

CHAPTER 5

The Assessing Learning Task



CALIFORNIA TEACHING PERFORMANCE ASSESSMENT

Candidate Handbook



Chapter 5 of the CalTPA Candidate Handbook

Is covered by this Handbook's

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The Assessing Learning Task

Purpose of the Task

In this task, you will demonstrate your ability to select a unit of study, identify related learning goals, and plan standards-based, developmentally-appropriate student assessment activities for a group of students. In addition, you will demonstrate your ability to assess student learning and diagnose student needs based on student responses to the assessment activity, and show how you would apply this information to your future planning for these students.

Within the *Assessing Learning* task you will also demonstrate your ability to make assessment adaptations for two focus students: an English learner and a student with identified special needs. You will score, review, and analyze evidence of student learning and you will reflect on the assessment implications of this evidence. You will submit to your teacher preparation program all of the following: your completed response, copies of the assessment(s), selected student assessment responses, and scoring scales, rubrics, and/or scoring guides as appropriate to the content area.

A. Task Overview

You are given:

A six-step set of questions to guide the selection and planning of an assessment, the implementation of that assessment, and an analysis of evidence of student learning collected through the assessment:

Step 1: Assessment Selection and Planning for the Whole Class

- A. Academic Content Selection
- B. Assessment Planning

Step 2: Learning about Whole Class and Two Focus Students

- Student 1: An English Learner
- Student 2: A Student With an Identified Special Need

Step 3: Assessment Adaptations for Two Focus Students

- A. Adaptation for Student 1
- B. Adaptation for Student 2

Step 4: Giving the Assessment to the Whole Class, including Two Focus Students

Step 5: Analyzing Evidence of Student Academic Learning and the Assessment

Step 6: Reflection on Assessment Implementation and Student Learning

The following chart summarizes the information that should be covered in your responses to each of the task steps.

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Task Step	Information to be Provided in Your Response
Step 1: Assessment Selection and Planning for the Whole Class	Identify the relevant state student academic content standards and/or framework(s). Provide a description of the assessment, including the purpose and type of the assessment and the learning goals to be measured. Describe how you will administer the assessment, how the assessment will be scored, and how you will share the assessment results with students.
Step 2: Learning about Whole Class and Two Focus Students	You will identify two focus students: Student 1, an English Learner; and Student 2, a student with an identified special need. Describe what you learned about each of the students and explain how this information will influence your assessment plans for these students.
Step 3: Assessment Adaptations for the Two Focus Students	Provide a rationale for any adaptations you make for these two students and explain the adaptations, as applicable.
Step 4: Giving Assessment to the Whole Class, including Two Focus Students	Give the assessment to students, and collect artifacts (copy of the assessment, scoring guide, and sample student assessment responses).
Step 5: Analyzing Evidence of Student Academic Learning and the Assessment	Describe what you have learned through your analysis of student responses to the assessment. Explain how this information will guide your future assessment planning.
Step 6: Reflection on Assessment Implementation and Student Learning	Explain what you have learned about student assessment as well as about the learning evidenced by your students through the assessment process.

You submit:

- Information about your selected content area, subject matter, student frameworks or academic content standards, unit of study, and purpose of the assessment
- A description of the assessment and of the evidence of student learning to be collected
- A plan for the implementation of the assessment, including teaching strategies, student activities, grouping, and materials
- Information about a class and two focus students
- Adaptations to the plan for assessment for the two focus students
- The assessment, assessment artifacts (i.e., directions, answer key, rubric, scoring guide, and five completed student assessment samples)
- An analysis of the evidence of student learning based on the assessment
- Reflection on assessment implementation and on student learning

Your responses should be submitted to your teacher preparation program.

