Analysis of Student Learning Rubric

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.

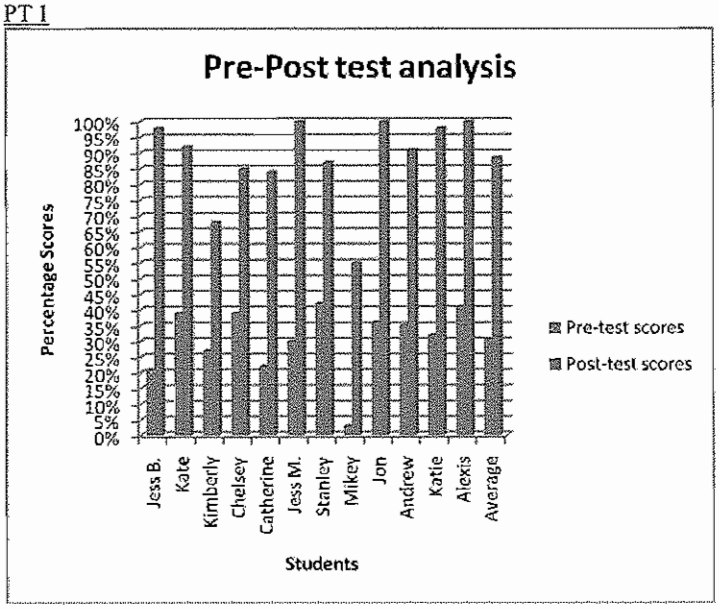
Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIPTS	Score earned
Part I					
Alignment with Selected Unit Objectives	Analysis of student learning: • is not aligned with selected unit objectives; • and/or fails to provide a comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and two individuals.	Analysis of student learning: • is partially aligned with selected unit objectives; • provides a somewhat comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and/or two individuals.	Analysis of student learning: • is fully aligned with selected unit objectives; • provides a comprehensive profile of student learning for two of the following groups: the whole class, subgroups, and/or two individuals.	9	5
Clarity and Accuracy of Presentation of Graphs	Presentation is not clear; does not accurately reflect the data.	Presentation is clear and logical; reflects the data somewhat accurately.	Presentation is clear and logical; accurately reflects the data.	9	5
Interpretation of Data	Interpretation is inaccurate; conclusions are missing or unsupported by data.	Interpretation is somewhat accurate; some conclusions supported by data.	Interpretation is meaningful and technically accurate; appropriate conclusions are supported by the data.	9	5
Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes some evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes clear evidence of the impact on student learning in terms of proportion of students who made progress toward the selected unit objectives and the amount of improvement they made.	9	5
Part II					
Insights on Effective Instruction and Assessment	Lacks reasonable hypotheses for why some students did not meet the selected objectives. Provides an inaccurate or no description of why some tasks or assessments were more successful than others.	Explores reasonable hypotheses for why some students did not meet the selected objectives. Provides a basic description of successful and unsuccessful tasks or assessments.	Explores reasonable hypotheses for why all 3 categories of students did not meet the selected objectives. Provides a detailed explanation of successful and unsuccessful tasks and assessments.	10	5

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIPTS	Score earned
Self Evaluation and Implications for Future Teaching	Provides few or no ideas or inappropriate ideas for redesigning unit objectives, instruction, and assessment. Lacks rationale.	Provides some ideas for redesigning unit objectives, instruction, and assessment. Offers a general rationale for why these changes would improve student learning.	Provides ideas for redesigning unit objectives, instruction, and assessment. Offers a specific rationale as to why these modifications would improve student learning.	10	5

Comments:

Student Teaching Fall 09
TCWS # 6- Analysis of Student Learning

PT 1



After looking at the pre-post test data is it clear that all of the students made improvement. The last set of results is an average of all the student's scores. The average of the pre-test was 31%, which numerically is not passing. The average of the post test scores were 89%, which is well above passing. Unit goals 1 & 2, were assessed through the pre and post test. Although the pre test did not have as much questions as the post test, it still evaluated the students in a fair and reasonable way. The post test had the students apply what they learned from the unit to short answer critical thinking questions. Therefore, the post-test just took the knowledge a step farther and applied it to real life situations. It showed they were able to apply the knowledge rather than just recalling the information. By looking at the data with the exception of Mikey they were all above the passing grade mark of a 65%.

