

**Mount St. Mary's University, Los Angeles**  
**Language and Literacy: Elementary Curriculum**  
**EDU 1/256**

***Opportunity Task #1:***  
***Assessment of Academic Learning Goals***

This task provides you with preparation and rubric feedback for the following TPEs:

- Designing and administering different classroom assessments (TPE 5.1);
- Collecting and analyzing assessment data to plan and modify instruction (TPE 5.2);
- Using assessment data to differentiate instruction, make accommodations or modify instruction (TPE 5.8);
- Using assessment data in a timely manner to assist students and families (TPE 5.5);
- Applying information about students for short-term and long-term planning (TPE 4.1)
- Reflecting on your own pedagogy and practice (TPE 6.1)

**Preparation:** (Involve your cooperating teacher in helping you with these steps as needed.)

1. Select two focus students. One should be a student with identified special needs, an advanced learner or a struggling learner, and the other an English learner, if available. Gather any pertinent information about the students you can, such as linguistic background, ELD level, relevant health issues, relevant cultural or background issues, specific targeted areas of special need, etc.
2. Determine what your literacy questions are about these students. Why did you select them? What do you want to find out? What difficulties do they have with reading or writing? At this preparation stage, why are the students having these specific struggles?
3. Select two assessments that will help you to understand the students' strengths and areas for growth in either reading or writing. They may be the same or different for each student. You may:
  - a. Assess writing with a rubric. (You must base your rubric elements on CCSS standards)
  - b. Conduct a running record.
  - c. Use a particular reading inventory tool. (With prior approval by Professors.)
  - d. Choose any assessment we've studied in class.

Why did you choose these specific assessments? What do you hope to find?

4. Determine any adaptations you will need to make to the assessments based on the individual needs of each student.
5. Plan how and when you will conduct the assessments.
6. Plan how you will use the assessment results to create learning goals.
7. Plan how you might share the results with the student, teacher, family and others.
8. Be sure to refer to the students as "Student 1" and "Student 2" to protect confidentiality.

**Assessments:**

1. Conduct the assessments you have chosen. Keep excellent observational notes as you do the assessments. It is a good idea to tape record running records for your own analysis.
2. Score all samples of work or assessment documents according to the assessment directions or your specific learning goals. Submit all of these samples or documents with your task report.

## **Written Report:**

### **1. Description (This section is Part 1 which will be submitted first.)**

- Your first section should *describe* what you planned to do and why. It should describe all pertinent information about your focus students (from Preparation section above) and why they were selected. It should also describe the assessments selected, the information desired, and why these tools are appropriate. Finally, you should briefly describe the assessment process itself and the students' participation. **(This last part can be submitted with the final if it is not done when you turn in the draft.)**

### **2. Analysis**

- The second section should *analyze* the students' responses to the assessment. Discuss what the information tells you about the student's performance in the area selected. What does it tell you about the students' academic strengths and/or needs? How does this response correspond to the students' daily class work? Your analysis should include and specifically refer to the student samples, scores, charts, rubrics or miscue analysis charts that you may have used to support your conclusions.
- Discuss what recommendations you have for next steps. Is there further assessment that needs to be done? What instructional plans and interventions would you put in place for these students based on your conclusions? How will you share this information with students and parents to support student progress and learning goals?

### **3. Reflection**

- Finally, *reflect* on the whole experience. What did you learn about assessment in general? About the selected assessments in particular? In the future, what might you do the same way or differently? What are your own goals for increasing your knowledge and skill about assessment?

## **Submission Directions**

- Please type the entire report in double-spaced 12pt font with 1-inch margins.
- Include all the supporting materials (photocopies of student work, not originals) in the analysis section.

**EDU 1/256 – Language and Literacy**  
**Opportunity Task #1 – Assessment of Academic Learning Goals**  
**Total 20 pts - Task Rubric**

**Part 1 – Description Section w/out assessment administration (TPE 5.1) (5 points)**

**Part 2 – Rubric (15 points)**

**Total Points Possible = 20**

**Can you add TPE 5.8?** *TPE 5.8 Use assessment data to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.*

<b>Candidate Learning Outcome</b>	<b>Where Demonstrated</b>	<b>5 Exemplary</b>	<b>4 Proficient</b>	<b>3 Partially Proficient</b>	<b>2 Developing</b>	<b>1 Inadequate</b>
<p><b>TPE 5.1: Assessing Student Learning</b> Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.</p>	<p><input type="checkbox"/> Description <input type="checkbox"/> Student Samples</p>	<p>Information gathered re: student’s language abilities, prior knowledge, skills, and required instructional adaptations is purposefully relevant, clear, appropriate, and detailed for designing and administering classroom assessments. Sources of information are purposefully multiple and appropriate and explain why they are important.</p>	<p>Information gathered re: student’s language abilities, prior knowledge, skills, and required instructional adaptations is specifically relevant, clear, appropriate, and detailed for designing and administering classroom assessments. Sources of information are multiple and appropriate and explain why they are important.</p>	<p>Information gathered re: student’s language abilities, prior knowledge, skills, and required instructional adaptations is clear and appropriate for designing and administering classroom assessments. Sources of information are generally appropriate and explain why they are important.</p>	<p>Information gathered re: student’s language abilities, prior knowledge, skills, and required instructional adaptations is vague for designing and administering classroom assessments. Singular source of information with no explanation of their importance.</p>	<p>Information gathered re: student’s language abilities, prior knowledge, skills, and required instructional adaptations is irrelevant, unclear, and inappropriate for designing and administering classroom assessments. Inappropriate or missing source of information.</p>

