

Analysis of Student Learning

Student learning is at the core of the UMM Teacher Education Program. During student teaching, you are expected to plan all instructional activities carefully and implement them effectively. Included in effective implementation is careful and appropriate assessment. After gathering and analyzing lesson assessment data, you are expected to use the information to adjust planning to increase student learning.

The Analysis of Student Learning is a *sample* of your ongoing work in the classroom and should be representative of your teaching performance in general. This assignment is due on Friday of the 5th week of student teaching and must be submitted electronically to your UMM supervisor/contact. If your assignment does not meet minimum requirements, you will receive a communication of concern and work with UMM faculty to develop an individualized learning plan (ILP). The ILP will outline expectations for improved performance and describe instructional support you may receive. You will be required to submit a second analysis by the end of the 8th week of student teaching.

To pass student teaching successfully, you must meet or exceed minimum requirements on the Analysis of Student Learning and demonstrate a continued pattern of successful planning, implementation, and assessment.

Analysis of Student Learning includes two parts, the report and the evidence. Elementary Education student teachers will collect and analyze data for all of their students. Secondary Education students will collect and analyze data for students in one section at a minimum.

1. The written report in which you describe, analyze, and reflect on how you impacted student learning in this instructional experience will include the following:
 - a. Analysis of aggregated data. How well did the class do as a whole? How did you change your instruction based on the needs of the group? What adjustments will you make as you continue to teach this class?
 - b. Analysis of individual data. Which students made gains and which did not? Why? What patterns in the data did you find? What specifically did you do for individual students based on their performance on formative assessments? In particular, if a student did poorly on your assessment, explain factors in that performance. What will you do for the individuals as you continue to teach them this semester?
 - c. Analysis of sub-group data. How did the performance of sub-groups compare to the class as a whole? What does the data suggest to you about your instruction?
 - d. Summary statement. As you reflect on the unit as a whole, what went well? What would you do differently? What did you learn? What changes might you make based on this data as you continue to teach these students?
2. Evidence includes documents and artifacts that demonstrate what your students have learned. Submit all of the following:
 - a. The pre-assessment instrument administered to develop instruction appropriate to student need
 - b. The instructional unit or series of at least five instructional lesson plans based on pre-assessment data AND designed around a theme, concept, topic, or skill. Each of the submitted lesson plans should include the student assessment and self assessment that you complete after teaching.
 - c. The post-assessment instrument administered to provide summative assessment
 - d. A minimum of three samples of student work that show range of performance.
 - e. Excel table that shows individual scores on the pre-assessment, lesson assignments, and post-assessment. Aggregate the data for each of the assessments to determine class averages. Include another chart that shows data for at least two different sub-groups (e.g. gender *and* special ed services OR ethnicity *and* socio-economic status). Though individual scores must be included, be sure to use pseudonyms or numbers in place of student names.

Scoring Rubric for Analysis of Student Learning

Candidate _____

Student Teaching Placement _____

Reader _____

Date _____

Decision: Unsatisfactory-Begin ILP Process Resubmit with Revision Pass at Proficient Level Pass at Exemplary Level

Part One: ASL Evidence

	No	Yes
Evidence includes pre-assessment, five instructional lessons, post-assessment, and sample of student work.		
Pre-assessment and post-assessment are appropriate to the lesson content and are similar in objective.		
Lesson objectives are written correctly (observable and measurable).		
Lesson objectives and assessments relate to each other and to lesson activities.		
Lessons include sufficient detail (clear presentation, accurate content, appropriate instructional strategies, good organization).		
Each lesson's description of student assessment results aligns with lesson objectives and planned assessments.		
Each lesson's narrative on self assessment is accurate and appropriate.		
Student work samples show range of performance.		
Student work samples demonstrate and support analysis of individual student learning.		
Excel data chart is clear, confidential, and complete with pre- and post-assessment, daily assignments, and all graded assignments for all students in the class (no identifying info).		
Data are aggregated for the whole class.		
Data are presented for at least two sub-groups.		
Data reveal that students learned because of this instructional unit.		

Part Two: ASL Analysis

	Unsatisfactory	Limited	Proficient	Exemplary
Analysis of aggregated data describes what and how much students learned as a group from the instruction. Answers to all assigned questions are accurate and professional. (How well did the class do as a whole? How did you change your instruction based on the needs of the group? What adjustments will you make as you continue to teach this class?)	1	2	3	4
Analysis of individual data is accurate and reveals professional understanding. Answers to questions reveal ability to interpret data accurately. Answers to questions reveal that data were used to improve instruction (Which students made gains and which did not? Why? What patterns in the data did you find? What specifically did you do for individual students based on their performance on formative assessments? In particular, if a student did poorly on your assessment, explain factors in that performance. What will you do for the individuals as you continue to teach them this semester?)	1	2	3	4
Analysis of sub-group data and answers to questions show accurate analysis and professional understanding. (How did the performance of sub-groups compare to the class as a whole? What does the data suggest to you about your instruction?)	1	2	3	4
Summary statement shows careful reflection on the unit as a whole. Answers to assigned questions reveal complex understanding of the teacher's role in student learning. (What went well? What would you do differently? What did you learn? What changes might you make based on this data as you continue to teach these students?)	1	2	3	4
Column Totals:				