Rhode Island College
Elementary Education Undergraduate Program Review

Section IV Evidence for Meeting Standards
Assessment 5: Assessment of Candidate Effect on Student learning

Program Requirements

1. ELED 424: Teaching Developmental Reading II – Implemented lesson Plan
2. ELED 437: Teaching Elementary School Science – Assessment of Student Learning
3. **ELED 438: Teaching Elementary School Mathematics – Assessment Analysis**

Program Requirement 3 – ELED 438: Teaching Elementary School Mathematics – Assessment Analysis

Brief Description of the Assessment
ELED 438 is one of the 6 content-based methods courses teacher candidates are required to take in their Elementary Education program. During this course, teacher candidates are required to collaborate with partners as they develop unit and lesson plans. This assignment involves a major focus on the assessment of student learning and the reflection of not only student growth but also their own growth and development.

The Assessment Analysis is one measure teacher candidates use to demonstrate competence in the teaching of Mathematics. Teacher candidates must earn an Acceptable or Exemplary rating on the artifact, and are allowed one opportunity for revision should there be issues with their unit. It is then presented as evidence in their Preparing To Teach Portfolio prior to student teaching as documentation of readiness in this area and demonstrates their ability to plan, implement, and reflect on lessons, focusing mainly on their development in assessing student learning and reflecting on themselves as effective educators.

Alignment with ACEI Standards
The course content covers how to teach the "major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data (ACEI 2.3)." Teacher candidates complete the Assessment Analysis, which requires that they work collaboratively then reflect on their own teaching and student learning based on their efforts to analyze the student-learning data (ACEI 1, 2.3, 4.0 and 5.1).

Analysis of the Data Findings
In each of the three semesters of data collection, all teacher candidates earned a rating of Exemplary or Acceptable. Eighteen teacher candidates in those semesters, whose ratings are included in the Acceptable column, were required to revise some portion of their Assessment Analysis. In each semester, the relationship between Exemplary and Acceptable ratings shows more candidates earn Exemplary than Acceptable. The spring 2010 semester shows that 54% of the teacher candidates scored an Exemplary rating, in the fall 2009 semester 51% earned Exemplary and in the spring 2009 61% earned the Exemplary rating.

Interpretation of How the Data Provides Evidence for Meeting Standards
The successful completion of the Assessment Analysis, the Exemplary and Acceptable ratings, provides evidence that the elementary education teacher candidates are successful planning and implementing lessons of varying mathematical content (ACEI 2.3). The ratings also provide evidence of teacher candidates' abilities to gather information through observation and cooperating teacher conferencing about students then create plans and assessments using that information and coursework knowledge (ACEI 1.0, 4.0 and 5.1).

Assessment Documentation

During the mathematics practicum experience, teacher candidates gather information about their students when they conduct classroom observations and conference with the cooperating teacher. They bring this information back to the college classroom and in small groups discuss and make decisions about instructional strategies and approaches to teaching the assigned content. The focus of the Assessment Analysis is to examine student work and reflect on teaching. Throughout the practicum experience it is expected that teacher candidates will continually analyze student work and consider the ways that student learning is directing the planning and teaching process. ***Assessment tool follows this section***.

This artifact is one of the Department of Elementary Education's Preparing to Teach Portfolio requirements and as such must have a rating of Acceptable or Exemplary. Teacher candidates are allowed one opportunity for revision should there be any issues with this work. The Acceptable and Exemplary artifact scores represent the candidates' levels of readiness in this area.

The data is listed in the columns: Exemplary, Acceptable, Revised and NA (Not Applicable). In the instance of a teacher candidate who transfers to Rhode Island College with prior experience and coursework the Department of Elementary Education Chair makes a decision about course substitutions. NA denotes that a decision was made based on the Chair's decision to substitute one course for another. The Revision column lists the number of teacher candidates who earned an unacceptable rating upon first submission, revised the artifact and upon that revision earned an Acceptable rating. The Acceptable column includes the scores from teacher candidates who earned an Acceptable rating and also includes the scores of those who revised their artifacts and earned Acceptable.

Program Requirement 3 – ELED 438: Teaching Elementary School Mathematics – Assessment Analysis

	Assessment Analysis Number scored at each rating level.			
	Exemplary	Acceptable	Revised	NA
Spring 2010 n = 57	31	26	6	-
Fall 2009 n = 81	41	38	9	-
Spring 2009 n = 49	30	19	3	-

Rhode Island College
Feinstein School of Education and Human Development
Department of Elementary Education
Scoring Rubric for Assessment Analysis Artifact – ELED 438: Teaching Children Mathematics

The artifact consists of four parts

Part 1: a chart that addresses six of the seven descriptive indicators of RIPTS 9
Part 2: student work samples
Part 3: an analysis paper that describes your thoughts and beliefs on teaching and learning
Part 4: the lesson assessment charts containing objectives, strengths, weaknesses, and instructional implications/next steps

Rhode Island Professional Teacher Standard 9
Standard Number 9 (ACEI Standards 1, 2.3, 4, 5.1)

Teaching Process: The teacher candidate uses assessment data to profile student learning, communicate information about student progress and achievement, and evaluate his/her own teaching.

Part 1: Use this chart and list the ways you met six of the seven descriptive indicators of RIPTS 9 (*you may use bullets to organize your list*).