B. What is Being Measured

The following six *Teaching Performance Expectations* are measured in this task:

Assessing Student Learning

TPE 3 - Interpretation and Use of Assessments

Engaging and Supporting Students in Learning

TPE 6 - Developmentally Appropriate Teaching Practices

TPE 7 - Teaching English Learners

Planning Instruction and Designing Learning Experiences for Students

TPE 8 - Learning About Students

TPE 9 - Instructional Planning

Developing as a Professional Educator

TPE 13 - Professional Growth

Relationship of the TPEs to the *Assessing Learning* Task

Candidate Competencies	TPE	Domain
<p>Use assessment results to determine student progress and to plan instruction.</p> <p>Provide feedback to students and/or to their families about student academic strengths and areas for growth in relation to the learning goals.</p>	TPE 3 Interpretation and Use of Assessments	B. Assessing Student Learning
<p>Use developmentally appropriate assessment practices.</p> <p>Make plans for students who have special needs or abilities.</p>	TPE 6 Developmentally-Appropriate Teaching Practices	C. Engaging and Supporting Students in Learning

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Candidate Competencies	TPE	Domain
<p>Draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning assessment, and allowing students to express meaning, including in their first language.</p> <p>Know and apply instructional practices for English Language Development.</p>	TPE 7 Teaching English Learners	
<p>Obtain information about selected students such as linguistic background; academic language abilities, content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests.</p>	TPE 8 Learning About Students	D. Planning Instruction and Designing Learning Experiences for Students
<p>Establish goals for student learning, based on state-adopted academic content standards and/or frameworks for students.</p> <p>Plan an assessment in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards and/or frameworks for students.</p> <p>Adapt the selected assessment to assist students to achieve learning goals and meet all students' needs.</p>	TPE 9 Instructional Planning	
<p>Provide reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness.</p>	TPE 13 Professional Growth	F. Developing as a Professional Educator

Hint: Review the complete text of these six Teaching Performance Expectations before you begin, again periodically as you prepare your response to this task, and as a final check before submitting your response.

C. Completing Your Task Response

PART 1: DIRECTIONS

Note: Before completing your response, you should read through all of these directions and all of the questions and prompts provided within the task. You should also review the guidelines provided in Chapter 2 and Chapter 7 concerning preparing your written responses and maintaining student and candidate privacy.

Directions:

- Prior to responding to the task, you should review Chapter 1 and read this chapter in its entirety.
- As you read the task, you should pay particular attention to the task steps and the associated questions and/or statements that will help you develop and organize your responses.
- Follow the procedures provided to you by your teacher preparation program to obtain the Word version of the task.
- As you complete your responses to the task within the Word document, type your response to each question or prompt within the rectangular box provided. This box will expand as you type.
- In the header on the Word document, you will see a number at the upper right hand corner. You should replace this number with the candidate ID number assigned to you by your program.
- When you have completed your responses to the entire task, you should follow the directions provided by your teacher preparation program for the actual submission of the task.
- Use the information provided below to help you understand each of the task steps.

For **Step 1: “Assessment Selection/Development and Planning for the Whole Class,”** you will demonstrate your ability to select/develop an assessment that addresses state-adopted academic content standards and/or frameworks for students and that will measure student achievement of a learning goal(s) within a unit of study. In order for you to complete this step of your response, you will:

- Select a class and identify the content area, subject matter, state-adopted academic content standards and/or frameworks for students, and unit of study with which you will be working. *(See Part 2 below, “Making Choices,” for guidance in selecting the class and unit of study.)*
- Identify whether you will use the assessment for an entry level, progress monitoring, or summative purpose. *(See Part 2 below, “Making Choices,” for a review of assessment purposes.)*
- Select/develop and describe the type of assessment you will use, such as verbal response, multiple choice, short essay, oral presentation, performance task, etc. *(See Part 2 below, “Making Choices,” for guidance in selecting the class and assessment.)*

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Single Subject Candidates

Lessons are to be based on state-aded academic content standards for students unless there are no academic content standards for your single subject. If California does not have academic content standards for your single subject, then you are to use the state-adopted framework for your content area.

Refer to the Curriculum and Instruction area of the California Department of Education website, <http://www.cde.ca.gov/ci/>.

- Explain what evidence of student achievement will be collected and the ways in which the evidence will document student progress towards the learning goal(s).
- Describe your plan for the implementation of the assessment, including strategies, activities, student grouping, and resources, as applicable to the particular assessment.

- Explain how you will provide feedback regarding evidence of student learning as provided by the assessment results to the students and/or families.
- Explain how you will use the assessment results for your future planning for these students.

For **Step 2: “Learning about Students: Whole Class and Two Focus Students,”** you will demonstrate your ability to learn about the characteristics of a class and two focus students within that class. In order for you to complete this step of your response, you will:

- Select a student who is an English learner and a student with an identified special need. (See *Part 2 below, “Making Choices,”* for guidance in selecting the class and students.)
- Collect and record information regarding the characteristics of the two selected focus students.
- Explain how the information will influence your instructional planning, including assessment, for the two students.

