

NCATE Assessment #5- The Assessment of Students' Learning by WVU Secondary Education Teacher Candidates

Objective: Teacher candidates demonstrate their abilities to perform procedures that comprehensively assess (grades 5-12) student learning outcomes from a multiple (3-5) day lesson or series of lessons (unit) for one class section they teach during the semester of their capstone course.

Assignment overview: Teacher candidates are required to teach the lesson or series of lessons after consulting the cooperating teacher. Teacher candidates prepare the lessons and create an assessment plan designed to measure student knowledge before (pre-assessment), during (formative assessment), and at the end of the instruction (summative assessment). Teacher candidates perform the assessment activities described below and submit lesson plans, assessments with analysis (matched to the daily procedures of the lessons), and a written reflective narrative to the instructor of their capstone course. The narrative includes contextual factors, decisions made in the planning process, and impact of instructional procedures on students, collectively and individually. It also includes a self-reflection after teaching and ideas for revisions. The total length of the paper should NOT exceed ten pages double-spaced, with one-inch margins, in 12 point font. Charts, graphics, assessment instruments, and rubrics as applicable should be placed in appropriately labeled appendices.

After evaluating the activity with the rubric the capstone instructor will provide a copy of the activity with its evaluation rubric to the content area specialist (WVU English, math, science, or social studies) for use in evaluating the content area program of instruction.

Procedures to follow in completing the assignment:

- Define the concepts and state the theories, properties, propositions, axioms, corollaries, hypotheses, or conclusions necessary for the student to encounter and learn about in the content of the lessons.
- Select or prepare a procedure to pre-assess student knowledge of the content to be taught in the lessons.

This collection includes:

1. Completed pre-assessment of student knowledge and analysis prior to planning the lessons.
2. Formative assessments as part of the plan describing what and how they are used to monitor students' progress in learning the content.
3. Summative assessment to measure final learning, attached at the end of the lesson block.
4. Data analysis. Compare the pre/post assessments for the degree of learning. Examine the formative assessments to note students' progress related to the knowledge objectives. Use charts and graphs to organize data and the narrative to communicate the final performance of the whole class, subgroups, and two individual students of varying ability.
 - Whole class analysis: Create a table showing the pre and post assessment data for each student for all of the learning objectives. Create a summary graph to illustrate the extent of your students' progress from the pre to post assessment for each of your learning objectives. Summarize what the graph tells you about the learning by the students.
 - Select a subgroup of the class such as gender, ability level, or socioeconomic status and analyze the performance of the group on several learning goals.

Provide a written rationale for the objectives you selected. Create a graphic representation that compares the pre and summary assessment results for the subgroup on the objectives. Summarize what the data show about student learning.

- Select two students who demonstrate different levels of performance. Explain why it is important to understand the learning of these particular students. Use the pre, formative, and summary data with examples of students' work to make conclusions about the extent to which the students attained the learning objectives. Graphic representations are not necessary for illustrating individual student accomplishments.

NOTE: Protect your students' privacy rights by **NOT** matching scores/descriptions to names of students.

5. Reflect: Examine the organized data and note the strengths and weaknesses in what was learned and offer possible reasons for the results. Evaluate the overall effectiveness for lessons for 3 groups. Consider your goals, instruction, and assessments along with students' characteristics and other contextual factors under your control.
6. Revise: Indicate any revisions you made in teaching your plans based on your formative assessments. Based on your data analysis, describe changes you will make when you re-teach these lessons.
7. Conclusion: Explain the larger implications for your professional growth learned from this exercise in comprehensive assessment.

Evaluation procedures for the Assessment of Student Learning Activity

1. The final paper will be explained to and discussed with the cooperating teacher, who will sign the paper and rate it as acceptable or unacceptable using the rubrics.
2. In the capstone course, students will discuss their experiences and data with others in content area groups.
3. Content area groups will create a jointly written reflection that they share orally with the entire class.
4. Written reports and group reflections will go to the capstone course instructor for evaluation according to the rubrics.
5. Copies of the assignment and rubric scores are given to the content area specialist (WVU English, math, science, or social studies instructor).

Assessment Five Rubric

*Advanced proficiency assumes attainment of outcomes listed in the accepted proficiency category.

Required Elements	Not Acceptable	Accepted Proficiency	*Advanced Proficiency
Planning Decisions	1.Decisions made without pre-assessment or use of knowledge of mastery of prior curriculum goals. 2.Objectives are not student focused and measurable. 3.Activities offer minor support for learning. 4.Fails to use formal and informal assessments. 5.Instructional environment fails to consider individual differences.	1.Clear evidence of analysis that pre-assessment has been used in planning. 2. Closures and transitions are planned and clearly stated on lesson plans along with other lesson procedures. 3. Activities are appropriate for learning objectives. 4. Classroom environment designed to help all students. 5. Informal and formal assessment used as appropriate.	1.Connects to prior curriculum goals and lesson outcomes. Activities provide for ways to assess prior knowledge in planning current lessons. 2.Objectives are achievable and measurable within the time frame and build on students' prior abilities and skills. 3.Multiple instructional strategies use real world applications and are consistently assessed through multiple and authentic ways. 4. Classroom environment supports all learner needs and growth.
Contextual Factors	Reports irrelevant information or fails to describe relationship of information to learning and curriculum.	Links community cultural variations to content to be learned and instructional procedures.	Taps the local resources for instructional materials and authentic learning tasks.
Impact of Instructional Procedures	No graphic representation of data or analysis of graphic is absent. Assessment analysis	1.Three analyses of student learning present. Shown graphically and results explained.	1.Logical projections are made from the data and implications for overall teaching are

