

**SED 422, History/Social Studies Seminar
Analysis of Pre and Post Assessment Scoring Rubric
Exit Portfolio**

Please assess the extent to which the candidate has achieved RIBTS 9: Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

Weakness Developing Competence Strength

1.) Pre-Assessment is utilized for instruction and evaluation.

2.) Formative Assessment is utilized for instruction and evaluation.

3.) Post-Assessment is utilized for evaluation and in planning for subsequent instruction.

4.) Variety of Assessments.

5.) Alignment among selected objectives.

6.) Assessment criteria.

7.) Justification of Assessments.

8.) Justification of Adaptations.

Comments:

Assessment Plan

Teaching Process: The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.

Task

Design a pre- and post-assessment plan that includes formative and summative measures to monitor student progress toward your unit objectives. The formative and summative assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication (e.g. observation, interview). Conclude this task with a rationale that indicates why your assessments are appropriate for measuring learning, how they support the unit objectives, and how you will evaluate student performance.

Prompt

Part I:

Create a visual organizer that outlines an assessment plan for each unit objective that includes: assessments that will judge student performance, format of each assessment, justifications for selection of assessment methods, and any necessary adaptations of the assessments. See the sample visual organizer provided. The assessment plan should include multiple forms of assessment and depict the alignment between unit objectives and assessments. Be sure to:

- Align your assessments with unit objectives in terms of content and cognitive complexity.
- Justify your pre- and post-assessments. This may involve using the same pre-assessment and post-assessment instruments may be the same. However, if a unit objective is to be assessed by an authentic project, it may be impractical to have students do the project as a pre-assessment. In such cases, you may pre- and post-assess the conceptual understandings required in the project. Otherwise, you may use a completely different task for the pre-assessment, but one that can be scored with the same rubric as used in the post assessment (Jones, et al., 2002).
- Show how you will adapt assessments (which include accommodations and/or modifications) that meet the needs of students identified in the Contextual Factors section.

Part II:

Discuss the formative assessment pieces that will help you determine student progress throughout the unit. Refer to your visual organizer as you describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task is to include various points that you anticipate needing to assess student learning.

- For each unit objective, describe the appropriateness of the assessments you plan to use and the importance of collecting that particular evidence for the unit objective. Discuss how the assessments will help you to understand student learning.
- Explain your anticipated scoring criteria. Clearly describe how you will evaluate or score pre- and post-assessments. Include criteria you will use to determine if the students' performances meet the objectives. Include copies of the forms of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, assignment sheets/tasks, answer key, observation checklists, rating scales, item weights, test blueprint) in an appendix.

Note: The rater will look at the visual organizer, your narrative, your assessment instruments, and your scoring criteria to assess Parts I and II.

Suggested Page Length: One to two page narrative, visual organizer, copies of all assessment instruments, (e.g., scoring rubrics, assignment sheets/tasks, answer key, observation checklists, rating scales, item weights, test blueprint).