For **Step 3: “Assessment Adaptations for Two Focus Students,”** you will demonstrate your ability to determine any adaptations necessary to meet the needs of the two focus students. In order to complete this step of your response, you will:

- Consider what you learned about the two focus students. Describe any appropriate adaptations you will make to the assessment design or implementation for each student.
- Explain the reasoning behind your assessment planning decisions relating to the two focus students. If you determine that no adaptations to the assessment are needed for one or both of the focus students, explain your reasoning why not.

For **Step 4: “Giving the Assessment to the Whole Class, Including Two Focus Students,”** you will demonstrate your ability to administer the assessment, and to collect appropriate evidence of student learning from the assessment process. In order to complete this step of your response, you will:

- Give the assessment to the class.
- Score the assessment.

- Submit a copy of the assessment, including directions, scoring rubric, answer key and/or scoring guide, as applicable.
- Collect evidence of student learning from the assessment, including the focus students' responses plus three student responses that represent the range of achievement on the assessment (total of five responses to be submitted).
- Label the five responses as indicated below. If the assessment was not given in written format, indicate the scoring criteria used and provide your assessment notes about the students' performance based on these scoring criteria (i.e., for a non-written, oral or other performance-based assessment).
- English learner focus student or, for LOTE candidates a student with a different instructional need: remove her/his name and label as "Student 1."
- Student with an identifiable special need focus student: remove her/his name and label as "Student 2."
- Student who scored well on the assessment: remove her/his name and label as "Student 3."
- Student who scored in an average range on the assessment: remove her/his name and label as "Student 4."
- Student who did not score well on the assessment: remove her/his name and label as "Student 5."
- Ensure that the entire assessment process, including selecting and submitting copies of student work, adheres to student and adult privacy requirements, as explained in Chapter 2 and in Chapter 7 of this Handbook.

For **Step 5: "Analyzing Evidence of Student Academic Learning and the Assessment,"** you will demonstrate your ability to analyze the results of the assessment for the class as a whole and for your two focus students. In order to complete this step of the response, you will:

- a) For the class as a whole:
 - Explain what you learned from the assessment about your students' progress toward achievement of the learning goal(s).
 - Identify and explain any changes that you would make to the type of assessment used, the timing of the assessment, the assessment format, and the collection of evidence of student learning.
- b) For Student 1 (English learner) and Student 2 (student with an identified special need):
 - Analyze each student's response to the assessment.
 - Discuss how this information will affect your future planning and instruction for the two students.

For **Step 6: "Reflection on Assessment Implementation and Student Learning,"** you will demonstrate your ability to reflect on what you learned about classroom assessment of learning goals. In order to complete this step of your response, you will:

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- Read your responses to the questions in Steps 1-5, and think about what you have learned in this Task about assessment.
- Identify and explain any changes you would make to the assessment design or implementation in the future.
- Explain how what you have learned from this assessment will influence your planning of future instruction for students.
- Identify your goal(s) for increasing your own professional knowledge and skill in the area of student assessment.

PART 2: MAKING CHOICES

The suggestions in this section are provided to help you plan your responses and select your evidence so that your most effective assessment planning and implementation practice will be evident to the assessors who will score your response.

You have three important choices to make for this task. The choices you make will affect the quality of your response:

1. Choosing a class
2. Choosing two focus students within the class
3. Choosing an assessment

1. Choosing a class

You need to collect and record information about students within a single class.

- If you are a candidate for a Multiple Subject Preliminary Credential, these students need to be in one class within grades K-8.
- If you are a candidate for a Single Subject Preliminary Credential, these students need to be in one class within your content area. You should choose a class within your content area that is different than the class you chose for the *Designing Instruction* task.
- If you have more than one class from which to choose, it is important to select a class that gives you an opportunity to fully demonstrate your practice.

