

# The Analysis of Student Learning (ASL) Project Directions Summer 2020

## Project Purpose:

The purpose of this assignment is to practice the **process** of analyzing student learning using classroom assessments. This project aligns to the following learning targets for CI 3400:

- I can analyze and evaluate the effectiveness of various assessment practices.
- I can analyze/design quality rubrics.
- I can analyze student learning using classroom assessment data.
- I can give specific and meaningful feedback to students.
- I can discuss student learning using student data.
- I can determine next steps for student learning using assessment data.

## Project Directions

For this project, you will be scoring a set of student work, providing feedback to students, graphing your data, and discussing in detail how students will use your feedback to improve and you will use the assessment data to improve your teaching. This project aligns with edTPA Task 3: Assessment and is intended to prepare you for this portion of edTPA. This project will be graded using the [ASL Rubric \(link\)](#). This is a performance assessment that uses written response.

### Step 1:

You may work with a partner - choose wisely and choose someone with the same major (or something very close or within the same grade level).

### Step 2:

Download the student work and directions:

- [11th Grade Honors Bio Writing \(link\)](#)

This link contains student work, teacher directions, and a scoring guide.

### Step 3:

Grade or score all of them using the scoring guide given to you or create your own. If you don't like the way the teacher graded them, you can change the way they are graded. Choose 3 of the papers you graded and give those 3 students feedback.

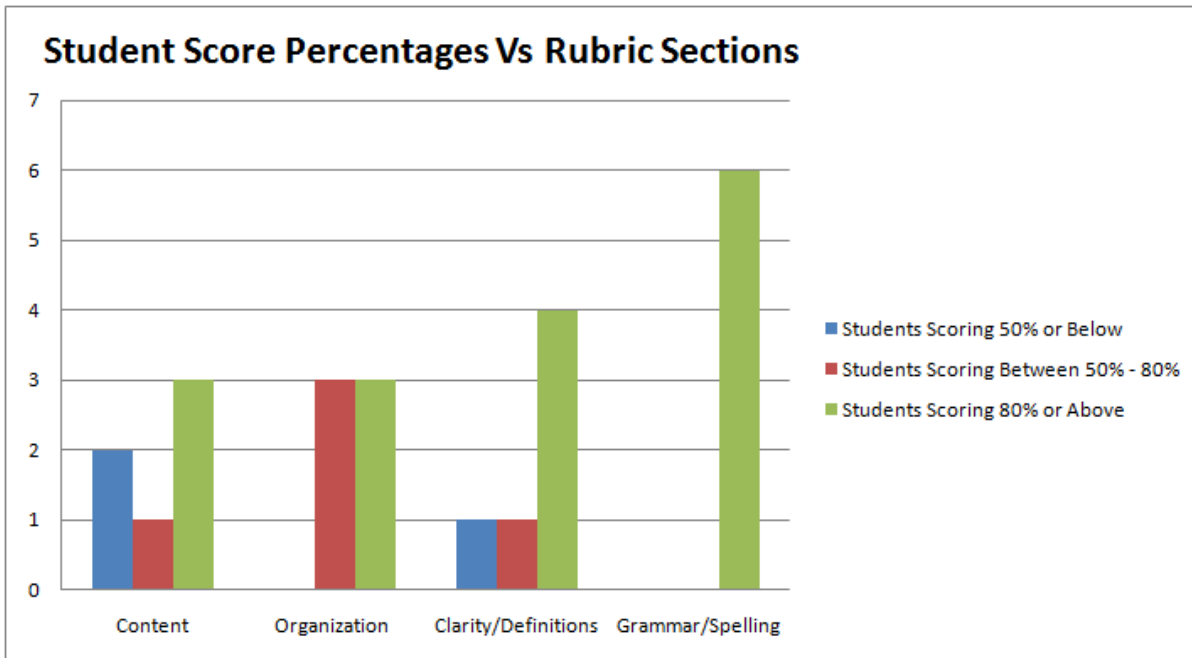
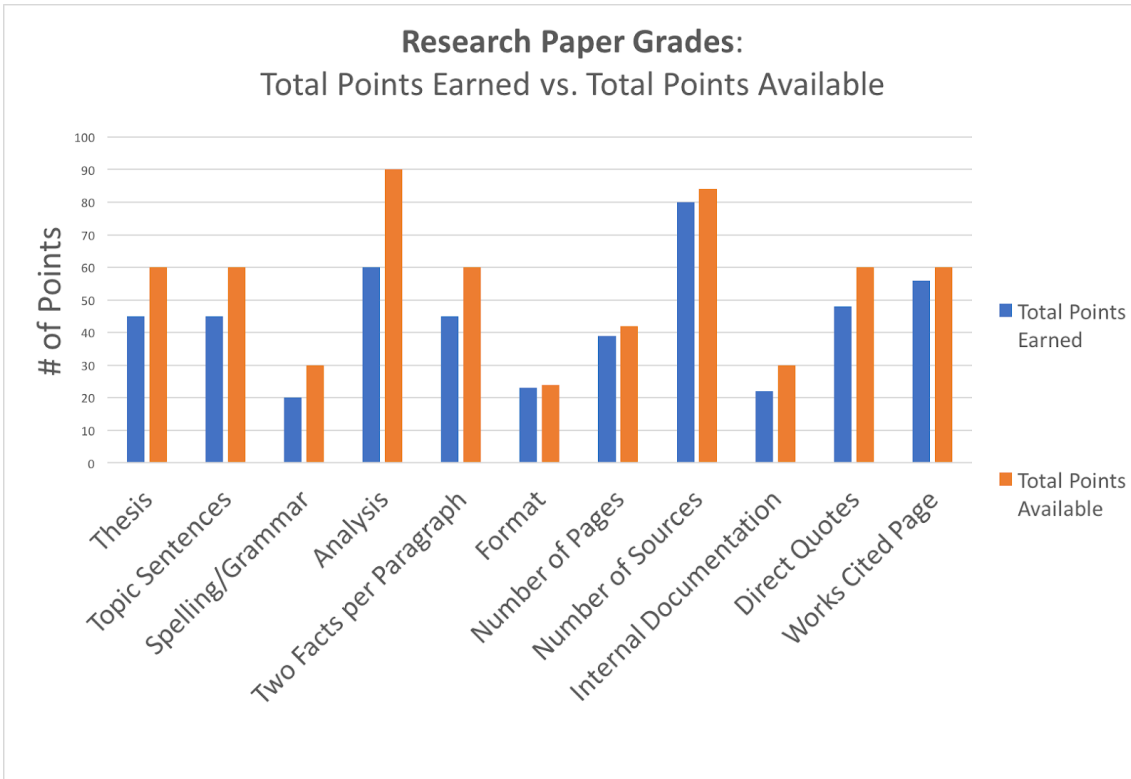
### Step 5:

