Assessment 3
Assessing Your Planning and Effect on Student Learning

1.Description

This assessment is an assignment during student teaching requiring the teacher candidate to develop and teach a unit and assessment.

2. Alignment with Standards

This assessment was developed with a two-fold purpose—1) to assess the teacher candidate's ability to effectively plan lessons/units along with appropriate assessments and; 2) to assess the teacher candidate's ability to analyze and reflect on the impact of their instruction on their students' learning. (The second portion will be addressed in C.3.)

The planning portion (#1 above) of this assignment addresses Standard C.2—*Assessment that demonstrates candidates can effectively plan classroom instruction*. By using a real world experience of planning units during student teaching, the teacher candidate utilizes tools learned during their teacher preparation program to and gives the clinical supervisors the opportunity to assess the effectiveness of their planning. This also allows the Social Studies teacher education faculty to assess the effectiveness of the preparation program without adding additional burdens to the process of student teaching.

5. Assessment/Rubrics

Assessing Your Planning and Effect on Student Learning

ESEC 450/460
Student Teaching Seminar

One of the required standards for teacher education programs is the demonstration of evidence that teacher candidates have an effect upon student learning. As teachers it is vitally important that we are in a constant state of reflection of how our planning and instruction helps students to learn. We do this in formative ways (asking questions, checking homework, leading discussions…etc.) as well as summative ways (tests, projects, papers…etc.) When you go out into the world and have a classroom of you will lose a lot of the feedback you have during student teaching and it is crucial that you have learned how to reflect on your teaching and student learning.

A very concrete method for assessing your effect upon student learning is to present the students with a pre-test for a unit, teach the unit lessons and then give a post-test to assess student learning. By comparing the pre-test and post-test averages, you can use data to evaluate student learning thereby informing your reflection in regards to your performance as an instructor.

This project includes the following components:

1. 5 classroom objectives that are tied to the local district curriculum
2. A 25 question pre-test (5 questions per objective) to be given to the students prior to instruction
3. Lesson plans sufficient in number for the teaching of the 5 objectives
4. A 25 question post-test to be given to the students following instruction
5. A completed item analysis spreadsheet (see attached)
6. A written reflection addressing your effect on student learning (see rubric)

Some tips for implementation:

1. Use 5 objectives that you would teach regardless of whether you were doing this project or not.
2. Use test questions that reach across all levels of Bloom's taxonomy. Balance is key.
3. Code the test questions with the appropriate objective and Bloom's level (Example: O1:B3).
4. Use the same test for before and after the unit. No need to write two tests.
5. However, it is important if you are giving the same test both times to keep the following in mind:
    a. Give the pre-test "cold". Don't tell the students it is coming. Tell them that you just want to see what they know about (insert topic here), but don't make it seem too unimportant or they will just blow it off. Giving them some sort of participation grade for "giving their best effort" (say 10 points or something) usually works well.
    b. DO NOT tell them that they are going to see the same exact test again.
    c. After you give the pre-test you will want to collect it and never speak of it until after the post-test. The students will want to know how they did and you should not tell them or show them their graded tests. Since you are going to use the same test later, you cannot show them or tell them how they did.
    d. Consider giving some sort of grade for improvement the students demonstrate between the pre-test and post-test, but again don't tell them about it until later.
    e. When you give them the post-test the students may say, "Hey! This is the same test!" Tell them to be careful of any assumptions they might make and leave it at that.

6. Plan lessons that are exactly what you would normally plan. Don't go out of your way to create really cool lessons. Remember you are trying to assess your "regular" teaching.
7. DO spend a good deal of time reflecting on your test data, lessons and teaching before you write your reflection. It won't be difficult to write if you have thought it through first.
8. Stick to the 5 objective and 25-test question guideline. It is a manageable number. If you give a larger test, focus on only 5 objectives and 25 questions.