<p><b>TPE 5.2: Assessing Student Learning</b> Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.</p>	<p><input type="checkbox"/> Analysis</p>	<p>Inferences drawn from multiple measures and sources are relevant, clear, appropriate, and detailed and reflect understanding of planning and students' learning over time.</p>	<p>Inferences drawn from multiple measures and sources are relevant, clear, and appropriate and reflect understanding of planning and students' learning over time.</p>	<p>Inferences drawn from multiple measures and sources appropriate and may reflect understanding of planning and students' learning over time.</p>	<p>Inferences drawn from multiple measures and sources are limited reflect understanding of planning and students' learning over time.</p>	<p>Inferences drawn from multiple measures and sources are limited or missing and do not reflect understanding of planning and students' learning over time.</p>
<p><b>TPE 5.8: Assessing Student Learning</b> Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.</p> <p><b>TPE 4.1 Planning Instruction and designing learning experiences.</b> Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.</p> <p><b>TPE 5.2: Assessing Student Learning</b> Collect and analyze assessment data from multiple measures and</p>	<p><input type="checkbox"/> Analysis <input type="checkbox"/> Reflection <input type="checkbox"/> Student Samples</p>	<p>Analysis reflects use of results of at least two literacy assessments and multiple measures including IEP, 504 plans, and/or EL data, and cultural background for suggestions for modifying, planning, and organizing instruction and interventions for student learning over time are accurate, relevant, clear, appropriate, and detailed and clearly cite and reflect data.</p> <p>Analysis reflects follow-up learning activity, whether a re-teaching or</p>	<p>Analysis reflects use of results of two literacy assessments and multiple measures including IEP, 504 plans, and/or EL data, and cultural background for suggestions for modifying, planning, and organizing instruction and interventions for student learning over time are relevant, clear, appropriate and reflect data.</p> <p>Candidate provides specific adaptations or accommodations for individuals to increase access and meaningful engagement</p>	<p>Analysis reflects use of results of literacy assessments for the suggestions for future student learning achievement and instructional plans and intervention are present and reflect data.</p> <p>Candidate applies what was learned from an analysis of assessment results to plan and teach a content-specific follow-up activity.</p> <p>Analysis describes the use of assessments to assist students and families in</p>	<p>Analysis reflects use of results literacy assessments for the suggestions for future student learning achievement and instructional plans and intervention are somewhat appropriate or vague and may or may not reflect data.</p> <p>Candidate loosely applies what was learned from reviewing assessment results to plan and teach follow-up activity</p> <p>Analysis somewhat describes the use of assessments to assist students and families in</p>	<p>Analysis reflects use of results of literacy assessments for the suggestions for future student learning achievement and instructional plans and intervention are irrelevant, unclear and inappropriate and do not reflect data or they are missing.</p> <p>Candidate does not relate what was learned from reviewing assessment results to plan and teach follow-up activity.</p> <p>Analysis does not describes the use of assessments to</p>

<p>sources to plan and modify instruction and document students' learning over time. <b>TPE 5.5 Assessing Student Learning</b> Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.</p>		<p>extension activity, is focused on deepening key performance skills and understanding of content through higher-order thinking processes (analysis, synthesis, evaluation, interpretation, transfer) and develops academic language.</p> <p>Analysis clearly and appropriately describes in detail the use of assessments to assist students and families in understanding student progress and learning goals.</p>	<p>Analysis clearly and appropriately describes the use of assessments to assist students and families in understanding student progress and learning goals</p>	<p>understanding student progress and learning goals</p>	<p>understanding student progress and learning goals</p>	<p>assist students and families in understanding student progress and learning goals</p>
<p><b>TPE 6.1: Developing as a Professional Educator</b> Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.</p>	<p><input type="checkbox"/> Reflection <input type="checkbox"/> Analysis <input type="checkbox"/> Student Samples</p>	<p>Reflection about assessment describes next instructional steps that strengthen student learning and how information</p> <p>Reflection clearly,</p>	<p>Reflection about assessment is relevant, clear, and appropriate</p> <p>Reflection clearly, and appropriately, describes developing teaching practice and level of</p>	<p>Reflection about assessment is clear and appropriate</p> <p>Reflection describes developing teaching practice and level of subject matter</p>	<p>Reflection about assessment is somewhat appropriate or vague</p> <p>Reflection somewhat describes developing teaching practice</p>	<p>Reflection about assessment is irrelevant, unclear, and inappropriate</p> <p>Reflection does not describe developing teaching practice and level of</p>

		appropriately, and with detail, describes developing teaching practice and level of subject matter and pedagogical knowledge.	subject matter and pedagogical knowledge.	and pedagogical knowledge.	and level of subject matter and pedagogical knowledge.	subject matter and pedagogical knowledge.
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**Requirements Checklist**

1. \_\_\_\_\_ Description
2. \_\_\_\_\_ Analysis
3. \_\_\_\_\_ Reflection
4. \_\_\_\_\_ Student Assessment Samples

**Deductions**

1. \_\_\_\_\_ Student Assessment Samples (-2)
2. \_\_\_\_\_ Professional Work Quality (0-5)
3. \_\_\_\_\_ Late submission (1 pt. per day)

<b>First draft</b>	_____
<b>Final draft</b>	_____
<b>Deductions</b>	(- _____)
<b>Total:</b>	_____



