

## Task 3. Assessing Student Learning

### Purpose

The Assessment of Student Learning task asks you to analyze student work samples to diagnose student learning needs and to inform instruction. You will provide evidence of your ability to 1) develop evaluation criteria that are aligned with your big idea or essential question, standards, and learning objectives; 2) analyze student performance on an assessment in relation to student needs and the identified learning objectives; 3) provide feedback to students; and 4) use the analysis to identify next steps in instruction for the whole class and individual students.

### What Do I Need to Do?

- ✓ Select an assessment **from the learning segment** that you will use to check on your students' developing knowledge and skills. The assessment should be the work of individuals, not groups. The assessment should give both you and the students a sense of how well they are progressing toward learning key knowledge, skills, and abilities targeted in the learning segment.
- ✓ Provide a copy of the directions/prompt for the assessment, if these are not apparent from the student work samples.
- ✓ Provide the **evaluation criteria** that you used to assess the student work from the learning segment. Evaluation criteria are performance indicators that you use to assess student learning. Examples of categories of evaluation criteria include **computational accuracy, describing and using properties of a triangle, or translating a word problem into mathematical symbols**. They can be represented in various ways, e.g., a rubric, a system of a possible number of points for different categories, or rules for awarding full vs. partial credit.
- ✓ Analyze the student work from the assessment to identify patterns in understanding across the class. You will need to collect student work from your entire class.
- ✓ To illustrate your analysis, submit three student work samples which together represent what students generally understood and what a number of students were still struggling to understand. **Remove names of students, yourself, and the school with correcting fluid, tape, or marker prior to copying/scanning the work samples.** Label them as "Work Sample 1", "Work Sample 2", "Work Sample 3". **If your students use invented spelling, please write a translation directly on the work sample.**
- ✓ Select two students as focus students whose learning you will discuss in more depth.
  - You may choose one or both of the students whose work samples were already submitted or choose two different students. **However, at least one of the students**

**must be an English Language Learner or a student with an IEP<sup>5</sup>.** Please provide their work samples if not included among the three already selected, and label them Work Sample 4 and Work Sample 5.

- Document your feedback to the two focus students, either as individuals or as part of a larger group. You may provide a copy of written feedback or video/audio evidence of oral feedback. If the feedback is written directly on the work sample, be sure that reviewers can distinguish the feedback from the students' own work. If the feedback occurred in a video clip submitted as part of the Instruction task, identify the location of the feedback in the clip, e.g., by indicating a time span in an electronic video file. You may also submit an additional video clip showing oral feedback.
- ✓ Respond to each of the prompts in the Assessment Commentary.

## Assessment Commentary

Write a commentary of **5-7 single-spaced pages** (including prompts) that addresses the following prompts.

1. Identify the specific standards/objectives from the learning segment plans that are measured by the assessment chosen for analysis. You may just cite the appropriate lesson(s) if you are assessing all of the standards/objectives listed.
2. Create a summary of student learning for the whole class at this point in the learning segment relative to your evaluation criteria.
  - a. Summarize student performance in narrative and/or graphic form (e.g., table or chart such as the optional chart provided after the commentary prompts).
  - b. Attach your evaluation criteria, and note any changes from what was planned for assessment as described in the lesson plans or in the Planning commentary, prompt 5.
3. Discuss what most students appear to understand well, and, if relevant, any misunderstandings, confusions, or needs (including a need for greater challenge) that were apparent for some or most students. Cite evidence to support your analysis from the three student work samples you selected.
4. For the two focus students (see previous page for how to select these students):
  - a. Describe each student's individual learning strengths and challenges (e.g., prior knowledge of the content, academic development, language proficiency, special needs) relative to what was measured by the assessment.

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<sup>5</sup> If you do not have any English Language Learners or students with IEPs, select a student who is challenged by academic English or who usually struggles with the content.

- b. What did you conclude from the work sample and your knowledge of the student about each student's learning relative to the learning objectives? Use the work samples to cite specific evidence to support your conclusions.
  - c. Describe what you did to help each student understand his/her performance on the assessment, either individually or as part of a group.
  - d. Explain how your feedback addressed individual student needs and learning objectives. To support your explanation, cite specific examples of written feedback (e.g., comments on work sample; e-mail; thread of conversation) or of oral feedback on an audio/video clip.
  - e. What opportunities did students have to apply the feedback to improve the work or their understanding, either within the learning segment or at a later time?
6. **Reflection:** Based on the student performance on this assessment, describe the next steps for instruction for your students. These next steps may include a specific instructional activity or other strategies to support or extend continued learning of objectives, standards, central focus, and/or relevant academic language for the learning segment.
- a. If different, describe any individualized next steps for the two students whose individual learning you analyzed.
  - b. In your description, be sure to explain how these next steps follow from your analysis of the student performances.

### Task 3. Summary of Student Learning Chart (Optional)

List the categories of evaluation criteria as well as the corresponding characteristics of student work and the percent of students in the class at levels of performance that increase in quality. This chart is designed to be completed electronically, so the blank space does not represent the space needed. Use as much space and as many rows and columns as you need.

Evaluation Criteria Category	Characteristics of Student Work		
	Performance Level 1	Performance Level 2	Performance Level 3, etc. (Insert more columns if needed)
(name of category)	(provide description of performance of class at this level)	(provide description of performance of class at this level)	(provide description of performance of class at this level)
(name of category)	(provide description of performance of class at this level)	(provide description of performance of class at this level)	(provide description of performance of class at this level)
(name of category)	(provide description of performance of class at this level)	(provide description of performance of class at this level)	(provide description of performance of class at this level)

The boxes indicating levels of student performance should include key characteristics of student performance at that level, as well as the approximate percentage of the class performing at that level.