

Component C: Impact on Student Learning

Elements Introduction Procedures Directed Questions Scoring Rubric

Elements

Component C of your portfolio will contain the following items:

1. A list of the objectives/learning targets for your unit.
2. A scored sample of the pretest *and* posttest assessment for *one* student.
3. Excel results sheet showing student results and calculations of change scores/percentages.
4. Excel chart of student pretest and posttest results.
5. Responses to the Directed Questions.

Introduction

One of the four requirements for teacher education candidates during the senior II internship semester is the documentation of your Impact on Student Learning. This requirement must be completed in conjunction with Component A: Instructional Practice. This component will demonstrate your competency with the following INTASC Standards Indicators:

2.31 The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

7.13 The teacher knows when and how to adjust plans based on student responses and other contingencies.

8.11 The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

8.12 The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

8.13 The teacher understands measurement theory and assessment related issues, such as validity, reliability, bias, and scoring concerns.

8.35 The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

8.36 The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

9.12 The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.

9.31 The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

Procedures

1. Review the unit you will teach for Component A.
2. Develop a pretest/posttest assessment for this unit that meets the following criteria:
 - a. Assesses content of the instructional unit used in Component A.
 - b. Contains items/activities that are aligned with the unit objectives.
 - c. Uses scoring methods that provide quantifiable data or that can convert results to quantifiable data.
3. Answer questions #1, 2, 3, and 4 of the Directed Questions **before** conducting your pretest.
4. Conduct your pretest assessment and prepare an Excel results sheet that includes the scores for each student who completed the pretest.
5. Answer questions #5, 6, and 7 of the Directed Questions **before** teaching the unit in Component A.
6. After teaching your unit, conduct your posttest.
7. Enter your posttest scores in the Excel results sheet.
 - a. Calculate results using **only** the scores for students who completed **both** the pretest **and** the posttest.
 - i. Calculate individual student change scores, and % change for each individual
 - ii. Calculate the group pretest and posttest means, the mean change and the mean % change for the group.
 - b. Using Excel, prepare a chart of the student pretest and posttest results.
8. Answer questions 8, 9, 10 and 11 of the Directed Questions.

Directed Questions

Below are the directed questions for the Impact on Student Learning Component. Be sure to answer each question as completely as possible. You may answer the questions one-by-one or in a narrative form, but all questions must be answered. Pay particular attention as to when questions should be answered. As you write, include information about the relevance of all evidence you have included and how that evidence addresses the key indicators of the INTASC Standards/Indicators for this component.

Answer questions 1-4 before conducting your pretest.

1. Briefly describe the students who participated in the assessment (gender, race, performance levels)
2. Why did you select or design the pretest and posttest method in this fashion?
3. How does your assessment measure the learning targets in your unit?
4. Describe the procedures you will use to administer and score the assessment. (When and where it will be administered, by whom, and how it will be administered and scored)

Answer questions 5-7 before teaching the unit.

5. Were there any special circumstances that occurred during the pre-assessment?
6. How did the results of the pretest inform your instruction of the unit?
7. What modifications did you make in your unit based on the pretest data?

Answer questions 8-11 after pre/posttests and analysis are completed.

8. What do the assessment results indicate about your impact on individual student learning during this instructional unit?
9. What do the assessment results indicate about your impact on the groups' learning during this instructional unit?
10. How will this experience influence your design of pretest and posttest assessments in the future?
11. How will this experience influence your unit planning and instruction in the future?

Component C - Impact on Student Learning Scoring Rubric

Required Elements:

1. A list of the objectives/learning targets for the unit.
2. A scored sample of the pretest *and* posttest assessment for *one* student.
3. Excel results sheet showing student results and calculations of change scores/percentages.
4. Excel chart of student pretest and posttest results.
5. Responses to the Directed Questions.

	Below Expectations	Meets Expectations	Above Expectations
1. Assessment Design	Assessment is not aligned with unit objectives of Component A	Assessment is closely aligned with unit objectives of Component A.	Assessment is accurately and precisely aligned with unit objectives of Component A.
	Assessment does not use scoring methods that provide quantifiable data or that can convert results to quantifiable data.	Assessment uses scoring methods that provide quantifiable data or that can convert results to quantifiable data.	Assessment uses scoring methods that provide quantifiable data or that can convert results to quantifiable data in an efficient and systematic manner.
	The rationale for the assessment method selected is not provided.	The rationale for the assessment method selected is provided.	The rationale for the assessment method selected is detailed, thorough and convincing.
	Context is not described and does not address when, where, by whom, and how the assessment was conducted.	Context is described and addresses when, where, by whom, and how the assessment was conducted.	Context is described in detail. It systematically addresses when, where, by whom, and how the assessment was conducted.
2. Data Analysis	Does not discuss how the pretest results informed instruction and any modifications that may have been made based on the data.	Discusses how the pretest informed instruction and modifications (if any) that were made to the unit based on the data.	Discussion of how the pretest informed instruction is consistent with the results and thoroughly considers the implications of the results.
	Did not provide samples of the pretest and posttest assessment.	Samples of the pretest and posttest assessment were provided.	N/A
	Different assessments were used for the pretest and posttest	Identical assessments were used for the pretest and posttest	N/A
	Analysis Includes results for students taking only the pretest or only the posttest	Analysis Includes results for only those students taking both the pretest and the posttest	N/A
	Did not provide the Excel results and/or chart summarizing the data.	Excel results and chart are provided.	N/A
3. Directed Questions	Does not provide an interpretation of the change results and/or the possible reasons they occurred.	Provides an interpretation of change results and speculates on why they occurred.	Provides an in-depth interpretation of the change results and a methodical consideration of instructional impact.
	Does not address how the assessment results will influence future assessment and instructional practices.	Addresses how the assessment results will influence future assessment and instructional practices.	Systematically and thoroughly addresses how the assessment results will influence future assessment and instructional practices.