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 assessment 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 465); 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 product is then assessed using two different scoring guides – the Key Licensure Assessment is aligned with the standards of the respective specialized professional association (SPA) 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 - #7 (Ability to Plan Lessons, Student Teaching, Effect on Student Learning, Interdisciplinary Unit Plan, and Middle Childhood Practices Portfolio) with at least 80% of the elements of the Association of Middle Level Education (AMLE) standards across the five assessments rated at meets element and no element rated unacceptable.

2. Description of How the Assessment Specifically Aligns with the Association of Middle Level Education (AMLE) Standards (2001)

The following elements of the AMLE standards are evaluated through this key licensure assessment.

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td>1P6:</td>
<td>Use multiple assessments that are developmentally appropriate for young adolescent learners</td>
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<tr>
<td>3K4:</td>
<td>Is knowledgeable about local, state, and national middle level curriculum standards and of ways to assess the student knowledge reflected in those standards</td>
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<tr>
<td>3K7:</td>
<td>Understand multiple assessment strategies that effectively measure student mastery of the curriculum</td>
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<tr>
<td>3K8:</td>
<td>Understand the integrated role that technology plays in a variety of student assessment measures</td>
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<td>3K11:</td>
<td>Understand the key concepts within the critical knowledge base and know how to design assessments that target them</td>
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<tr>
<td>3D4:</td>
<td>Realize the importance of connecting curriculum and assessment to the needs, interests, and experiences of all young adolescents</td>
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<tr>
<td>3P8:</td>
<td>Use multiple assessment strategies that effectively measure student mastery of the curriculum</td>
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<tr>
<td>4K3:</td>
<td>Are knowledgeable about teaching and assessment strategies that are especially effective in their teaching fields</td>
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<tr>
<td>4D3:</td>
<td>Are committed to using content specific teaching and assessment strategies</td>
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</table>
Element 4D4: Value the integration of state-of-the-art technologies and literacy skills in all teaching fields

Element 4P2: Use effective content specific teaching and assessment strategies

Element 5K2: Know a wide variety of teaching, learning, and assessment strategies, and when to implement them

Element 5K3: Know that teaching higher order thinking skills is an integral part of instruction and assessment

Element 5K4: Know how to select and develop formal, informal, and performance assessments based on their relative advantages and limitations

Element 5K9: Understand the multiple roles of assessment in the instructional process (e.g. monitoring learning, evaluating student progress, and modifying teaching strategies)

Element 5D5: Value the importance of on-going and varied assessment strategies

Element 5D6: Realize the importance of basing instruction on assessment results

Element 5D8: Are committed to using assessment to identify student strengths and enhance student growth rather than deny student access to learning

Element 5P8: Implement a variety of developmentally responsive assessment measures (e.g. portfolios, authentic assessments, student self-evaluation)

Element 5P10: Communicate assessment information knowledgeably and responsibly to students, families, educators, community members, and other appropriate audiences

Element 6K4: Know how to communicate effectively with family and community members

Element 6K9: Understand the roles of family and community members in improving the education of all young adolescents

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 provide a structured experience in which you document the impact of your teaching on the P-12 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 seminar instructor.

B. Complete the Class Environmental Form for this group, noting in narrative format any additional background knowledge and skill variation, differences, or concerns.

C. Determine a unit or sequence of instruction in which you will document student progress, develop the instructional objectives for that unit or sequence of instruction, and establish expected level of performance on those objectives. The unit or sequence of instruction needs to be of sufficient length to be able to:
1) conduct one or more pre-assessments to determine students' current levels of knowledge and/or skills,
2) develop and provide differentiated instruction to build on the students' current levels of knowledge and/or skills,
3) conduct one or more post-assessment to see if instructional objectives were met at the expected level,
4) provide additional instruction to those who have not met the expected level of performance, and
5) conduct a second post-assessment for students who received additional instruction.

D. Determine on which objectives you will develop the pre-assessment. The pre-assessment should be such that you will be able to ANALYZE the work students complete. It should permit error pattern analysis. Develop the pre-assessment and have it approved by your cooperating teacher before administering it to students.

E. Administer the pre-assessment and then develop a chart of the levels of student performance. Develop a one-half to full-page narrative that describes 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 then have the plans approved by your cooperating teacher prior to implementing them.

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

H. After you have taught the objectives on which you are collecting data, administer the post-assessment. The post-assessment should (1) parallel the pre-test and (2) measure what you have just taught.

I. Analyze post-assessment results, with respect to the entire group, any subgroups for which you differentiated instruction (content, process, or product) or any other identified subgroups, and with respect to individual students. Chart your findings. Develop a narrative that interprets your findings and, unless all students met the initially expected level of performance, develop a plan to re-teach/intervene so that those students who did not meet the expected level of performance have the opportunity to do so.

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

K. Administer a second post-test to those students to whom you re-taught the content and/or intervened, chart your findings, and develop a narrative that discusses the progress made, or lack thereof, and what next steps you might take.

L. Develop a graph to display student scores and their progress across the three assessments. Be sure to label all components of the graph.