2. Choosing two focus students within the class

You will need to select two focus students who are different from the students you chose for the *Designing Instruction* task. Focusing on these two students as you progress through this task will allow you to demonstrate your ability to learn about and plan for students' individual learning needs. Selecting students who have distinctly different learning needs, and who therefore present different instructional challenges, is important because it will give you the opportunity to demonstrate a broader range of skills in planning and implementing assessments than if you focused only on the class as a whole. The two focus students must be:

Student 1: An English learner. One of the two students must be an English learner, so you can demonstrate your ability to learn about and plan for students who are English learners. This

student should have documented EL needs, such a CELDT score within the lower to mid-range of English proficiency. It would not be helpful for you to choose a student who has a high CELDT score or one who has been reclassified as English proficient as they are not likely subjects for demonstrating your abilities in the this area.

Note: Single subject candidates for a credential in Languages Other Than English who are delivering instruction entirely in the target language may choose another student with a different instructional challenge rather than an English learner.

Student 2: A student with special needs. The other focus student is one with an identified special need, that is, a student on an IEP or Section 504 plan, or one who is designated “gifted” or “talented.”

Selecting students who have distinctly different learning needs is important because it will give you the opportunity to demonstrate a broader range of your teaching practice than if you focus only on the class as a whole or on one additional type of instructional challenge. It is important for you to choose students who give you an opportunity to demonstrate the range of your ability to teach. Remember that the focus is on your practice, not on the level of student performance.

3. Choosing an assessment

If you are a candidate for a Multiple Subject Preliminary Credential, you will plan and conduct an assessment in a core curriculum areas such as English/language arts, mathematics, history/social science, or science. If you are a candidate for a Single Subject Preliminary Credential, you will plan and conduct an assessment within your subject area.

Your first step in choosing an assessment is to consider where you are in the selected unit of study. The following chart provides a review of the three major purposes of assessment: entry level (typically used as the beginning of unit of study); progress monitoring (typically used in the middle of the unit of study), or summative (typically used at the end of the unit of study). In your task response, you will need to identify and describe the purpose of your assessment.

Type of Assessment	Assessment Purpose	Relevant Questions
Entry Level	Entry level assessment determines whether your students possess crucial prerequisite knowledge, skills and/or abilities in order to learn the planned content, and/ or whether students already are knowledgeable about the content.	To what degree do my students know and understand the content of the standards/frameworks I am planning to teach for this unit of study?

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Type of Assessment	Assessment Purpose	Relevant Questions
Progress Monitoring	Progress monitoring assessment determines whether or not your students are progressing adequately toward achieving the content standards/frameworks relating to the unit of study.	<p>To what degree are my students achieving the content of the standards/frameworks I am teaching?</p> <p>Are students progressing adequately?</p> <p>Do students need re-teaching?</p> <p>Do I need to adjust how I am teaching?</p>
Summative	Summative assessment determines if your students have met the learning goals at the end of the unit of study.	<p>To what degree have my students achieved the content of the standards/frameworks I have taught?</p> <p>Do I need to re-teach any key concepts?</p> <p>Can the class move forward to a new unit of study?</p>

Your second step is to select the assessment format you will use, such as a written assessment (e.g., multiple choice, essay) or a performance assessment (e.g., verbal response, oral presentation, performance task).

Your third step will be to either identify and use an existing assessment or develop your own assessment to meet your assessment purposes. It is important that the assessment used yields evidence of student learning which you can document and analyze. An assessment in which student responses yield limited evidence of student learning, such as a spelling test, may not be the best choice for this assessment.

D. How Your Response Is Scored

Your response to this task is judged on the extent to which it provides clear, consistent, and convincing evidence of your ability to connect student characteristics to instructional planning. There are four performance score levels, from a low of 1 to a high of 4. Your task response will be scored by a trained assessor and will be given a single overall performance level score. The criteria for each of the four score levels are provided below, first in summary version for quick reference, and then in the *Assessing Learning* task rubric.

Key Score Level Criteria: A Quick Reference

Score Level 4	Evidence is appropriate, relevant, accurate, and clear or detailed; purposefully connected and reinforced across the response
Score Level 3	Evidence is appropriate, relevant, or accurate; connected across the response
Score Level 2	Evidence is minimal, limited, cursory, inconsistent, and/or ambiguous; weakly connected across the response and may be inconsistent
Score Level 1	Evidence is inappropriate, irrelevant, inaccurate or missing; unconnected across the response

E. The Scoring Rubric

Score Level 4. The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate’s ability to select a developmentally-appropriate assessment, based on state-adopted academic content standards for students or state-adopted framework, to measure student learning; plan its implementation; learn about students and make adaptations to the plan based on that information to meet student needs; analyze student evidence and the assessment; and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**TPE 8, 9**

