Impact on P-12 Student Learning Assignment
Guidelines and Rubric

The COEHS Impact on P-12 Student Learning Assessment is completed by all initial teacher candidates during clinical practice (student teaching or internship). This assessment will be completed as part of a sequential unit of instruction that may range from a few lessons in one week to several lessons over a course of more than one week. This project should be part of the planned grade level curriculum in the P-12 classroom in which you are completing clinical practice. In other words, it should be part of what you would already be expected to teach. You will develop a pre- and post-assessment that will be administered to your P-12 students. Be sure to consult with your P-12 mentor teacher to determine which unit of study you should plan to teach and gain the approval of your mentor prior to beginning this project.

The purpose of this assessment is to collect and analyze assessment data on the P-12 students you are teaching during clinical practice to determine whether or not you are positively impacting their learning and use these data to make decisions about future instruction and remediation plans for improving the achievement of students.

The following components are required for this project:

1. **Unit Lesson Plans**: Lesson plans for each day of instruction. The lesson plans should follow the lesson plan format required by your program.

2. **Class Profile**: Complete the chart provided with your mentor teacher's guidance. Make sure you are planning for the needs of your students according to the information included on the chart.

3. **Pre-assessment**: The purpose of a diagnostic assessment is to ascertain, prior to instruction, each student's strengths, weaknesses, knowledge, and skills and to permit you to remediate, accelerate, or differentiate the instruction to meet the needs of your students based on the pre-assessment data. Make sure your pre-assessment is aligned with the learning targets and instruction you have planned for this group of lessons. Include a copy of the pre-assessment with this assignment.
   - Provide a table that allows you to display an item analysis of your pre-assessment. Align your learning targets to your pre-assessment items. The table would list students, by first name only, on one axis of the chart and the test items on the other axis. An Excel spreadsheet example is provided, but this formatting is not required.
   - Record in the table which test items were answered correctly and which were answered incorrectly for each student.

4. **Post-assessment**: Administer the exact same assessment that you used prior to teaching your learning segment (pre-assessment) at the end of your learning segment (post-assessment). Note: you must use the same assessment as a pre-test and as a post-test. Include a copy of the post-assessment with this assignment.
   - Provide an item analysis of your post-assessment. The table would list students, by first name only, on one axis of the chart and the test items on the other axis. An Excel spreadsheet example is provided, but this formatting is not required.
   - Record in the table which test items were answered correctly and which were answered incorrectly for each student.

5. **Data Analysis:** Reflect on the performance results from your students. Answer the following pre- and post-assessment questions.
   - Pre-assessment: Analyze the data to help determine instructional decisions based on the pre-assessment results by answering the questions below.
     - What are the data telling you based on students' knowledge and lack of knowledge on the pre-assessment?
     - How will you use this pre-assessment data and the class profile subgroups to modify your lesson plans?
     - What will you plan for students who have mastered the learning targets assessed on the pre-assessment?
     - How will you differentiate by student readiness based on the pre-assessment data?
   - Post-assessment: Analyze the data to determine summative assessment outcomes based on the learning targets. Answer the following questions:
     - Describe the impact on student learning.
     - What standards/learning targets need to be addressed again?
     - What learning activities could you plan to remediate the learning and how would you group students based on their post-assessment data?

6. **Reflection of Your Teaching**: Reflect on your performance as a teacher. Answer the following questions:
   - What does the data tell you about your instruction?
   - Identify strengths and weaknesses of your instruction.
   - Were the choices you made for differentiation using your pre-assessment data relevant and if not, what would you change?
   - Based on principles from research and/or theory how would you adjust and modify this set of lessons if taught again?

COEHS Impact on P-12 Student Learning Rubric – 20 Possible Total Points

	Indicator Met (4 pts)	Indicator Partially Met (2 pts)	Indicator Not Met (0 pts)
Unit Lesson Plans, Class Profile, Pre- and Post-assessment	All four components are complete.	One or more components are missing.	No components included.
Pre- and Post-Assessment Item Analysis Table	A complete and accurate item analysis table was created. It provided item analysis for both the pre and post-assessment results and allowed for data analysis questions to be answered.	An item analysis table was created for the pre or post-assessment but minor errors were present.	No item analysis table was created or there were major errors in the creation of the table.
Pre-Assessment Data Analysis	Fully summarizes pre-assessment data analysis including student knowledge levels, lesson plan modifications, and student readiness.	Partially summarizes pre-assessment data analysis. One to two components are missing or incomplete about student knowledge levels, lesson plan modifications, and/or student readiness.	Fails to summarize pre-assessment data analysis. More than two components are missing or incomplete about student knowledge levels, lesson plan modifications, and/or student readiness.
Post-Assessment Data Analysis	Fully summarizes post-assessment data analysis including impact on student learning and a plan for remediation that includes standards and learning targets.	Partially summarizes post-assessment data analysis. Either the impact on student learning and/or plan for remediation is missing or incomplete.	Fails to summarize post-assessment data analysis. Both the impact on student learning and plan for remediation are missing or incomplete.
Reflection of Your Teaching	Reflection is relevant and addresses all writing prompts thoroughly.	Reflection is relevant and addresses most of the writing prompts thoroughly.	Reflection is not relevant and/or does not address any writing prompts thoroughly.