

CHECKLIST FOR TASK 3: Classroom Assessment of Academic Learning Goals

Completing Your Response

<p style="text-align: center;">Step 1</p> <p style="text-align: center;">Assessment Selection and Planning for the Whole Class</p>	<ul style="list-style-type: none"> • Select a class and identify the content area, subject matter, student academic content standards, and unit of study with which you will be working. • Describe the purpose and type of assessment and the evidence of student learning that will be collected. • Describe the plan for implementation of the assessment, including strategies, activities, grouping, and materials. • Explain how you will use the assessment results and provide feedback regarding student progress towards achievement of the academic learning goal(s).
<p style="text-align: center;">Step 2</p> <p style="text-align: center;">Learning about Students: Whole Class and Two Focus Students</p>	<ul style="list-style-type: none"> • Select two students within the class, including one English learner and one student with an identified special need. • Complete a detailed description of the background and characteristics of each of the two students, as well as an explanation of how the information will influence instructional planning and assessment.
<p style="text-align: center;">Step 3</p> <p style="text-align: center;">Assessment Adaptations for Two Focus Students</p>	<ul style="list-style-type: none"> • Consider what you learned about the two focus students and the implications for instruction. Describe adaptations you will make to the assessment design or implementation for each student. • Explain your rationale for the adaptations.
<p style="text-align: center;">Step 4</p> <p style="text-align: center;">Giving the Assessment to the Whole Class, Including Two Focus Students</p>	<ul style="list-style-type: none"> • Give the assessment to the class; collect and score the evidence of student learning from the assessment. • Submit copies of three assessment responses that represent the range of student achievement on the assessment and explain the selection of those three responses. • Submit copies of the two focus students' responses.
<p style="text-align: center;">Step 5</p> <p style="text-align: center;">Analyzing Evidence of Student Academic Learning and the Assessment</p>	<p>For the class as a whole:</p> <ul style="list-style-type: none"> • Discuss 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 timing, format, collection of evidence, or type of assessment used. <p>For Student 1 and Student 2:</p> <ul style="list-style-type: none"> • Analyze each student's response to the assessment. • Discuss how this information will affect your future planning and instruction for the two students.

<p>Step 6</p> <p>Reflection on Assessment Implementation and Student Learning</p>	<ul style="list-style-type: none"> • Read your responses to Steps 1-5. • Discuss what you learned about the assessment and about your students' learning as a result of using the assessment. • Explain how you will use what you have learned about assessment in the future. • Identify your goal(s) for increasing your knowledge and skill in assessment.
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After Completing Your Response

<ul style="list-style-type: none"> • Remove all last names and identifying references to children and adults on the response and artifacts.
<ul style="list-style-type: none"> • Procure Student Release Forms and Adult Release Forms for all student and/or adult work to be submitted.
<ul style="list-style-type: none"> • Submit the signed release forms, your response, and all artifacts, as directed by your program. Your artifacts will include: <ul style="list-style-type: none"> ➤ The assessment and any directions, scoring guides, answer keys, etc. ➤ A total of five student responses: three representing the range of student achievement on the assessment and one response from each of the two focus students.

WHAT IS BEING MEASURED

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

- B. Assessing Student Learning
 - TPE 3 - Interpretation and Use of Assessments
- C. Engaging and Supporting Students in Learning
 - TPE 6 - Developmentally Appropriate Teaching Practices
 - TPE 7 - Teaching English Learners
- D. Planning Instruction and Designing Learning Experiences for Students
 - TPE 8 - Learning About Students
 - TPE 9 - Instructional Planning
- F. Developing as a Professional Educator
 - TPE 13 - Professional Growth

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