The candidate learns about her or his students and uses this information to plan assessment, as evidenced by:

- establishing clear and appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework
- obtaining detailed and relevant information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning a relevant and appropriate assessment in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework
- appropriately adapting the selected assessment to assist students to achieve learning goals and meet all students’ needs

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ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 6, 7

The candidate uses and adapts strategies for assessment, as evidenced by:

- using relevant and developmentally-appropriate assessment practices
- making relevant and appropriate plans for students who have special needs or abilities
- drawing upon detailed and relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning assessment, and allowing students to express meaning, including in their first language
- knowing and applying relevant and appropriate instructional practices for English Language Development

ASSESSING STUDENT LEARNING

TPE 3

The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using assessment results accurately and appropriately to determine student progress and to plan instruction
- providing detailed and accurate feedback to students and/or to their families about student academic strengths and areas for growth in relation to the learning goals

DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 13

The candidate reflects on the assessment experience and student learning, as evidenced by:

- providing detailed and relevant reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness

Score Level 3. The response provides evidence that clearly demonstrates the teacher candidate's ability to select a developmentally appropriate assessment, based on state-adopted academic content standards for students or state-adopted framework, to measure student learning; plan its implementation; learn about students and make adaptations to the plan based on that information to meet student needs; analyze student evidence and the assessment; and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8, 9

The candidate learns about her or his students and uses this information to plan assessment, as evidenced by:

- establishing appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework

- obtaining relevant information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning an appropriate assessment in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework
- appropriately adapting the selected assessment to assist students to achieve learning goals and meet students' needs

ENGAGING AND SUPPORTING STUDENTS IN LEARNING**TPE 6, 7**

The candidate uses and adapts strategies for assessment, as evidenced by:

- using developmentally-appropriate assessment practices
- making appropriate plans for students who have special needs or abilities
- drawing upon relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning assessment, and allowing students to express meaning, including in their first language
- knowing and applying appropriate instructional practices for English Language Development

ASSESSING STUDENT LEARNING**TPE 3**

The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using assessment results appropriately to determine student progress and to plan instruction
- providing accurate feedback, to students and/or to their families, about student academic strengths and areas for growth in relation to the learning goals

DEVELOPING AS A PROFESSIONAL EDUCATOR**TPE 13**

The candidate reflects on the assessment experience and student learning, as evidenced by:

- providing relevant reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness

ASSESSING LEARNING TASK

Score Level 2. The response provides evidence that partially demonstrates the teacher candidate’s ability to select a developmentally-appropriate assessment, based on state-adopted academic content standards for students or state-adopted framework, to measure student learning; plan its implementation; learn about students and make adaptations to the plan based on that information to meet student needs; analyze student evidence and the assessment; and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8, 9

The candidate minimally learns about her or his students and uses this information to plan assessment, as evidenced by:

- establishing some appropriate and some inappropriate goals for student learning, based vaguely on state-adopted academic content standards for students or state-adopted framework
- obtaining cursory information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning assessment that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students or state-adopted framework
- minimally adapting the selected assessment to assist students in achieving learning goals, or using an adaptation that inconsistently meets students’ needs

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 6, 7

The candidate minimally uses and adapts strategies for assessment, as evidenced by:

- using ambiguous or inconsistent assessment practices
- making inconsistent or minimal plans for students who have special needs or abilities
- drawing upon minimal or cursory information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning assessment, and/or allowing students to express meaning, including in their first language
- a limited knowledge and/or ambiguous application of instructional practices for English Language Development

ASSESSING STUDENT LEARNING

TPE 3

The candidate minimally uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using assessment results sometimes appropriately and sometimes inappropriately to determine student progress and to plan instruction

- providing minimal or limited feedback to students and/or to their families about student academic strengths and areas for growth in relation to the learning goals

DEVELOPING AS A PROFESSIONAL EDUCATOR**TPE 13**

The candidate minimally reflects on the assessment experience and student learning, as evidenced by:

- providing cursory or limited reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness

