

Assessment #5
Assessment of Student Learning Project
NCTE Standards 2.1-4; 3.2.1-3; 3.3.2; 3.7.1; 4.1; 4.10

During student teaching, you will complete an assessment of student learning through a project on media. Your first responsibility is to choose wisely which class and unit you will use for this work.

The purpose of the Assessment of Student Learning Project is to discern if your teaching is having a positive effect on your students' learning and how you could improve your instruction so as to be more effective. **So, you will need to conduct a pre-test to determine students' entry level of knowledge and then give a post-test to show what they have learned.** This is absolutely essential for the success of this project.

One important part of teaching English Language Arts is helping students to be critical viewers in the same way you teach them to be critical readers. The core of this project will be the use of visual media (film, commercials, TV shows, music videos, YouTube). You will be teaching your students how to critically view and analyze what they see and then have them explain their critical observations to their classmates.

There are multiple steps to this project:

Step One: Select a class for which a project on media is appropriate. This does not have to be difficult. For example, almost all of you will show a film at some point during your teaching, and a critical analysis of the film itself or in relation to a piece of literature will work for this project.

Step Two: Describe the class and analyze its composition in terms of the learning environment: class grade and ability level, ethnicity, special needs, the title of the class if it is an elective, class size. Also, explain any particular strengths and challenges of this class in terms of English Language arts skills or content, the ways in which the students have responded to different kinds of instruction before this, or anything else that distinguishes this class from your others and that you will need to take into consideration in designing your lessons.

Step Three: Explain how the media content of this project fits into what has been taught so far in this class and where the students are headed in their learning. You may explain this in terms of the school or the cooperating teacher's curriculum. Make sure that you place this project into the context of students' progression of learning throughout the year/semester and in terms of the New Hampshire ELA state standards that are being met.

Step Four: Decide what your English Language Arts learning outcomes are for this project and design a pretest that will measure students' prior knowledge.

Comment [11]: Interesting variation on Teacher Work Sample that provides a unique aspect of ELA. You should include 3.6.1 and 3.6.3 into your rubric—these elements of 3.6 really target the emphasis on print/non-print literacy that your assessment has. Be sure to design a data capture that focuses on the standards cited.

Step Five: Design lesson plans for each day of this project. These should follow the “Plan for the Day” section of the lesson plan format you used in English Methods and include a rationale, goals and objectives, materials, activities and procedures, closure, and inclusion. Your plans should clearly demonstrate how you are helping students learn how to think critically about media and how you will teach them to create a project on their observations.

Step Six: Using technology, design an example for students of what you want them to do for their project and present this to the class, clearly illustrating all the requirements for their assignment.

Step Seven: Working individually or in groups, students must create a project that demonstrates their understanding of the media you have selected and shows their ability to make meaning from a non-print text. Their presentation should include 1) an oral component, and 2) a visual, non-print component or technology component. Students must also submit a written reflection on their work.

Step Eight: You will need to arrange for one of your College Supervisor’s visits to take place during this unit so that your project will include an observation form. If this is impossible to arrange, your cooperating teacher should conduct one of his/her formal observations during this project, and that observation form should be included.

Step Nine: Student work must be graded using a rubric that measures students’ ability to make meaning from a non-print text, present this learning orally to the class, design a visual/non-print/technological component to share with the class, and reflect on their learning in written form. If this work is done by a group, your rubric should reflect how you will grade both for individual and group performance. You also need to provide a brief explanation of why you chose this assessment tool and how you designed the rubric.

Step Ten: You will need to provide a copy of three student samples (a high, medium, and low) along with the feedback you provided them. Write a brief analysis of the differences among the three students’ work, how these differences might relate to the students themselves, and how they relate to the methods you used. What might you have done differently to improve student learning? Finally, you must compare the results to the pretest to assess student learning.

Step Eleven: Using Danielson’s theory of instruction and the teacher-researcher model of inquiry, reflect on this project and what you learned. What would you change about what you did to achieve better results? If the results met or exceeded your expectations, reflect on why you think the plan worked so well.

Rating Indicator	1 Not Acceptable	2 Acceptable	3 Target
Step One: Selection of class for media project	Selects a class in which a media project does not seem to serve a purpose	Selects an appropriate class for the media project	Selects the best class for media project and skillfully integrates the project into the overall curriculum
Step Two: (NCTE Standard 2.1, 3.3.2) Analysis of chosen English class	Describes the class without drawing conclusions about how differences might affect instruction	Shows an awareness of students' individual differences and how these might impact instruction	Demonstrates an ability to analyze students' individual differences so as to create an inclusive and supportive learning environment for media lessons
Step Three: (NCTE Standard 4.1) Media content explained within larger ELA curricular context	Lacks awareness of the overall ELA curriculum and how this project fits into that plan	Explains the overall design of the project and the ELA outcomes	Demonstrates a clear understanding of the overall content of the course and how this project fits into the course design so as to create a project that is consistent with the school's ELA curriculum
Step Four: (NCTE Standard 2.4) ELA learning outcomes and pretest	Pretest does not provide information needed to assess student learning	Designs a pretest that gives some indication of students' prior knowledge that can be used for assessment of learning	Implements an effective pretest for determining students' knowledge about media that will clearly indicate what students have learned at the end of the project
Step Five: (NCTE Standard 2.4) Daily ELA Lesson Plans Rationale Goals Materials Activities Closure Inclusion	Develops some strategies for helping students think critically about media	Designs and implements lessons that help students think critically about media	Designs and teaches effective lessons that develop student' ability to think critically about media and communicate what they learn to others
Step Six: (NCTE Standard 3.2.3) Demonstration of assignment using technology	Fails to provide an example of the project	Provides an example of the project students are completing	Demonstrates using technology how students can compose a successful project on media
Step Seven: (NCTE Standard 3.2.1-3) Project for understanding media Oral component Non-print component Student Reflection	Project does not capture students' understanding of media or allow their knowledge to be expressed in oral and visual ways	Provides opportunity for students to design an integrated project on media	Provides opportunity for students to demonstrate their critical understanding of media through an integrated project using oral and written language and visual images, and includes an opportunity for students to reflect on their learning
Step Eight: (NCTE Standard 2.3)	Fails to arrange observation or is	Arranges observation and receives feedback	Interacts with college supervisor or cooperating

Comment [I2]: Difficult to discern how 2.4 – critical thinking and judgment—fits here.

Observation from supervisor of teaching effectiveness	resistant to feedback	from a professional colleague	teacher to reflect on effectiveness of instruction for media project
Step Nine: (NCTE Standard 4.10) Assessment of student media project Rubric Reflection on assessment design	Does not develop an effective assessment tool for project	Develops an assessment instrument that clearly and accurately reflects assignment and student work	Develops rubric that accurately reflects each part of the assignment, measures student learning individually or in groups, and is clear to students, enabling them to reflect on their work
Step Ten: (NCTE Standard 2.3) Student samples of media project and analysis Results compared to pretest	Reflection does not capture how instruction needed to be improved or what further resources could have been used	Reflects on practice to improve instruction	Reflects on project and uses analysis and research to improve teaching and student learning and recognizes further professional work needed to improve instructional design
Step Eleven: (NCTE Standard 3.7.1) Reflection of media project and student learning of ELA outcomes	Does not reflect on theory in analysis of project	Reflects on teaching in light of Danielson model	Reflects on own teaching and students' success in composing of project in light of Danielson model of teaching and teacher-researcher model of inquiry with an eye to improving instruction