Although Mikey may not have passed with a 65% he still made a great improvement, so he did show evidence that he was equipped with knowledge. His score also does not reflect the grade he would have if he had gotten more time (I was done with student teaching, I believe he was finishing on Monday). If you look at his percentage scores, he still had a 52% increase in scores. I would consider that meeting the objectives.

The average percent of increase was 58%. This proved to me that the students had met the objectives, or had at least improved and had learned more than nothing. Because all but one of the students had passing grades this is another reason why I consider that the students met the objectives. The short answer questions asked the students to apply what they have learned to real life situations. This is not where the majority of the students made their mistakes or lost points. They actually lost the points in the general knowledge section. They loss points in the general knowledge but were able to apply the knowledge that was necessary to the short answer questions. I feel as though this is more important, being able to apply the knowledge, rather than just recall information. By looking at the spread of students scores below, you can see that the students grades increased by 58%.

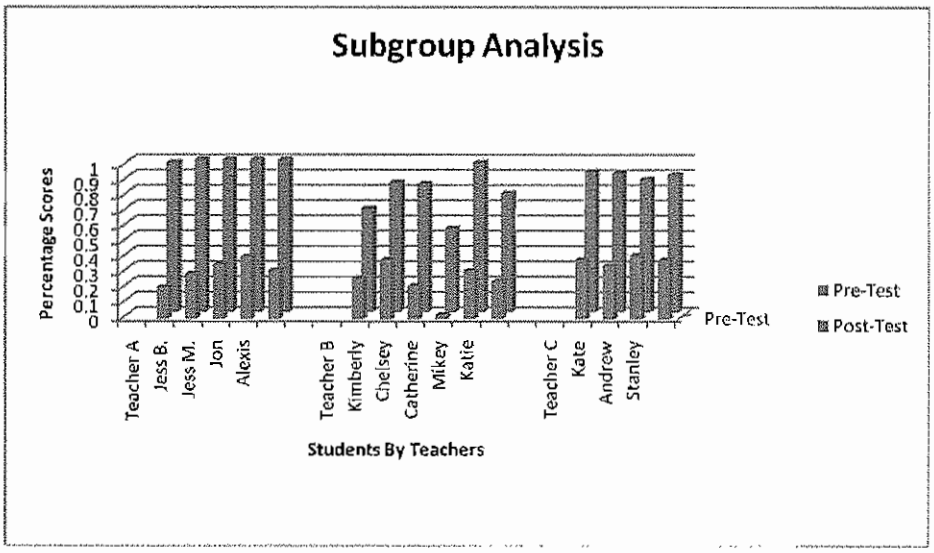
Student	Pre-test	Post-test	Percent Increase
Jess B.	21%	98%	77%
Kate	39%	92%	53%
Kimberly	27%	68%	41%
Chelsey	39%	85%	46%
Catherine	22%	84%	62%
Jess M.	30%	101%	71%
Stanley	42%	87%	45%
Mikey	3%	55%	52%
Jon	36%	102%	66%
Andrew	35%	91%	56%
Katie	32%	98%	66%
Alexis	41%	101%	60%
Average	31%	89%	58%

For the subgroup analysis I chose the students health teacher from the 10th grade to compare. Out of the 12 students there were three different teachers the students could have had last year. Within the three different teachers are three very different styles of teaching. One teacher is more about class discussions and using humor, one teacher likes to incorporate a lot of technology, and the other teacher likes to mix up the activities. For this purpose they will be called teacher A, teacher B, and teacher C. Teacher A is the teacher that likes to use a lot of different activities and provides many different examples of students work. Teacher B is the discussion and humor teacher, who never really provides the students with worksheets or assignments. Teacher C is the teacher who tries to incorporate more technology into their units to enhance the students learning

Comment [MSOffice12]: Are these your perceptions, how the teachers characterized themselves, or how the students described them...?

experience. If you look at the chart below you can see how the students who had the different teachers the year before compared.