	ignores individual and group differences.	2.Adjustments made are explained as result of informal and formal assessments. Future possible adjustments described. 3. Includes implications for future lessons.	raised. 2. Draws implications for future changes in units and overall curriculum.
Self-reflection	1. Examined only the strengths or weakness. 2. Over states the results of the lesson or states the lesson's outcomes were the result of things that teacher cannot control.	1. Assumes responsibility for lesson successes and failures where appropriate. 2. Credits students with their efforts and knowledge. 3. Teacher acknowledges own learning through the process of completing unit exercise.	1. Indicates procedures they will continue to use. 2. Suggests further personal learning goals. 3. Plans new behaviors that promote continued learning and growth.
Revision Ideas	1. No changes or suggests only surface changes. 2. Implies that the unit will continue because it is fine as is.	1. Identifies particularly strong points in lessons. 2. Identifies one or two places revisions are needed or might improve learning. 3. Describes the type of revision to make.	1. Identifies implications for future growth by placing results in the overall course goals and 5-12 curriculum. 2. Identifies additional skills they personally need to master.

Signatures are only given for acceptable proficiency or higher.

Cooperating/Host Teacher's Signature _____
Date _____

Capstone Instructor's Signature _____
Date _____

Content Area Specialist's Signature _____
Date _____

Assessment Rubric for Language Arts- Key Assessment #5

The rubric provided above is a more generalized rubric for all secondary content areas. For those of you who are seeking secondary language arts certification, the following rubric elements, matched with NCTE/NCATE standards, must also be met. Please be sure as you create your final document that you include the following elements:

Standard	NOT ACCEPTABLE	ACCEPTABLE	TARGET
2.1	Show little evidence of creating an inclusive and supportive learning environment in which all students can engage in learning	Create an inclusive and supportive learning environment in which all students can engage in learning	Create and sustain an inclusive and supportive learning environment in which all students can engage in learning
2.2	Show little evidence in using ELA for helping their students to become familiar with their own and others' cultures	Use ELA to help their students become familiar with their own and others' cultures	Use ELA extensively and creatively to help their students become more familiar with their own and others' cultures
2.4	Engage in few practices designed to assist students in developing habits of critical thinking and judgment	Use practices designed to assist students in developing habits of critical thinking and judgment	Design and implement instruction and assessment that assist students in developing habits of critical thinking
2.5	Show a lack of understanding of how the English language arts curriculum, teachers, students, and education in general are influenced by culture, social events, and issues	Make meaningful connections between the ELA curriculum and developments in culture, society, and education	Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education
3.3.1	Show limited ability to respond to and interpret what is read	Respond to and interpret, in varied ways, what is read, teaching their students how to do this as well	Integrate into their teaching continuous use of carefully designed learning experiences that encourage students to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty
3.3.2	Show a lack of knowledge of ways to discover and create meaning from texts	Discover and create meaning from texts and guide students in the same processes	Use a wide range of approaches for helping students to draw upon their past experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts
3.3.3	Use few strategies to comprehend, interpret, evaluate, and appreciate texts	Use a wide variety of strategies to comprehend, interpret, evaluate, and appreciate texts and teach those	Integrate into students' learning experiences a wide variety of strategies to interpret, evaluate, and appreciate texts and

		strategies to students	assess the effectiveness of such strategies in promoting student learning
4.2	Demonstrate limited ability to design instruction to meet the needs of all students and provide for students' progress and success	Align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small group, and individual work	Create literate classroom communities by presenting various structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection
4.8	Demonstrate limited ability to engage students in making meaning of texts through personal response	Engage students in making meaning of texts through personal response	Engage students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances
4.9	Demonstrate limited ability to provide students with relevant reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts	Demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts	Demonstrate how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teach a wide variety of such strategies to all students
4.10	Use assessment in instruction by: <ul style="list-style-type: none"> Failing to use formal and informal assessment activities and instruments to evaluate student work Failing to employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and others 	Integrate assessment consistently into instruction by: <ul style="list-style-type: none"> Using a variety of formal and informal assessment activities and instruments to evaluate processes and products Creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, 	Integrate assessment consistently into instruction by: <ul style="list-style-type: none"> Establishing criteria and developing strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences Interpreting the individual and group results of any assessments and drawing upon a variety of information in these assessments to

		and other audiences	inform instruction <ul style="list-style-type: none">• Assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing• Explaining to students, parents, and others concerned with education how students are assessed.
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