Score Level 1. The response provides evidence that does little or nothing to demonstrate the teacher candidate’s ability to select a developmentally-appropriate assessment, based on state-adopted academic content standards for students or state-adopted framework, to measure student learning; plan its implementation; learn about students and make adaptations to the plan based on that information to meet student needs; analyze student evidence and the assessment; and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**TPE 8, 9**

The candidate insufficiently learns about her or his students and uses this information to plan assessment, as evidenced by:

- establishing inappropriate or no goals for student learning, based on state-adopted academic content standards for students or state-adopted framework
- obtaining irrelevant or no information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning inappropriate or no assessment related to the content area and subject matter to be taught and/or assessment that is not in accordance with state-adopted academic content standards for students or state-adopted framework
- inappropriately adapting, or not adapting, the selected assessment to assist students to achieve learning goals and meet students’ needs

ENGAGING AND SUPPORTING STUDENTS IN LEARNING**TPE 6,7**

The candidate insufficiently uses and adapts strategies for assessment, as evidenced by:

- using developmentally-inappropriate or no assessment practices
- making inappropriate or no plans for students who have special needs or abilities
- drawing upon irrelevant or no information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning assessment, and/or allowing students to express

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meaning, including in their first language

- knowing and applying inappropriate or no instructional practices for English Language Development

ASSESSING STUDENT LEARNING

TPE 3

The candidate insufficiently uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using assessment results inappropriately or not at all to determine student progress and to plan instruction
- providing inaccurate or no feedback to students and/or to their families about student academic strengths and areas for growth in relation to the learning goals

DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 13

The candidate insufficiently reflects on the assessment experience and student learning, as evidenced by:

- providing irrelevant or no reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness

F. The Assessing Learning Task

Step 1: Assessment Selection and Planning for the Whole Class

Directions

To plan classroom assessment, a teacher determines his or her current point within the instructional sequence of a unit of study and identifies the student academic learning goals to measure.

“Ideally, assessment and instruction are linked inextricably within any curriculum. The key to using assessment effectively and efficiently in a program of instruction is to recognize above all that different types of assessment tools must be used for different purposes.” (Reading/Language Arts Framework for California Public Schools, 1999, page 215)

Directions:

Select one class, a content area, and a unit of study to work with as you complete this performance task. Respond to the prompts below about the unit of study and its assessment.

A. ACADEMIC CONTENT SELECTION

Grade Level: _____

Content Area: _____

Subject Matter: _____

1. List the state-adopted academic content standards for students or state-adopted framework you will cover in this unit.

2. Describe the unit of study that addresses those standards or framework.

3. What is (are) the academic learning goal(s) for this unit of study?

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4. At what point in the sequence of the unit are you teaching? Check one:

<input type="checkbox"/>	At the beginning of the unit of study
<input type="checkbox"/>	Between the beginning and the end of the unit of study
<input type="checkbox"/>	At the end of the unit of study

B. ASSESSMENT PLANNING

If you are at the beginning of your unit, you will give your students an entry level assessment. If you are moving through the unit of study, you will use progress-monitoring assessments. If you are at the end of the unit of study, you will use a summative assessment. (For more information about these three kinds of assessment, see the “Assessing Learning” chapter of the Candidate Handbook, and Frameworks for California Public Schools, published by the California Department of Education.)

5. For what purpose will your assessment be used within this unit of study? Chose one:

<input type="checkbox"/>	Entry-Level
<input type="checkbox"/>	Progress-monitoring
<input type="checkbox"/>	Summative

6. Identify and describe the type of assessment (e.g., verbal response, multiple choice, short essay, oral presentation, performance task).

7. What will your students need to know and/or be able to do to complete the assessment?

8. What evidence of student learning will you collect?

9. In what ways will the evidence document student achievement of the academic learning goal(s)?

10. How will the student assessment evidence be measured or scored?

11. Think about how you will sequence your implementation of the assessment. Describe your plan for implementing the assessment in the order in which it will occur. Address each of the following and provide a rationale for each of your decisions:

- Teaching strategies including, communicating the purpose of the assessment, the scoring criteria, and the procedures for completing the assessment
- Student activities
- Student grouping
- Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room

Assessment Implementation Plan	Rationale

12. In what ways will you use the assessment results?

13. In what ways will you share the assessment results with students, families, other colleagues, and support personnel, when appropriate?

14. Is your assessment one that you developed, you adopted, or you adapted from another source, such as a district, publisher, Internet, or another teacher?