Assessment Plan Rubric

Teaching Process: The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Visual Organizer Format (RIPTS 9)	<p>The organizer does not clearly present:</p> <ul style="list-style-type: none"> • how the objectives are aligned with the assessments; and/or • the justification for the method of each assessment; and/or • any appropriate adaptations of the assessments. 	<p>The organizer clearly presents:</p> <ul style="list-style-type: none"> • how <i>some</i> of the objectives are aligned with the assessments; and/or • the justification for the method of some assessments is incomplete or inappropriate; and/or • some assessment adaptations are missing or inappropriate. 	<p>The organizer clearly presents:</p> <ul style="list-style-type: none"> • how <i>all</i> the objectives are aligned with the assessments; and • the justification for the method of all assessments; and • appropriate adaptations for all assessments within this context with these students 	
Multiple Forms of Assessment (RIPTS 9)	<p>The assessment plan: includes only one assessment form; does not assess students before, during, or after instruction.</p>	<p>The assessment plan: includes multiple forms of assessment; <i>some</i> are performance-based; and assess before, during, and after instruction.</p>	<p>The assessment plan: includes multiple forms of assessment (including performance assessments, lab reports, research projects, etc.); assesses student performance before and after instruction.</p>	
Alignment of Unit Objectives and Assessments. (RIPTS 9)	<p><i>None</i> of the objectives: are aligned with the overall assessment plan: <i>none of the</i> assessments are congruent with objectives in terms of content and cognitive complexity.</p>	<p><i>Some</i> of the objectives: are aligned with the overall assessment plan: <i>some</i> assessments are congruent with objectives in terms of content and cognitive complexity.</p>	<p><i>All</i> of the objectives: are aligned with the overall assessment plan; <i>all</i> assessments are congruent with the objectives in terms of content and cognitive complexity.</p>	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Justification for Assessment Methods (RIPTS 9)	The assessment methods selected do not seem capable of doing the job—one finds oneself asking, “Why did the candidate assess the unit objective that way?”; or, there is no evidence that unit objectives or student characteristics played a part in determining assessment method.	Matching of assessment methods to unit objectives and context seems adequate, but this information has to be inferred or searched for; or, some of the methods might be improved.	The assessment methods match the unit objectives and context; the rationale for the choice mentions the unit objective and/or student characteristics.	
Adaptations Based on the Individual Needs of Students (RIPTS 4)	Candidate does not adapt assessments at all or adaptations are limited in scope to meet the individual needs of students; these assessments are inappropriate.	Candidate makes adaptations to <i>some</i> assessments that are appropriate to meet the individual needs of <i>some</i> students.	Candidate makes adaptations to <i>all</i> assessments that are appropriate to meet the individual needs of <i>all</i> students.	
Part II				
Rationale (RIPTS 9)	Provides no statement about the assessments and their appropriateness for measuring learning within this context with these students.	Provides some statement about the assessments and their appropriateness for measuring learning within this context with these students.	Provides clear and accurate statement about the assessments and their appropriateness for measuring learning within this context with these students.	
Scoring Procedures (RIPTS 9)	Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions or procedures are confusing to students	<i>Some</i> scoring procedures are explained; items or prompts are clearly written; <i>some</i> directions or procedures are clear to students	<i>All</i> scoring procedures are explained; <i>all</i> items or prompts are clearly written; <i>all</i> directions or procedures are clear to students	
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

TOTAL _____

Comments:

Instructional Decision-Making

Teaching Process : The candidate uses on-going analysis of student learning to make instructional decisions.

Task

Provide two examples of instructional decision-making prompted by students' learning or responses on a planned assessment or other task. For one example the group of students (small, large, or whole class) within the class prompts the revision, while in the other an individual student prompts the adjustment.

Prompt

Part I

Think of a time during your unit when learning or responses for a group of students within the class caused you to modify your original design for instruction. (The resulting revision may affect students besides those who prompted the change.)

- Generally describe the students' learning, motivation, engagement, or other responses that caused you to *rethink your plans* for class instruction. The students' learning or response may come from a planned assessment (**not** the pre-assessment) or another task.
- Describe the *revisions* in the instructional unit that you made and *explain* why you thought your decision would improve students' progress toward the learning goals and unit objectives.
- Include specific evidence that supports your decision-making and describes the effect on student progress.

Part II

Now, think of another time during your unit when an individual student's learning or response caused you to revise a different portion of your original design for instruction. (The resulting revision may affect students besides the one who prompted the change.)

- Describe this student's learning or response that caused you to *rethink your plans*. The student's learning or response may come from a planned assessment (**not** the pre-assessment) or another task.
- Describe what *revisions* you made and *explain* why you thought your decision would improve this student's progress toward the learning goals and unit objectives.
- Include specific evidence that supports your decision-making and describes the effect on student progress.

Suggested Page Length: 3-4 pages.

Instructional Decision-Making Rubric

Teaching Process: The candidate uses on-going analysis of student learning to make instructional decisions.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Rethinking Your Plans for a Group of Students (RIPTS 3)	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	
Revisions for a Group of Students Based on Analysis of Student Learning (RIPTS 4)	Candidate treats class as “one plan fits all” with no revisions or revisions of the instructional plan are not connected to students’ responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address student needs; based on the analysis of student learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address student needs; are informed by a thorough and thoughtful analysis of student learning/performance; based on best practice; based on contextual factors.	
Explanation of the Modifications Made for a Group of Students (re: Learning Goals & Unit Objectives) (RIPTS 4)	Explanation of revisions is not connected to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of the revisions made provides <i>some</i> connection to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are appropriate.	Explanation of revisions made specifies connection to learning goals & unit objectives clearly and completely. The connections between the revisions and learning goals/unit objectives are significant and insightful.	
Part II				
Rethinking Your Plans for an Individual Student (RIPTS 3)	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	
Revisions for an Individual Student Based on Analysis of Student Learning (RIPTS 4)	Candidate treats class as “one plan fits all” with no revisions or revisions of the instructional plan are not connected to this student’s responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address this student’s needs; based on the analysis of this student’s learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address this student’s needs; are informed by a thorough and thoughtful analysis of this student’s learning/performance; based on best practice; based on contextual factors.	
Explanation of the Revisions Made for an Individual Student (re: Learning Goals & Unit Objectives) (RIPTS 4)	Explanation of revisions made lack detail with respect to learning goals & unit objectives. The	Explanation of revisions made provide <i>some</i> detail with respect to learning goals & unit	Explanation of revisions made provide <i>much</i> detail with respect to learning goals & unit objectives. The	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Objectives) (RIPTS 4)	connections between the revisions and learning goals/unit objectives are superficial or absent.	objectives. The connections between the modifications and learning goals/unit objectives are appropriate.	connections between the revisions and learning goals/unit objectives are significant and insightful.	