Rubric for Planning and Assessment

Criteria	Exceeds Standard (3)	Meets Standard (2)	Approaches Standard (1)
Introduction / Objectives	Introduction provides thorough context, includes necessary knowledge, skills and insight needed to complete unit. 5 objectives are properly aligned and equally balanced across Bloom's Taxonomy	Introduction provides context and necessary knowledge needed to complete unit. 5 objectives are properly aligned with Bloom's Taxonomy.	Intro includes insufficient context, knowledge and/or skills. Includes 5 objectives.
Long-Term Planning	Instructional Unit demonstrates thoughtful integration of content within larger framework of scope and sequence of course curriculum. Common themes are employed to activate student knowledge and prepare them for future learning.	Instructional Unit integrates content within the proper place in local curriculum. Unit is integrated as part of larger course.	Instructional Unit falls within proper range of curricular sequence, but fails to properly integrate content into the scope of the course.
Short-term Planning	Lessons are clearly tied to objectives and incorporate a variety of activities/learning modalities. All learning outcomes clearly met.	Lessons are tied to objectives and incorporate a variety of activities. All learning outocomes met.	Lesson connection to objectives in need of clarification / Learning outcomes questionable
Assessment	Assessment includes 25 questions / 5 per objective / balanced across Bloom's Taxonomy / Questions are valid and reliable. Assessment incorporates various methods of questioning and answer types.	Assessment includes 25 questions / 5 per objective. Questions are aligned with objectives and Bloom's level. Assessment incorporates at least 2 question and answer types.	Insufficient questions and/or misaligned by objective and/or Bloom's level. Questionable validity and reliability
Item Analysis	Item analysis complete, organized and correctly calculated	Item analysis complete and correctly calculated.	Item analysis incomplete or contains minor errors in calculation

Written Reflection

For the written reflection, you will want to analyze and discuss each aspect of the instructional unit from the planning through assessment and remediation. This is best accomplished by breaking the reflection down into the following parts.

- Pre-Test
  - What was your reaction to the pre-test results? Were they what you expected?
  - How did the results of the pre-test affect how you planned for the unit?
  - What did the pre-test tell you about what the students already knew?
- Post-Test
  - Analyze the test overall and by objective
  - What does the data tell you?
  - What did the students do well?
  - What did the students not score well on?
  - What is your reaction to the test data?
- Lessons/Instruction
  - Reflect upon the quality of your lessons and teaching
  - How did the lessons go?
  - What did you do well? Not so well?
  - What connections do you see between the test data and your teaching?
  - Were there specific teachable opportunities that you identified or missed?
- Remediation
  - What did you do to address low scores in test data?
  - If the scores were mostly high, how did you work in enrichment?
  - How did you connect the test data directly to your re-teaching activities?
- Conclusions
  - Reflect thoughtfully on this experience
  - What were the benefits and drawbacks of conducting this experiment?
  - What factors were involved in student learning?
  - What effect did your use of a pre-test/post-test have on instruction?
  - If you had this unit to do over again, what would you do differently?
  - For the future, what will you do to improve the areas of your planning and instruction that you identified as in need of some work?
  - How will you challenge yourself and your students to achieve more in the classroom?
  - Draw upon this experience to reflect upon how you think you stand as a factor in student learning and where you want to go.

See the rubric for the assessment guidelines. Remember that ESEC 460 is a graded course!

Rubric for Written Reflection

Criteria	Exceeds Standard (3)	Meets Standard (2)	Approaches Standard (1)
Pre-Test	Thoughtful data analysis, implications for teaching & consideration for differentiation of planning and instruction	Examination of data analysis & implications for teaching	Brief discussion of data analysis. Pre-test data may or may not be reflected in unit lessons
Post-Test	Thoughtful data analysis by objective and overall. Examination of strengths and weaknesses. Thoughtful initial reaction to unit	Discussion by objective and overall. Discussion of strengths and weaknesses. Initial reaction to unit.	Cursory discussion by objective and overall. Brief discussion of strengths and weaknesses. Initial reaction to unit.
Lessons & Instruction	Thoughtful reflection upon lesson planning and teaching efficacy. Discussion of strengths and weaknesses with connections to pre-test and post-test data.	Discussion of lesson planning and teaching efficacy. Acknowledgement of strengths and weaknesses. Connections to pre-test and post-test data.	Discussion of lesson planning and teaching efficacy. Acknowledgement of strengths and weaknesses. Connections to pre-test and post-test data.
Remediation	Evidence of re-teaching based upon test data and reflection. Thoughtful planning of re-teaching activities	Discussion of re-teaching based upon test data and reflection. Re-teaching activities based on test data.	Cursory discussion of re-teaching activities. Activities may or may not be directly connected to test data.
Conclusions & Future Considerations	Thoughtful analysis of effect upon student learning. Demonstrates understanding of the various involved. Considerable consideration given for future units and instruction.	Analysis of effect upon student learning. Discusses various factors involved. Consideration given for future units and instruction.	Cursory analysis of effect upon student learning. Acknowledges various factors involved. Brief consideration given for future units and instruction.