	Developed by you
	Adopted or adapted from another source.
	Identify the Source:

15. Submit a copy of the assessment and, if available, submit the assessment directions, answer key, rubric, scoring guide, and the like.

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Step 2: Learning about Students: Whole Class and Two Focus Students

Directions:

An important step in planning assessment is to learn about your students. Provide information about the whole class in the space below.

Class Information

Age Range of Students: _____ **Number of Female Students:** _____

Total Number of Students: _____ **Number of Male Students:** _____

Directions:

Select two students from the class you described above. Select one student who is an English learner and one student who has an identified special need. Consider your selected content area when describing what you learned about the two focus students. In each of the boxed areas below, provide:

- *A description of what you learned for each of the students*
- *An explanation of how the information will influence your academic instructional planning, including assessment*

Note: Single subject candidates for a credential in Languages Other Than English who are delivering instruction entirely in the target language may choose another student with a different instructional challenge rather than an English learner.

A. Student 1: An English Learner

Gender: _____

Age: _____

1. **Why did you select this student?**

2. **What did you learn about this student's linguistic background?**

3. **What did you learn about this student's academic language abilities in relation to this academic content area?**

4. What did you learn about this student’s content knowledge and skills in this subject matter?

5. What did you learn about this student’s physical, social, and emotional development relevant to this academic content area?

6. What did you learn about this student’s cultural background, including family and home, relevant to this academic content area?

7. What did you learn about this student’s special considerations, including health issues, relevant to this academic content area?

8. What did you learn about this student’s interests and aspirations relevant to this academic content area?

9. Describe other information relevant to this academic content area that you learned about the student (e.g., attendance, extracurricular activities).

B. Student 2: A Student with an Identified Special Need

Gender: _____

Age: _____

1. Why did you select this student?

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2. How is the instructional challenge that he or she presents different from that of the other student?

3. What did you learn about this student's linguistic background?

4. What did you learn about this student's academic language abilities in relation to this academic content area?

5. What did you learn about this student's content knowledge and skills in this subject matter?

6. What did you learn about this student's physical, social, and emotional development relevant to this academic content area?

7. What did you learn about this student's cultural background, including family and home, relevant to this academic content area?

8. What did you learn about this student's special considerations, including health issues, relevant to this academic content area?

9. What did you learn about this student's interests and aspirations relevant to this academic content area?

10. Describe other information relevant to this academic content area that you learned about the student (e.g., attendance, extracurricular activities).

Step 3: Assessment Adaptations for Two Focus Students

Directions:

Consider your plan for assessment in Step 1, what you learned about the two focus students, and the implications for instruction and assessment that you identified in Step 2. Respond to the questions below about the two students.

1. What will Student 1 need to know and be able to do to complete this assessment?

--

2. What will Student 2 need to know and be able to do to complete this assessment?

--

For the two students, determine what adaptations you will make to this assessment that you have planned for the whole class. Describe those adaptations for each of the two focus students. If you determine that no adaptations are needed for a part of the plan for assessment, explain that decision. Respond to the prompts below. For each include:

- *Your decisions about assessment adaptations*
- *A rationale for those decisions*

A. Adaptations for Student 1: An English Learner

1. Evidence of student learning you will collect

Decisions	Rationale

2. How the student assessment evidence will be measured or scored

Decisions	Rationale

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3. The implementation of the assessment, including:

- Teaching strategies for communicating the purpose of the assessment, the scoring criteria, and the procedures for completing the assessment
- Student activities
- Student grouping
- Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room

Decisions	Rationale

4. Ways you will use the assessment results.

Decisions	Rationale

5. Ways you will share the assessment results with students, families, other colleagues, and support personnel, when appropriate.

Decisions	Rationale

B. Adaptations for Student 2: A Student with an Identified Special Need

1. Evidence of student learning you will collect.

Decisions	Rationale

2. How the student assessment evidence will be measured or scored.

Decisions	Rationale

3. The implementation of the assessment including:

- Teaching strategies for communicating the purpose of the assessment, the scoring criteria, and the procedures for completing the assessment
- Student activities
- Student grouping
- Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room

Decisions	Rationale

4. Ways you will use the assessment results.

Decisions	Rationale

5. Ways you will share the assessment results with students, families, other colleagues, and support personnel, when appropriate.