TOTAL_____

Comments:

Analysis of Student Learning

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.

Task

Analyze your assessment data, including pre-, formative, and post-assessments, to determine students' progress related to TWO unit objectives. When considering which objectives to analyze, choose one that most students were able to meet and one that presented problems for some students. Use visual representations (such as charts and graphs) and narrative to communicate the performance of the whole class, subgroups, and two individual students.

Reflect upon and evaluate the relationship among unit objectives, your instruction, and student learning in order to improve your teaching practice. In this narrative, make specific references to your analysis of the assessment data and student work samples to draw your conclusions.

Prompt

Part I

For the TWO unit objectives that you select, analyze assessment data for the whole class, subgroups of students, and two individual students.

- **Whole class.** To analyze the progress of your whole class, create a table that shows pre-, formative, and post-assessment data on every student for the two unit objectives you have chosen. Then, create a visual representation (e.g., charts and graphs) that shows the extent to which your students made progress (from pre- to post-) toward the achievement of these unit objectives in your Assessment Plan section. Interpret what the graph tells you about your students' learning for the objectives selected.
- **Subgroups.** Select a group characteristic (e.g., gender, pre-test performance level, socio-economic status, language proficiency) to analyze in terms of your two chosen unit objectives. Provide a rationale for your selection of this characteristic to form subgroups. Create a visual representation (e.g., charts and graphs) that compares pre-, formative, and post-assessment results for the subgroups on these two unit objectives. Interpret what these data show about student learning for these selected objectives.
- **Individuals.** Select two students who demonstrated different levels of performance. In a narrative, Explain why these particular students performed the way they did. Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions about student performance on the two unit objectives. Create a visual representation (e.g., charts and graphs) that compares pre-, formative, and post-assessment results for the subgroups on these two unit objectives. Interpret what these data show about student learning for these selected objectives.

Part II:

- Discuss the unit objective that most students were able to meet. Provide two or more possible reasons for this success. Which instructional tasks best supported student engagement and learning? Consider the selected unit objectives, instruction, and assessment along with student characteristics and other contextual factors not under your control. Support these conclusions with data from Part I and student work samples.
- Discuss the unit objective that presented problems for some students. Provide two or more possible reasons for this lack of success. Which instructional tasks could have been redesigned or discarded? Consider the selected unit objectives, instruction, and assessment along with student characteristics and other contextual factors not under your control. Support these conclusions with data from Part I and student work samples.
- Given your analysis of the two unit objectives, provide an honest and thoughtful self-evaluation in which you offer specific ideas for enhancing student learning, either by restating unit objectives, revising instruction, and/or developing new assessments. Give a rationale for why these revisions would improve student learning.

Suggested Page Length: 2-4 pages plus charts/graphs. Provide samples of student work in an Appendix.

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	SCORE
Part I				

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Alignment with Selected Unit Objectives (RIPTS 9)	Analysis of student learning: <ul style="list-style-type: none"> • is not aligned with selected unit objectives; • and/or provides a superficial profile of student learning relative to the objectives for the whole class, subgroups, and two individuals. 	Analysis of student learning: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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. 	
Clarity and Accuracy of Presentation of Graphs (RIPTS 9)	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.	
Interpretation of Data (RIPTS 9)	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.	
Evidence of Impact on Student Learning (RIPTS 9)	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.	
Insights on Effective Instruction and Assessment (RIPTS 10)	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	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.	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
	others.			
Self Evaluation and Implications for Future Teaching (RIPTS 10)	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.	
Organization, readability, spelling, and grammar (RIPTS 8)	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

TOTAL _____

Comments:

Assessment Plan Rubric

Teaching Process: The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Alignment of Unit	<i>None of the objectives:</i>	<i>Some of the objectives:</i>	<i>All of the objectives:</i>	