	Pre-test	Post-Test	Average Increase
Teacher A			
Jess B.	21%	98%	77%
Jess M.	30%	101%	71%
Jon	36%	102%	66%
Alexis	41%	101%	60%
	32%	*101%*	*69%*
Teacher B			
Kimberly	27%	68%	41%
Chelsey	39%	85%	46%
Catherine	22%	84%	62%
Mikey	3%	55%	52%
Katie	32%	98%	66%
	25%	*78%*	*53%*
Teacher C			
Kate	39%	92%	53%
Andrew	35%	91%	56%
Stanley	42%	87%	45%
	39%	*90%*	*51%*



After breaking the students up into the teacher they had last year I was able to determine a few things. The first I notices was that the students who had teacher A last year had the biggest improvement from the pre-test to the post-test. I like to think that I teach like teacher A, always mixing things up and having new activities for the students to try and experience each day. Teacher B had a 53% increase and this was the teacher that used discussion and humor. Teacher C had the lowest percentage increase at 51%. There are a few things that could be viewed from this. One thing is that students learn better with different activities and once they are used to learning this way, they are able to improve more. Whereas those students who did not have a lot of activities could have looked at is as they had to adjust to the different teaching style, something they were not used to. They could have received more homework and assignments than before and had to adjust to the work load. This sometimes could have an effect on how the students learn.

Comment [MSOffice13]: Good point

Secondly, it could show what the students have previously learned in health class last year. The group with teacher A may have had pretests that were not outstanding but the improvement was much better. Maybe they just had to be reminded of some information and they were able to recall all the other information. Although there is a curriculum that all teachers are supposed to follow, it is not always followed. This is shown through the students increase in percentage scores. If a student is learning information again or continuing what they have previously learned, I would assume they would have a better score on their post-test. If a student is learning something for the first time it takes more practice to learn the information than it does the second time around.

Pt II

The objective that I believe the students were most able to meet was objective 1. I think so because one of the short answer questions on the post-test was to write a letter to a friend explaining how they were hurting themselves by continuing their drug use. Out of 89 tests, only 1 student lost points on this question. I believe that students fully understand how the different drugs can have bad short term and long term effects. I think they were so successful with meeting this objective because of the different teaching strategies I incorporated into the unit. I did not use a teaching strategy twice. Every class had a new twist to it, whether it be a game, self learning, use of a video, group work, partner work, and many more. By doing this I kept the students engaged which helped them to focus and learn more information. If I had used a power point every lesson I feel I would have lost many of the students after the second power point.

The objective that many students did not meet was objective 4; decision making. Although students were equipped with the knowledge they needed to make a responsible and healthy decision when prompted and asked for a response, students sometimes were unaware or unsure how to make that decision. I used the

POWER model when teaching decision making along with different scenarios that the students could possible face in school, extracurricular activities, or home. I think the students understood what was being asked of them because they were writing responses that were correct but maybe not in the correct order a decision should be made or not fully acted through. I think to better assess the students in this area, having the students act out the dialogues they had to create would be more beneficial. I had them only create the dialogues. So I equipped them with the skills and knowledge but never had them practice the skills. I think that the next time I teach a unit on drugs, or any unit that requires decision making, I will have them act out the skills. I will then he able to decide if the students are then able to make a responsible, healthy decision.

After reviewing my unit on drugs, I think there are a few things I would like to change. I would like to begin on changing the flow of the unit. I started with all knowledge at the beginning of the unit. I would like to incorporate skills with knowledge as I progress through the unit. An example would be to have decision making along with knowledge of a drug so they can make the connection why they need to be able to make the decision about saying no to drugs. How often as health teachers we say, "say no to drugs", after we teach them all about it. I think by putting the two together I would be able to have a bigger impact on the students allowing them the ability to make more responsible decisions.

I would also like to give the students more ownership when they are learning any information. I always provided them with the information they were going to learn, except the one lesson that I really made changes to after the first time I taught the lesson. The lesson where I had the students locate the different resources allowed the students to explore and find information on their own. I would like to do that with more of the other information either through an in class project or a take home project. I think by having them locate the information and presenting it to the class it would allow them to better understand the content. It would also allow the students the opportunity to teach their peers in their class. This is also making a connection with the senior project. Students have to present their project to a committee so this could help prepare them.

This leads me to another thing I would like to improve upon, incorporating cross curriculum activities and school requirements. For my placement, students have e-portfolios and any teacher can provide the students with a project that can be counted towards their e-portfolio. I would like to do this because it shows the students that health just isn't a class that they have to take. It will help students to show the importance and meaning behind health class. As much as health teachers are always showing this concept to students, it never really sets in. I feel as though if we were to provide the students with something they can use outside of the classroom they will appreciate and take more ownership in their work and learning.