruction: Small Group Selection	31	3.52	0.5	3	4
TWS Section 5: Reflection of Teaching Practices	R 2 Implications for Future Instruction: Small Group Practices	31	3.26	0.44	3	4
TWS Section 5: Reflection of Teaching Practices	R 3 Implications for Future Instruction: Instructional Practices	31	3.42	0.49	3	4
TWS Section 5: Reflection of Teaching Practices	R 4 Implications for Future Instruction: Assessment Methods	31	3.26	0.44	3	4
TWS Section 5: Reflection of Teaching Practices	R 5 Implications for Future Instruction: Assessment Practices	31	3.35	0.48	3	4
TWS Section 5: Reflection of Teaching Practices	R6 Identify areas of Professional Development	31	3.81	0.37	3	4