Objectives and Assessments. (RIPTS 9)	are aligned with the overall assessment plan: <i>none of the</i> assessments are congruent with objectives in terms of content and cognitive complexity.	are aligned with the overall assessment plan: <i>some</i> assessments are congruent with objectives in terms of content and cognitive complexity.	are aligned with the overall assessment plan; <i>all</i> assessments are congruent with the objectives in terms of content and cognitive complexity.	
Justification for Assessment Methods (RIPTS 9)	The assessment methods selected do not seem capable of doing the job—one finds oneself asking, “Why did the candidate assess the unit objective that way?”; or, there is no evidence that unit objectives or student characteristics played a part in determining assessment method.	Matching of assessment methods to unit objectives and context seems adequate, but this information has to be inferred or searched for; or, some of the methods might be improved.	The assessment methods match the unit objectives and context; the rationale for the choice mentions the unit objective and/or student characteristics.	
Adaptations Based on the Individual Needs of Students (RIPTS 4)	Candidate does not adapt assessments at all or adaptations are limited in scope to meet the individual needs of students; these assessments are inappropriate.	Candidate makes adaptations to <i>some</i> assessments that are appropriate to meet the individual needs of <i>some</i> students.	Candidate makes adaptations to <i>all</i> assessments that are appropriate to meet the individual needs of <i>all</i> students.	
Part II				
Rationale (RIPTS 9)	Provides no statement about the assessments and their appropriateness for measuring learning within this context with these students.	Provides some statement about the assessments and their appropriateness for measuring learning within this context with these students.	Provides clear and accurate statement about the assessments and their appropriateness for measuring learning within this context with these students.	

TOTAL_____

Comments:

HISTORY DEPARTMENT
Candidate Effect on Student Learning
Cohorts 1 – 2

Weakness	= 1
Developing	= 2
Competence	= 3
Strength	= 4

INDICATORS	COHORT					
	1			2		
	2 CANDIDATES	RANGE	AVERAGE	1 CANDIDATE	RANGE	AVERAGE
1. Pre-Assessment is utilized for instruction and evaluation.	3,4	3-4	3.5	4	4	4
2. Formative Assessment is utilized for instruction and evaluation.	3,4	3-4	3.5	4	4	4
3. Post-Assessment is utilized for evaluation and in planning for subsequent instruction.	3,4	3-4	3.5	4	4	4
4. Variety of Assessments.	3,4	4	4	4	4	4
5. Alignment among selected objectives.	3,4	4	4	4	4	4
6. Assessment criteria.	3,4	3-4	3.5	4	4	4
7. Justification of Assessments.	3,4	3-4	3.5	4	4	4
8. Justification of Adaptations.	3,4	3-4	3.5	4	4	4

**Candidate Effect on Student Learning
Cohort 3***

Unacceptable	1 - 2
Acceptable	3 - 4
Target	5 - 6

INDICATORS	COHORT 3 (STUDENTS)	RANGE	AVERAGE
Learning Goals/Unit Objectives			
1. Appropriateness For Students	4	4	4
2. Rationale/Purpose	4	4	4
Assessment Plan			
3. Alignment of Unit Objectives and Assessments	4	4	4
4. Justification for Assessment Methods	4	4	4
Justification			
5. Adaptation Based on the Individual Needs of Students	4	4	4
6. Rationale	4	4	4
Instructional Decision Making			
7. Rethinking Your Plans for a Group of Students	5	5	5
8. Revisions for a Group of Students Based on Analysis of Student Learning	5	5	5
9. Explanation of the Modifications Made for a Group of Students (re: Learning Goals & Unit Objectives)	5	5	5
10. Rethinking Your Plans for an Individual Student	5	5	5
11. Revision for an Individual Student Based on Analysis of Student Learning	5	5	5
12. Explanation of the Revisions Made for an Individual Student (re: Learning Goals & Unit Objectives)	5	5	5

* Candidates in Cohort III completed the newly instituted Teacher Candidate Work Sample that also centers on the implementation of Unit of Study linked to the NCSS standards and greatly refine the candidates and our knowledge of how their pedagogy impacted student learning.

Unacceptable	1 - 2
Acceptable	3 - 4
Target	5 - 6

INDICATORS	COHORT 3 (1 STUDENT)	RANGE	AVERAGE
Analysis of Student Learning			
1. Alignment with Selected Unit Objectives	5	5	5
2. Clarity and Accuracy of Presentation of Graphs	4	4	4
3. Interpretation of Data	4	4	4
4. Evidence of Impact on Student Learning	5	5	5
5. Insights on Effective Instruction and Assessment	5	5	5
6. Self Evaluation and Implementations for Future Teaching	5	5	5

