Key Licensure Assessment #5: Effect on Student Learning
Health Education: EDUC 466
Overview
Undergraduate 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 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 - #6 (Ability to Plan Lessons, Student Teaching, **Effect on Student Learning**, and Comprehensive School Health Education Project) with at least 80% of the AAHE key elements across the four assessments rated at *meets key element* and no key element rated *unacceptable*.

2. **Description of How the Assessment Aligns with the American Association for Health Education (AAHE) Standards (2008)**

The following key elements of AAHE standards are evaluated through this assessment.

<table>
<thead>
<tr>
<th><strong>Standard V: Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Element A:</strong> Candidates develop assessment plans</td>
</tr>
<tr>
<td><strong>Key Element B:</strong> Candidates analyze available assessment instruments</td>
</tr>
<tr>
<td><strong>Key Element C:</strong> Candidates develop instruments to assess student learning</td>
</tr>
<tr>
<td><strong>Key Element D:</strong> Candidates implement plans to assess student learning</td>
</tr>
<tr>
<td><strong>Key Element E:</strong> Candidates utilize assessment results to guide future instruction</td>
</tr>
</tbody>
</table>
### 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 which 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 can ANALYZE the work that the students complete on it. (It should permit error pattern analysis if possible). Develop the pre-assessment and have it approved by your cooperating teacher before administering it to the class.

E. Administer the pre-assessment and develop a chart of current levels of student performance. Also develop a 1/2-1 page narrative that indicates 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 particular objectives on which you are collecting data, administer the post-assessment, which 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 have differentiated instruction (content, process, or product) or any other identified subgroups, and with respect to individual student. Chart your findings. Develop 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 of performance have the opportunity to do so.

J. Re-teach and/or provide intervention for those who did not initially meet the expected level of performance. Again, chart your findings. Then develop a narrative that discusses the progress made or lack thereof and what next steps you might take.

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