Capturing Context	***Classroom Assessments***	***Evaluating Performances***	***Providing Feedback***	***Promoting Learner Self-Assessment***	***Recording and Communicating***
Identify and consider student and contextual variables that may influence performance so that a student's performance can be validly interpreted.	*Select and/or design individual and group classroom assessments based on the strengths, limitations, and data provided by assessments.*	*Systematically collect, synthesize, and interpret assessment results from multiple assessments to monitor, improve, and report* ***individual and group achievement****.*	*Use assessment results to provide students with timely, helpful, and accurate feedback on their progress toward achievement goals.*	*Provides students with opportunities and guidance to evaluate their own work and behavior against defined criteria and use the results of self-assessment to establish individual goals for learning.*	*Maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues.*

Part 2: student work samples

Provide two illustrative samples of ***assessed*** student work/performances *(two different students one work sample each)*. As you analyze your teaching and students' learning (Part 3) make connections to the work samples you've included.

Part 3: Analysis paper – Impact on Learning and Teaching

Teachers …use information from their assessment of students to reflect on their own teaching, to modify their instruction (RIPTS 1 through 8) and to help establish professional development goals (RIPTS 10).

A critical piece of learning to teach mathematics to elementary students is assessing the effectiveness of your own instruction in relationship to their learning. Using the guiding questions below to write a thorough analysis in which you consider what your students' performance indicates about your own teaching.

Examine the assessment charts and student work samples as you reflect on your own teaching. What have you learned about your own teaching based on your assessments of what your students learned? The following questions should guide your thinking:

- How did individual students perform? What instructional modifications resulted from your assessment of their performance?
- What did you notice about individual students' attitudes towards math?
- What connections can you make between their attitudes and their math learning?
- What did you learn by examining students' writing?
- What did you learn about your own questioning?
- What did you learn as you listened to the questions students asked?
- Were there student questions or responses that forced you to change any of your lessons?
- What individual and group accommodations did you make while teaching this unit?
- What aspects of your teaching were most effective? Use learner data from work samples or assessment charts to support any claims you make.

RIC Candidate _____ Unit title _____ Date _____

Part 4: Unit Assessment Chart

Directions: Complete this chart with your unit objectives.

Objectives	**Student name (or initial)**				**Key**
					Did the student meet the objective? 4=yes 3=partially 2=no 1=not observed

Summary:

Each strength, weakness, and implication must directly relate back to at least one of your objectives.

	Student name (or initial)			
Strength				
Weakness				
Implications for Instruction				

ELED 438 Portfolio Artifact
Assessment Analysis Scoring Rubric RIC Candidate Name _____

	Exemplary	Acceptable	Unacceptable
Content **Using Data:** connecting to RIPTS indicators – the candidate provides details of the ways he/she met the indicators.	The chart indicates comprehensive methods were used to meet RIPTS. (3 pts)	The chart indicates many methods were used to meet RIPTS. (2 pts)	The chart indicates few methods were used to meet RIPTS. (1 pt)
Assessment Analysis: Impact on Teaching and Learning – the candidate examines the relationship between his/her teaching and student learning as connections are made to the Student Work Samples.	Analysis of teaching is in-depth and specific to Student Work Samples. The candidate reveals extensive understanding of the relationship between his/her teaching and student learning. (3 pts)	Analysis of teaching reveals an understanding of the relationship between teaching and student learning. The candidate makes some connections to the Student Work Samples. (2 pts)	Analysis of teaching reveals scant understanding of the relationship of teaching to children's learning. Some or no connection is made to the Student Work Samples. (1 pt)
Unit assessment chart: Strengths and Weaknesses – the candidate assesses student learning according to the lesson/unit objectives noting student strengths and weaknesses.	Assessment chart is complete. Analysis of strengths and weaknesses indicates comprehensive understanding of assessing children in relationship to objectives. (3pts)	Objective chart is complete. Analysis of strengths and weaknesses indicates sound understanding of assessing children in relationship to objectives. (2 pts)	Objective chart is complete. Analysis of strengths and weaknesses indicates scant understanding of assessing children in relationship to objectives. (1 pt)
Unit assessment chart: Implications for Instruction – the candidate makes decisions for future lessons based on his/her assessment of students' strengths and weaknesses.	Includes comprehensive instructional implications showing clear connections to identified strengths and weaknesses. (3pts)	Includes many instructional implications showing clear connections to the identified strengths and weaknesses. (2 pts)	Includes few instructional implications and/or may have weak connections to the identified strengths and weaknesses. (1 pt)
Expression/voice Paper demonstrates focused, thoughtful composition, phrasing, and structure. Audience is clear and effectively addressed throughout the essay.	Well-focused essay with evidence of thought in composition, phrasing and structure. Audience is clear and is effectively addressed. (3 pts)	Essay is focused and shows evidence of skill in writing. Voice may shift and audience may not be clear throughout. (2pts)	Essay is poorly expressed with little attention to language and sentence structure. (1 pt)
Conventions Uses correct grammar and mechanics, and appropriate word usage. Paper flows and is well organized.	All conventions are addressed. Paper contains fewer than three spelling, punctuation, or grammatical errors. (3 pts)	Most conventions are addressed. Paper contains no more than four spelling, punctuation, or grammatical errors. (2 pts)	Some conventions are addressed. Paper contains five or more errors in spelling, punctuation, and/or grammar. (1 pt)

Total points _____

Rating Exemplary (18-16 pts) _____ Acceptable (15-12 pts) _____ Unacceptable (Below 12 pts or an unacceptable rating in any category)* _____

Revision required Yes No Resubmit by (date) _____ Revision rating _____

_____ _____ _____ _____
Instructor Signature Date Section # Semester and Year

*An artifact earning an Unacceptable rating must be revised. The ELED 438 professor will provide specific revision deadlines. The Department of Elementary Education policy: The maximum rating after re-submission is "acceptable." If a student fails to achieve an "acceptable" rating after one re-submission, the professor recommends that the student not continue in the program. The student will be referred to the Admission/Retention Committee.