Decisions	Rationale

Step 4: Giving the Assessment to the Whole Class, Including Two Focus Students

Directions:

Give the assessment to your class. Collect and score all the evidence of student learning from the assessment. Consider all the assessment responses and select three responses of students other than your two focus students that represent the range of achievement within the class. Label these responses as Student 3, Student 4, and Student 5. Label the two focus students' assessment responses as Student 1 and Student 2.

Submit all five assessment responses. Review carefully the evidence of student learning you are submitting.

Briefly, explain why you selected each of the following responses to represent the range of responses in the class:

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Student 1 (EL focus student)	
Student 2 (SN focus student)	
Student 3	
Student 4	
Student 5	

Note: If the assessment is oral or represents a student performance, provide your description of the students' responses and your written assessment of those responses, including the class as a whole, the three responses that represent the range of achievement in the class, and the two focus student responses.

Step 5: Analyzing Evidence of Student Academic Learning and the Assessment

Directions:

Consider your responses in Steps 1 through 4. Think about the evidence of student academic learning from the assessment. Answer the questions below for the whole class and for the two focus students. Remember to cite specific evidence from the five responses that you have submitted. (This includes responses from the two focus students and from the three students you selected to represent the range of achievement with the class).

A. For the Class as a Whole

1. What did you learn overall about the students' progress toward achievement of the academic learning goal(s) for this part of the unit?

2. Describe the extent to which the assessment that you planned allowed students to demonstrate achievement of the academic learning goal(s) for this part of the unit.

3. Would you make any changes to the directions or to the format of the assessment? Why?

4. **Would you collect different or more evidence if you were to do this assessment again? Why?**

5. **Was the implementation and timing of this assessment appropriate for this class? Why?**

6. **In what ways would a different type of assessment (e.g., verbal response, multiple choice, short essay, oral presentation, performance task) than what you used allow students to demonstrate their achievement of the academic learning goal(s) for this unit?**

B. For Student 1: An English Learner

1. **To what extent were the assessment directions and format clear and easy to follow for the student? How do you know?**

2. **To what extent did the student achieve the academic learning goals for this part of the unit?**

3. **How well did the student's assessment response correspond to the work the student does on a daily basis? (Was the response that you expected from the student?)**

4. **What different or additional type of evidence might you need to collect for the student?**

5. **What does the student's response tell you about his or her academic strengths and/or needs?**

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6. Based on the student's response, describe next steps you would take with the student to further his or her academic achievement in the content area.

7. Describe the ways in which specific adaptations you made to your assessment plan did or did not work.

8. In what ways did the assessment support this student's language abilities?

9. If you were to give the assessment to the student again, what changes, if any, would you make? Why?

10. What would be your next steps in planning to facilitate this student's English Language Development?

C. Student 2: A Student with an Identified Special Need

1. To what extent were the assessment directions and format clear and easy to follow for the student? How do you know?

2. To what extent did the student achieve the academic learning goals for this part of the unit?

3. How well did the student's assessment response correspond to the work the student does on a daily basis? (Was the response that you expected from the student?)

4. **What different or additional type of evidence might you need to collect for the student?**

5. **What does the student's response tell you about his or her academic strengths and/or needs?**

6. **Based on the student's response, describe next steps you would take with the student to further his or her academic achievement in the content area.**

7. **Describe the ways in which specific adaptations you made to your assessment plan did or did not work.**

8. **In what ways did the assessment support this student's language abilities?**

9. **If you were to give the assessment to the student again, what changes, if any, would you make? Why?**

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Step 6: Reflection on Assessment Implementation and Student Learning

Directions:

Read your response for Steps 1 to 5. Consider what you have learned through the Assessing Learning task about your students, what you wanted them to learn, their responses to the assessment, and your analysis of the evidence of student learning. Respond to the prompts below.

- 1. If you were given an opportunity to use the assessment again, what part(s) would you keep and what part(s) might you change? Why?**

- 2. If you were given an opportunity to implement the assessment again, what would you do the same and what would you do differently? Why?**

- 3. What additional information about your students did you learn as a result of this assessment experience?**

- 4. How will you use what you have learned from this assessment experience when you plan instruction and assessment in the future?**

- 5. What are your goals for increasing your knowledge and skill in assessment? How will achieving these goals help you become a more effective teacher?**