

## CHECKLIST FOR TASK 3: Classroom Assessment of Academic Learning Goals

### Completing Your Response

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

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

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

### **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.