

Assessment
Effect on Student Learning Tasks with Reflection

Tasks	4	3	2	1-0
Small Group				
Analysis of student performance and patterns of learning (4 pts.) (Type of data)	Analysis focuses on both quantitative (percent, mode/median/ mean, pass/fail rates) and qualitative data (student work samples). The analysis discusses patterns of learning among the whole class and individuals.	Analysis focuses on both quantitative (percent, mode/median/ mean, pass/fail rates) and qualitative data (student work samples). The analysis discusses how the class did overall, as well as some patterns of learning.	Analysis is more focused on quantitative data (percent, mode/median/mean, pass/fail rates) and reports about how the class did overall on the assessment OR only qualitative data is focused on.	The assessment is not aligned to the instructional objectives and standards. Thus, student learning is not properly evaluated.
Planning for small group instruction (3 pts.)		Planning for small group instruction is clearly aimed to support the needs of this specific group of students	Planning for small group instruction is clearly aimed to support the needs of this specific group of students with some deficits in candidate's thinking	Planning for small group instruction is clearly aimed to support the needs of this specific group of students with several deficits in candidate's thinking

Analysis of Student Learning Small Group (3 pts.) (Amount of data)		There is a strong review of data documented by a chart or graph of lesson results as related to instructional objectives and standards.	There is a review of data of lesson results as related to instructional objectives and standards.	There is a NO review of data of lesson results as related to instructional objectives and standards.
Small group lesson plan and sample of assessment (2 pts.)			Small group lesson plan and sample of assessment are included	Small group lesson plan and/or sample of assessment NOT Included

Whole Group	4	3	2	1-0
Description & Intentionality of the Assessment (3 pts.)		<p>The assessment is described in great detail in lesson plan, along with the intentionality behind creating it.</p> <p>Items & rubrics are explicitly connected to the standards, and how they will help analyze student learning is shared.</p>	<p>The assessment is described in lesson plan.</p> <p>Items & rubrics are implicitly connected to the standards.</p>	<p>The assessment is either not described in lesson plan or does not align to the standards.</p>
Analysis of student performance and patterns of learning (4 pts.)	<p>Analysis focuses on both quantitative (percent, mode/median/mean, pass/fail rates) and qualitative data (student work samples). The analysis discusses patterns of learning among the whole class and individuals.</p>	<p>Analysis focuses on both quantitative (percent, mode/median/mean, pass/fail rates) and qualitative data (student work samples). The analysis discusses how the class did overall, as well as some patterns of learning.</p>	<p>Analysis is more focused on quantitative data (percent, mode/median/mean, pass/fail rates) and reports about how the class did overall on the assessment OR only qualitative data is focused on.</p>	<p>The assessment is not aligned to the learning targets. Thus, student learning is not properly evaluated.</p>
Planning Instructional Next Steps (4 pts.)	<p>Next steps are clearly aimed to support specific student needs (individual AND groups)</p>	<p>Next steps are clearly aimed to support specific student needs (individual OR groups)</p>	<p>Next steps are general to the whole class or lack details/have deficits in candidate's thinking</p>	<p>Next steps contain several deficits in candidate's thinking</p>
Student Data Graphic (3 pts.)		<p>The graphic represents the data accurately, is labeled/titled, and well organized.</p> <p>The graphic is referenced in the reflection to support a claim about student learning.</p>	<p>The graphic represents the data accurately, is labeled/titled, and well organized.</p>	<p>The graphic is missing some key components to make its use effective (i.e. missing labels/title, incomplete data, etc.)</p>
Student Samples and Candidate Feedback (4 pts.)	<p>A full class set of student assessment samples are submitted and are labeled Student A, Student B, etc.</p> <p>Candidate feedback is provided on student work and described in detail in the reflection</p>	<p>A full class set of student assessment samples are submitted and are labeled Student A, Student B, etc.</p> <p>Candidate feedback is provided on student work and described in the reflection</p>	<p>Student assessment samples are submitted with names OR it is not a full class set.</p>	<p>Student assessment samples are NOT submitted.</p>

Whole Group	4	3	2	1-0
Analysis of Teaching: Planning and Preparation (3 pts.)		Includes detailed and thoughtful modifications/recommendations of current instruction for future application in planning and preparation as related to instructional objectives or standards.	Includes modifications/recommendations of current instruction for future application in planning and preparation as related to instructional objectives or standards.	Includes NO modifications/recommendations of current instruction for future application in planning and preparation as related to instructional objectives or standards.
Analysis of Student Learning (3 pts.)		There is a strong review of data documented by a chart or graph of lesson results in the reflection as related to instructional objectives and standards.	There is a review of data of lesson results as related to instructional objectives and standards.	There is a NO review of data of lesson results as related to instructional objectives and standards.
Whole group lesson plan, pre, and post assessment (2 pts.)			Whole group lesson plan, pre, and post assessment are all included with the reflection	Elements are missing