Looking at Student Learning
Year Long Goal: What year long goal will you be measuring and reporting on your students? What do you want your students to know and be able to do?

Why did you select this goal? What data sources did you use to determine that this goal is relevant for your students?

Describe your assessment and how it aligns with your goal.

List the specific state standards and specific performance objectives. *List only those that are the focus of this particular goal and assessment.*

Include your measurement tool(s) (e.g., rubrics, continuums, criteria list).
  – If you are using external assessments, please describe how you are setting the growth targets for your students. Be sure to use the appropriate tools available from the publishers of the assessments to make your decisions.

List the specific 21st Century Skill(s) in your instruction and that will be evidenced in resulting student work. Refer to the 21st Century Skills list.
  – Give an example that you plan to include in your instruction.
1. List evidence of Student Learning you are including in your portfolio. At least 2 different sources of student learning evidence should be included. Some of your evidence should be whole class evidence (see #2 below) and some may include analysis of individual student gains (see #3 below). Sources of evidence can include:

- External test measures, such as MAP scores from fall and winter
- Classroom tests or other periodic assessments that show growth in academic understanding / skills on specific concepts
- Student papers / products that show growth or mastery of academic understanding / skills
- Student work samples that illustrate student learning through revision of work or repeated practice on similar concepts
- Student reflections on their learning (e.g. through logs, journals, portfolios)
- Student exhibitions or major assessments
2. For whole class analysis of learning, include all scores (if an external assessment). For a classroom assessment, include a copy of the assignment and all scores. In addition, where possible, include a complete set of graded student work in response to the assignment. (If a complete set of student work is not possible to provide, include at least 3 student work samples that you evaluated as strong, average, and weak in mastery of the intended skills):

A. Explain the student work and its context:

- What was its goal?
- What standards / knowledge / skills are being assessed?
- What was the context of completing the work?
- What did you do to support student learning? (Feel free to include a lesson or unit plan that outlines your teaching strategies, if available.)

B. Reflect on student results:

- Identify and describe students’ strengths and weaknesses – and the extent of their progress -- as they pertain to the goals for the assignment / assessment. Consider the results of students on average and in different groups (e.g. strong, average, weak achievement)
- In terms of your instructional practices, discuss what you believe was most / least effective in achieving the results.
C. Use student results to improve teaching and learning:

– Based on this evidence, what did you do next (or would you do differently when you teach this content again)?
– How did / might students use these assessment results to further their learning (e.g., student goal setting and reflection, etc.)?

3. For analyses of individual student progress, choose two or more students who learn and achieve at different levels. See Student Learning Template for questions to guide your discussion of student learning.
Student Learning Analysis Template

Student A

I. Introduction

• Age: _____  Grade Level: _____  Subject Area:__________________________

• How the Student’s Level of Work Compares to Others in His/Her Class:

• Why you selected this student (details about the student and his/ her learning):

II. Explanation of Student X’s Work

• Describe the examples you are providing of Student A’s work over time (3 to 5 examples, each dated and briefly explained).

• For each work sample, what does the piece of work represent?

• What skills and concepts are being measured?
• What was the context of completing the work?

• What you can say about where the student started in his / her learning?

• What evidence do the samples show of student progress and learning in relation to the concepts and skills identified?
III. Resources Used to Support Student Learning

What steps were taken to support the student’s learning (including the student’s own understanding of his/her learning)? Provide artifacts and descriptions of resources / activities/ teaching strategies you used to support student learning.

What kind of feedback did you provide at different junctures? How was the student’s progress communicated to him/her and his/her parents?

IV. Next Steps for this Student (Your analysis of what will next support the student’s learning most effectively.)

CONCLUSION

What you have learned about your practice from analyzing student learning?
## Amphitheater, AZ
### Class Data Sheet

<table>
<thead>
<tr>
<th>Student # or Initials</th>
<th>Pre-Assmt Score</th>
<th>Signif. Growth Target</th>
<th>Mid-Assmt Score</th>
<th>Adj. Signif. Growth Target (as necessary)</th>
<th>Post Assmt</th>
<th>Met Target</th>
<th>Overall Academic Growth</th>
</tr>
</thead>
<tbody>
<tr>
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OBJECTIVE AND ASSESSMENT PRE-APPROVAL: STUDENT PROGRESS

Name_____ School ____ Teaching Assignment _________________________

• Describe the students you will be documenting: (How many, grade level, ELL, SPED) Provide justification if 100% of your selected students are not represented.
• Timeline: Start and end dates (indicate if semester dates)

Strand/State Academic Standard/Competency/District Curriculum
• Objective 1: (Strand Concept)
• State/district Performance Objectives supported by objective 1
• See page 38 for types of assessments.
• Pre-Assessment: Name of assessment / Type of assessment
• Post Assessment: Name of assessment / Type of assessment
INITIAL REPORT - STUDENT PROGRESS (Due December 1, 2010)

Provide the following information: (For criteria see pg. 42.)

A. Pre-assessment information and data - Date administered and pre-assessment results. (0 - 1 points)
   • Describe how the data supports the implementation of this plan. (0 - 1 points)

B. Teacher steps – Describe the proposed steps involved for implementation including interventions/ scaffolding procedures, literacy strategies and proposed formative (ongoing) assessment procedures.
   • (0-4 points) Lists teachers steps
   • (0-1 points) Formative assessments

C. Student activities – Describe the proposed activities that engage students and address outcomes from simplest to the most complex.
   • (0-4 points)
For each goal, provide a narrative that describes each of the following statements. Label each response. (For criteria see pg. 48.)

A. Describe formative (ongoing) assessments used to monitor progress (see page 38)
   • 0-4 points Describes formative (ongoing) assessments. (0 – 2 points for each objective)
   • 1. Objective 1:
   • 2. Objective 2:

B. Describe how instruction made a difference in the students’ achievement. Use data from formative assessments to describe progress. If summative assessment was administered, provide data.
   • 0-6 points Describes how instruction made a difference. Describes progress. (0 – 3 points for each objective)
   • 1. Objective 1:
   • 2. Objective 2:

C. Describe subsequent modifications made to adjust instruction based on data from formative assessments.
   • 0-4 points Describes modifications made to adjust instruction. (0 – 2 points for each objective)
   • 1. Objective 1:
   • 2. Objective 2:

D. Describe the results of the student survey. (What did you find out?)
   • Describe how the results of the survey impacted your plan. (What changes did or will you make?)
   • 0-3 points Describes results of student survey. (0-1 points) Summarizes results. (0-1 points) Describes how results impacted plan. (0-1 points) Attaches a copy of an appropriate surve
### Evaluating Student Learning Evidence

<table>
<thead>
<tr>
<th>Quality of Learning Evidence</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Developing</th>
<th>Beginning</th>
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<tbody>
<tr>
<td>Extensive teaching and learning evidence is provided, reflecting expectations that students will apply their learning in ways that require inquiry, analysis, production and communication of ideas. The evidence illustrates extensive scaffolding from the teacher for this learning.</td>
<td>A robust body of teaching and learning evidence is provided that reflects expectations that students will apply their learning in meaningful ways. The evidence illustrates strong scaffolding and support from the teacher for this learning.</td>
<td>The teaching and learning evidence is adequate to reveal the plan for teaching and learning. The evidence reflects expectations that students will master material that is clearly stated and that illustrates some support from the teacher for this learning.</td>
<td>The teaching and learning evidence provided is limited and/or largely reflects expectations for student recall and recognition of material, without application to meaningful contexts. The teacher’s role in supporting this learning is not clearly evident.</td>
<td></td>
</tr>
<tr>
<td>Evidence of Student Growth</td>
<td>The teaching and learning evidence shows very substantial growth in student understanding of core concepts or ability to implement critical skills.</td>
<td>The teaching and learning evidence shows discernable growth in student understanding of core concepts or ability to implement critical skills.</td>
<td>The teaching and learning evidence shows some growth in student understanding of core concepts or ability to implement critical skills.</td>
<td>The teaching and learning evidence shows relatively little growth in student understanding of core concepts or ability to implement critical skills.</td>
</tr>
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<td>Analysis of Learning Evidence</td>
<td>The evidence offers a sophisticated analysis of the learning evidence for the class as a whole and for individual students, in light of their learning characteristics, to understand how and why different students’ are learning (what their learning process is), as well as how much they have learned and what they know and can do</td>
<td>The evidence offers a strong analysis of the learning evidence for most students, and reveals important aspects of the students’ learning process as well as a clear understanding of how much and what students have learned.</td>
<td>The evidence offers at least a partial analysis of the learning evidence and reveals some understanding of how at least some students are learning and what students have learned.</td>
<td>The evidence offers little analysis of the learning evidence or reveals little understanding of what students have learned and how they are learning.</td>
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# Evaluating Student Learning Evidence

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| Linkage to Teaching Strategies | The teacher is able to clearly diagnose how his / her teaching strategies were linked to the students’ learning outcomes, and to understand what helped or hindered both individual students and the class as a whole in the learning process. | The teacher is able to link his / her teaching strategies to the students’ learning outcomes, and to understand what helped or hindered most students in the learning process. | The teacher is able to describe some relationship between his / her teaching strategies and the students’ learning outcomes, and to understand what helped or hindered some students in the learning process. | The teacher does not clearly link his / her teaching strategies to the students’ learning outcomes, or reveals little understanding of what helped or hindered students in the learning process. |