Create a graph that shows information about what students have learned relative to the learning targets and standards for this assessment. You may need to write a set of learning targets and standards after reading the assignment if they are not given.

Your graph needs to show the learning of the entire class, relative to the learning targets and content standards.

A graph showing only individual student scores will not meet this requirement.

A bar graph will suffice for this assignment, but remember - do not put a bar per student. Below are examples of acceptable ways to graph your student data.



**Step 6:**

This is a performance assessment that uses written response. Using the ASL Template, you will write an analysis of student learning. The prompts are outlined below. Respond to all of them by writing in the [ASL Project Template](#).

You must maintain the formatting in the original template. The font should be Times New Roman size 12.

You should write in complete sentences, proofreading for readability and to be sure your thoughts are clearly conveyed.

This is great practice for writing edTPA.

Reference the [ASL Rubric](#) for scoring guidelines.

\*\* you will submit this for feedback into ASULearn first, and then submit to Tk20 for final grading.

-----

## ASL Prompts (Respond to these in the ASL Template)

### Overview of the Assessment Task (15 points)

Explain in detail what the students were to do for this assessment. Attend to the following:

**Task and Context:** What were the students supposed to do? Begin with a brief description of the task, content assessed, and grade level. Tell how many students are in your work sample. Describe the task students were asked to do and use language from this course to strengthen your discussion (assessment purpose, learning target types, assessment method, etc.). In addition, describe the context for the assessment (how it was administered if you can tell).

**Student Learning:** In your own words, what learning were students supposed to demonstrate through this assessment? Identify the standards and learning targets that this assessment is aligned. Also, draw upon your knowledge of assessment methods and determine the level of learning expected from the standards. Use language from the course to justify your response.

### Visual Representation of Classroom Assessment Data (15 points)

Create a graph of your student assessment data and explain your graph to the reader.

**Graph of Assessment Data:** Use Excel or <https://www.meta-chart.com> or <https://nces.ed.gov/nceskids/createagraph/> to create a graph that represents student understanding of the learning objectives for this assessment. Include the following in your graph:

- Clear title
- Legend/key
- X and Y labels
- Correct scale

**Graph Explanation:** Write a paragraph explaining your graph. Why did you graph it the way that you did? What does this graph represent to the reader? Be sure to analyze patterns and trends based on your graph.

### Whole Group Patterns of Learning (20 points)

In this section, you are going to write about the patterns you see in general across the entire set of student data. Be specific and use your graph from Part 1C as evidence of your conclusions. Some patterns might be very strong (almost all students fit) and other patterns may not have as high of a frequency. Keep in mind that even patterns found in 2 or 3 students need to be addressed. Address the following:

- student understanding (what they did well)
- common errors
- confusions
- need for greater challenge (enrichment)

### Patterns of Learning for Focus Students (20 points)

Select three work samples that will become your focus students. Choose one high, one medium, and one low performing student. Identify which students you have selected as your focus students. Write about the patterns you see for each student in separate paragraphs. Address the following:

- student understanding (what they did well)
- common errors
- confusions
- need for greater challenge (enrichment)

### **Feedback to Guide Learning (20 points)**

Write feedback to your three focus students based on their performance. Be sure that you are addressing what each student did well and what they need to work on (based on the assignment, the assessment tool, and the standards). Don't give generic or vague feedback here, really think about each student individually and where they could improve.

You can also upload images of your feedback written directly on the work samples.

### **Using Assessment to Inform Instruction (10 points)**

Based on your analysis of student learning, describe next steps for instruction to impact student learning. Focus on mastery of learning, which we have discussed in this course.

Divide your response here into two paragraphs: one containing next steps for the whole class and one containing next steps for each of the 3 focus students.