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| **Student Name:** | **Year:** | **Instructor:** |
| **Student ID (800):** | **Semester:** | **Course/Section:** |

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| **Key Assessment 5B: Analysis of Student Learning**  **Scoring Guide** | | | | | | | |
| **CAEP** | **InTASC** | **KTS** | **Criteria** | **Beginning** | **Developing** | **Proficient** | **Exemplary** |
| **ASL1** | | | | ⭘ | ⭘ | ⭘ | ⭘ |
| **1.1**  **1.5**  **T** | **1,6,8,9,**  **10** | **6.4** | **ASL 1**  Visual Representation of Student Performance | No use of technology tools to create graphs/tables; graphs/tables are hand drawn.  3 or more required graphs/tables are not included.  Or  All required graphs/tables from the prompt are included but most are inaccurate, do not communicate student learning gains, or do not compare groups and assessments correctly. | Poor use of technology tools to create graphs/tables; graphs/tables do not clearly or accurately communicate data.  1 or 2 required graphs/tables are not included.  Or  All required graphs/tables from the prompt are included but some are inaccurate, do not communicate student learning gains, or do not compare groups and assessments correctly. | Excellent use of technology  tools to create graphs/tables  that communicate student  learning data legibly and  accurately.  At least three graphs/tables  from the prompt are included, providing accurate data to  communicate, assess, and compare student learning gains. Representations are  labeled accurately. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| **ASL2** | | | | ⭘ | ⭘ | ⭘ | ⭘ |
| **1.1**  **1.2** | **6**  **9** | **5.4**  **7.1** | **ASL 2**  Analysis of Student  Performance | No discussion for 2 or more graphs or 2 or more goals; or inaccurate discussion and reflection of data results and interpretation for all learning goals.  No alignment of analysis with learning goals, contextual factors, and curriculum standards for each required graph and each learning goal.  No conclusions drawn from data or incorrect data used.  No reference to trends and patterns in student performance.  No interpretation of student misconceptions of content. | Accurate and logical description and reflection on data results and interpretation for only one learning goal; or no discussion for one graph for one or more goals; or  inaccurate discussion and reflection of data results and interpretation for some learning goals.  Unclear or inaccurate alignment of analysis with learning goals, contextual factors, and curriculum standards for each required graph and each learning goal;  or discussion of alignment of analysis with learning goals, contextual factors, and curriculum standards is left out for one or more graphs/goals.  Inaccurate conclusions drawn from data or inaccurate data used to draw conclusions.  Little or no reference to trends and patterns in student performance.  Unclear or inaccurate interpretation of student misconceptions of content. | Accurate and logical description, analysis, evaluation and reflection on data results to determine progress of individuals and groups toward learning goals. Identify differences in progress among student groups.  Clear, accurate alignment of analysis with learning goals, contextual factors, and curriculum standards for each required graph and each learning goal.  Meaningful conclusions drawn from data and reported using both percentages and raw data.  Clear and accurate reference to trends and patterns in student performance.  Thorough interpretation of student misconceptions of content. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| **ASL3** | | | | ⭘ | ⭘ | ⭘ | ⭘ |
| **1.1**  **1.2**  **1.3**  **1.4** | **1,7**  **9** | **2.4**  **7.2** | **ASL 3**  Instructional Implications from Data | Inaccurate reflection and evaluation of instructional  practice for future teaching and discussion is missing  for 2 or more groups or two or more goals.  Inaccurate reflection and evaluation of instructional practice for future teaching or no discussion.  No discussion of  content/skills that need remediation or discussion is not based on data results  or results are missing for 2 or more groups or for 2 goals. | Accurate reflection and evaluation of instructional practice for future teaching but discussion is missing for 2 or more groups or one or more goals; or inaccurate reflection and evaluation of instructional practice for future teaching.  Insufficiently identifies small groups for specific content/skills based on data representations and clearly evaluates instructional practice in terms of specific student needs that were noted in contextual factors.  Unclear description which goal the students made the most learning gains and the goal students made the least learning gains;  inadequate discussion on which learning goal determined the best conceptual understanding of content and why; and inadequate discussion which learning goal provided more learning gains due to the assessment mode and why.  Unclear description of 2 changes that could be made to instruction and assessment for this unit if the unit were to be taught again.  Inadequate description of reinforcement and extension activities of this unit. | Clear reflection and evaluation of instructional practice to inform future teaching.  Competently identifies small groups for specific content/skills based on data representations and clearly evaluates instructional practice in terms of specific student needs that were noted in contextual factors.  Thoroughly describes which goal the students made the most learning gains and the goal students made the least learning gains; discusses which learning goal determined the best conceptual understanding of content and why;  and  discusses which learning goal provided more learning gains due to the assessment mode and why.  Clearly describes 2 changes that could be made to instruction and assessment for this unit if the unit were to be taught again.  Appropriately provides logical, detailed discussion of reinforcement and extension activities of this unit. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| **ASL4** | | | | ⭘ | ⭘ | ⭘ | ⭘ |
| **1.1**  **1.3**  **1.4** | **4,5** | **1.5** | **ASL 4**  Analysis of an Individual Student | Inaccurate data used for student evaluation.  No conclusions drawn about the extent to which this student attained learning goals in this unit.  No description of student’s misconceptions about content, assessment or instruction.  No discussion of student’s misconceptions about content. No discussion on how formative assessments helped with instructional adjustment.  No reflection of what could have been done differently. No description of next steps. | Inaccurate portrayal and description of the individual student’s data from pre-, formative, and post-assessments.  Inappropriate conclusions drawn about the extent to which this student attained learning goals in this unit.  Inaccurate description of student’s misconceptions about content, assessment, and instruction or parts missing.  Unclear discussion on how formative assessments helped with instruction adjustment. Collaborative efforts did not connect to student results.  Inaccurate, short reflection of what could have been done differently. Little description of next steps or unclear connection of next steps to student success. | Accurate portrayal and description of an individual student’s data from pre-, formative, and post-assessments along with the instruction and connection to contextual factors.  Appropriate conclusions drawn about the extent to which this student attained learning goals in this unit.  Accurately describes students’ misconceptions about content with clear discussion on how formative assessments helped with instruction adjustment. Includes any collaborative efforts.  Clear discussion on how formative assessments helped with instruction adjustment. Any collaborative efforts connect to student results.  Accurate, in-depth reflection of what could have been done differently. Thorough description of next steps for individual. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |