Key Licensure Assessment #5: Effect on Student Learning
World Languages: EDUC 627

Overview
Graduate Initial Teacher Preparation Program
Educator Preparation Unit
Muskingum University

1. Description of the Assessment and Its Use in the Program

The Effect on Student Learning assignment serves as an assessment of a candidate’s ability to impact student learning as a result of planning and teaching sequences of lessons at appropriate levels of rigor and inquiry. Pre- and post-assessments serve as the means for determining the degree of impact. The assessment also assesses a candidate’s skills in describing and documenting individual and small- or whole-group student progress. The candidate is charged with carrying out the work of this assignment during student teaching and to then include documentation of the work as a component of the Professional Portfolio at the conclusion of student teaching. The Portfolio is a requirement for the Professional Practices course (EDUC 466); a course that is taken during a three-week period prior to the beginning of student teaching.

This Key Licensure Assessment #5 is accompanied by Key Program Assessment #8. Both focus on the Effect on Student Learning. One portfolio product is developed for these two assessments, using the directions noted below. The one product is then assessed using the corresponding scoring guides. The Key Licensure Assessment is aligned with the American Council on the Teaching of Foreign Languages (ACTFL) while the Key Program Assessment is aligned with candidate proficiencies of the conceptual framework.

To exit the licensure program at Gateway 3, a candidate must complete Key Licensure Assessments #3 - #5 and #7 (Ability to Plan Lessons, Student Teaching, Effect on Student Learning, and World Languages Portfolio) with at least 80% of the ACTFL standard elements across the four assessments rated at meets standard element and no standard element rated unacceptable. NOTE: ACTFL standard elements have been designated with a numeric/alphabetic system for the purpose of being able to make note of and discuss the specific knowledge, skills, and dispositions.

2. Description of How the Assessment Aligns with the American Council on the Teaching of Foreign Languages (ACTFL) Standards (2002)

The following ACTFL standard elements are evaluated through this key licensure assessment.

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<th>Standard 3.b: Developing Instructional Practices that Reflect Language Outcomes and Learner Diversity</th>
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<td>Standard Element 3.b.1: Theories of Learner Development and Instruction</td>
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<td>Standard Element 3.b.3: Adapting Instruction to Address Students’ Language Levels, Language Backgrounds, and Learning Styles</td>
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<td>Standard 5.a: Knowing Assessment Models and Using Them Appropriately</td>
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<td>Standard Element 5.a.1: Formative and Summative Assessment Models</td>
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NOTE: ACTFL standard elements have been designated with a numeric/alphabetic system for the purpose of being able to make note of and discuss the specific knowledge, skills, and dispositions.

3. Assessment Instrument

Professional Portfolio

Effect on Student Learning Assignment Guidelines

As you complete the following, refer to the scoring guide for Key Licensure Assessment #5 and the scoring guide for Key Program Assessment #8 to ensure that you include all expectations for this assessment.

Purpose of the Assignment: To assess the impact of your teaching on the learners in your classroom.

Directions:

A. Select a group of students for whom you will document the impact of your teaching over time. For candidates with multiple classes of students, you may select one class of students (the entire class, not just a small group from it). For candidates with similar students across content areas, you may select one of the content areas for which you provide instruction to this group of students. For candidates who only work with small groups of students, the minimum size of the group needs to be five students, unless otherwise approved by your Professional Practices course (EDUC 466) instructor.

B. Complete the Teaching Environment - Class Information form for this group. Under Section #8 of the form, describe, in narrative format, the language acquisition levels, language backgrounds, learning styles, special needs, and linguistic, physical, cognitive, emotional, and social developmental characteristics of your students.
C. Determine a unit or sequence of instruction in which you will document student progress, develop the learning goals for that unit or sequence of instruction, making sure to align the learning goals with national and state goal areas and standards, and establish expected levels of performance on those goals. The unit or sequence of instruction needs to be of sufficient length to be able to:

1) develop a formative pre-assessment(s) with a variety of response types, from forced choice to open-ended, that measure students’ communication and cultural understandings and their abilities to comprehend and interpret authentic oral and written texts from the target culture(s); apply the cultural framework to authentic documents, including the identification of the products, practices, and perspectives embedded in those documents; and negotiate meaning as listeners/speakers and as readers/writers in an interactive mode,

2) administer the formative pre-assessment(s) to determine students’ current levels of knowledge and skills,

3) plan differentiated instruction to build on the students’ current levels of knowledge and skills and taking into account their individual characteristics,

4) administer formative post-assessment(s) to determine the degree to which learning goals were met at the expected level(s),

5) review assessment results and then plan and provide additional instruction to those who have not met the expected level(s) of performance, and

6) administer summative post-assessment for students who received additional instruction.

D. Determine the learning goals on which you will develop the formative pre-assessment (see paragraph C.1 above). The pre-assessment needs to be such that you will be able to ANALYZE the assessment data to discern both global success and underlying inaccuracies. It should permit error pattern analysis. Develop the pre-assessment(s) and have it approved by your cooperating teacher before administering it to the class.

E. Administer the pre-assessment(s) and develop a chart of current levels of student performance. In addition, write a narrative that described how what you learned from the pre-assessment will be used to develop the lesson plans for your unit or sequence of instruction.

F. Develop the lesson plans for your unit or sequence of instruction and have the plans approved by your cooperating teacher.

G. Teach the lessons as planned, making changes as student needs develop.

H. After you have taught the lessons that are focused on the learning goals for which you are collecting data, administer the formative post-assessment(s) which should (1) parallel the pre-assessment(s) and (2) measure what you expected students to learn as a result of your instruction – that is the learning goals.
I. Analyze post-assessment results, with respect to (1) the entire group, (2) any subgroups for which you have differentiated instruction (content, process, or product) and any other identified subgroups (gender, race/ethnicity, etc.), and (3) individual students. Chart your findings. Write a narrative that interprets your findings and, unless all students have met the initially expected level of performance, develop a plan to re-teach/intervene so that those students who have not met the expected level(s) of performance have the opportunity to do so. Make sure to interpret and report the progress students made in terms of language proficiency and cultural knowledge AND identify what students could do in order to advance in their language proficiency and cultural knowledge. Describe how you adapted, changed, and reinforced instruction following the post-assessment.

J. Re-teach and/or provide intervention for those who did not initially meet the expected level(s) of performance.

K. Administer the summative post-assessment(s). Chart your findings and then write a narrative that discusses the progress made or lack thereof and what next steps you might take, including how you would adapt, change, and reinforce instruction based on the results of the summative assessment.

L. Develop a graph (type up to you) to display student assessment scores and student progress over time. Be sure to label all components of the graph.

M. Upon completion of Sections A through L above, write a narrative reflection about this experience, with rationales to support the statements you make, focusing on how the experience will most likely strengthen your own linguistic and cultural competence, improve your own pedagogical practices, and alter the research questions you have regarding foreign language teaching and learning.

N. Review the Scoring Guide for Key Licensure Assessment #5: Effect on Student Learning prior to submitting this assignment to ensure that you have addressed all expected components of this assessment.

O. Upon completion of all components of the assignment, submit all documents, including assessments, lesson plans, narratives, and charts and graphs as part of your Professional Portfolio for your Professional Practices course (EDUC 466).