

Key Assessment 5B: Analysis of Student Performance and Reflection of Teaching

- *Minimum unit of 1-3 days*
- *Red text is student directions and should be removed prior to grading.*

	Section 1	Section 2	Section 3
Teacher Candidate's Name:		School:	
Class Name:		Age/Grade Level of students:	

This document must be written in 3rd person. All analysis must be supported with DATA.

(We will be linking videos to support creating the graphs.)

Analysis of Student Performance

Whole Group Analysis: Write an introductory paragraph including:

- the instructional/assessment timeline
- content taught
- number of students included in analysis
- unit goal targets for mastery

Insert Bar Graph #1 – Representing Results of Pre-Post of All Learning Goals for Whole Group

Insert a graph/table Graph #2 representing each question performance pre/post is required.

- *For support about how to create graphs and tables, please click [HERE](#).*

Whole Group Analysis

Description of the data represented on the tables and/or graphs.

- *Make sure and state ...LG1 grew by..... LG2 grew by..... Talk about %'s and growth rate for each goal – incorporate a connection to the standards and the contextual factors.*
- *Why do you think one goal grew more than the other?*

Discussion of unit goal performance.

- *Which goal did students make the least learning gains in?*

Meaningful conclusions from data. (report using both percentages and raw data.)

- *What conclusions can you draw from your data for each learning goal – include what happened during teaching that may have impacted the data? (Ex: instruction was interrupted; several students were absent; students are struggling with this topic...) (see [Model Curriculum Framework](#) for support)*

- *Using evidence from the assessments (formative, observation, summative), draw conclusions from performance to learning within the assessment cycle.*
- *Think about the level of Bloom's Revised Taxonomy in the goals. What did you notice among/between the goals that showed trends and patterns within the questions of the pre/post assessment? What trends and patterns can you conclude and explain?*
- *Discuss how formative assessments inform your instruction, citing data and evidence for formative assessments. Discuss how you designed the formative assessment and how you analyze and learn from the student performance. How did you give descriptive feedback?*
- *What changes, if any, were made to the instructional design based on the results of the formative assessment?*
- *What did you do in teaching for those students who had previously mastered the content on the pre-assessment? Did these students make additional improvements?*

Analyzing the Questions on the Pre/Post Assessment:

- *Explain which assessment question types and formats impacted learning gains. Provide justification.*
- *Reference growth in pre-assessment.*
- *How did the type of questions (e.g., constructed response, multiple choice, writing prompt) interface with students' success rates?*
- *Describe which types of questions more accurately informed your instruction and why.*
- *If needed, discuss any changes in questions you made pre to post, or a question that was poorly designed.*

Subgroup Analysis

Insert graphs #3A/B that represent subgroup pre/post data on Learning Goals for each group. (Visual Representation Subgroup)

Identify two groups to compare learning goal performance. Include a description of the data represented on the tables and/or graphs.

- *Examples of subgroups may be: multilingual vs. all others; Seating in front of room vs. seating elsewhere; gifted ed. vs. all others*
- *What was your rationale for choosing this subgroup of students?*
 - *Try for a minimum of approximately 25-30% but no more than 50% of the class.*
 - *Try for a minimum of 5 students.*
 - *Choose the group by a defining factor that makes the individuals similar.*
- *What is your hypothesis of how you believe the subgroup will perform before you analyze the data?*
 - *Did your hypothesis hold true, or was it disproved? Yes or no.*
 - *Why do you believe this is the case?*

Identify differences in progress among student groups.

- *Discuss results in terms of improvements on each goal; connect to instruction, standards, and contextual factors; draw conclusions.*
- *Report in both percentages and raw data (actual number of students).*
- *What are some limitations of a small data sample?*

Reflection on what the data mean including the progress of student groups. Evaluate how your instruction was informed by the data. Include formative assessment data.

- *Reflect on and evaluate your instruction for the subgroups.*
- *What student needs did you meet or not meet?*
- *What content or skills were not mastered?*
- *Summarize formative assessment for the subgroups comparing the differences in performance and why. Cite the data. How many passed the formative assessments? Why did this happen?*
- *How did you adjust your instruction?*

Each Individual Performance on Unit Goals

Insert bar graph(s) #4A/B representing pre/post data on each student for each Unit Goal. (Visual Representation)

- *For support about how to create graphs and tables, please click [HERE](#).*

Analysis of the data represented on the tables and/or graphs.

- *Identify the number and percentage that made progress in each goal.*
- *Look at those students who were already at target on the pretest and discuss if they showed any growth.*

Evaluation of instructional practice in terms of specific student needs that were noted in Contextual Factors. Identification of small groups for intervention and/or enrichment of specific content/skills based on data representations.

- *Look at the data for students whose performance is very different from the average students in the class.*
- *Discuss the effectiveness of “Adaptations or Differentiated Instruction” and “Assessment Plan” for these students.)*
- *Identify and discuss the number and percentage of students who need remediation.*

Identification of student misconceptions of content.

- *Looking at the results, what do you notice about results, drilling down to the learning goal, and in each question, that reveals misconceptions of learning the content?*
- *Identify both the type of question and the skill or content in each question.*
- *Identify the number of students who missed each question.*
- *Analyze the strategy you used to teach the content. Was it an effective strategy? Support your discussion with data?*
- *Discuss how during teaching you used contextual factors information. How did your instruction impact results? Cite data to support your conclusion.*
- *Now, look at each question and the students who did not master the content. Identify small groups of students for reteaching. Discuss how you will reteach—what will you do differently for these students.use intervention strategies here...*

Reflection of Teaching

Description of 1 strength based on your teaching unit

- *Identify one area of strength based on the student performance and analysis of their learning.*
- *Connect evidence to [Kentucky Framework for Teaching](#), [High-Impact Instructional Strategies](#), and [Model Curriculum Framework](#).*
- *Provide 2 other pieces of evidence to support this strength – this may include: Formative assessment results, summative assessment results, feedback from mentor teacher, and feedback from university supervisor.*
 - *Optional: provide 1 video clip (indicating a 3 to 5-minute section) and make sure and state specifically the time stamp to start and end the video.*

Describe 2 improvements or changes that could be made to instruction and/or assessment for this unit if you were to teach this unit again.

- *Identify two areas that you would like to improve and change, indicating what you need to do better, based on the student performance and analysis of their learning.*
 - *Connect evidence to [Kentucky Framework for Teaching](#), [High-Impact Instructional Strategies](#), and [Model Curriculum Framework](#).*
 - *The changes must be related to impacting student learning..... not the climate or environment.*
 - *Provide 2 other pieces of evidence to support this strength – this may include: Formative assessment results, summative assessment results, feedback from mentor teacher, and feedback from university supervisor.*
 - *Optional: Provide 1 video clip (indicating a 3 to 5-minute section) and make sure and state specifically the time stamp to start and end the video.*
 - *Regarding an immediate priority for improvement, provide any initial steps you will have done or plan for the future. For example, what is something you already did to make a change and readjust your teaching?*

****Note: To achieve an Exemplary on the rubric, a student must meet all the proficient expectations as well as the items in the Exemplary column.***

Analysis of Student Performance and Reflection of Teaching				
Criteria	Beginning	Developing	Proficient	Exemplary
ASL 1 Visual Representation of Student Performance KTPS 1, 2, 6	Missing 2 or more visual representations or visuals do not clearly or accurately communicate data	All graphs included with minor errors.	Use of technology tools to create all 6 graphs/tables that communicate student learning data legibly and accurately.	Developing a unique chart or graph to enhance analysis.
ASL 2 Analysis of Student Performance Data KTPS 1, 2, 6	Minimal or unclear analysis of student performance data.	Some analysis of student performance data	Accurate and logical analysis of the data results to determine the progress of individuals and groups toward learning goals.	Thorough elaboration citing specific and meaningful data beyond the required graphs, data, and student performance.
ASL 3 Instructional Implications from Data/Conclusions KTPS 1, 2, 5, 6, 7	Inaccurate conclusions and instructional implications drawn from data or inaccurate data used to draw conclusions.	Some or unclear conclusions and instructional implications drawn from data and reported using both percentages and raw data.	Accurate and meaningful conclusions and instructional implications are drawn from data referencing trends and patterns in student performance and misconceptions of content.	Thorough elaboration and meaningful implications/conclusions drawn beyond the required criteria, referencing a plan for improving instruction.
ASL 4 Identify Teaching Strength and Improvements KTPS: 1, 2, 9	Minimal or inaccurate discussions of strengths and improvements.	Some discussion of teacher's strengths and improvements	Appropriate, logical, and detailed discussion of 1 of the teacher's strengths and 2 improvements as related to student learning.	Includes extra video clip and/or instructional examples showing thorough elaboration and meaningful understanding of strengths and how to improve as a teacher.