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| Stage 4: Analysis of Equitable PracticesTask 1: Student Assessment of OutcomesTask 2: Complete the pre-post Student Achievement Comparative ChartTask 3: Complete the Written Academic Feedback PlanTask 4: Respond to Post-Assessment Reflection Prompts |

Collect the following information about the cognitive abilities of the students in your classroom after teaching the unit lessons.

|  |  |
| --- | --- |
| Artifact  | **Instructions** |
| **1. Analyze the Post-Assessment Data (using the same data chart as Stage 2, Task 1d)** | Analyze and evaluate student post-assessment work in order to determine the ability of your students.1. Review each student’s post-assessment noting correct and incorrect answers.
2. Review each student’s post-assessment noting incorrect understanding of concepts.
3. Use the data collected in a. and b. above to create a data-driven visual (excel, Word table, etc.) that shows the cognitive level of each student per question/task on the assessment.(See Appendix A for an example.)

\* **You will submit 7 student post-assessment work/student artifacts (see next task for specifics).** It is expected that you have reviewed each student’s assessment identifying correct and incorrect answers AND level of understanding as noted by the annotations.  |
| **2. Conduct the pre/post Student Achievement Comparative Chart** | Determining growth of students from the pre-assessment to the post-assessment allows you as the teacher to determine which student shave mastered the skill/concept being taught and to evaluate the methods of instructional practices included in the lesson.See Appendix B. |
| **3. Written Academic Feedback Plan** | High-quality academic feedback provides students with information about their progress towards achieving learning goals and pushes them to go further. Identify **5** (five) students whose assessment outcomes and achievement growth varied. Use the chart below to identify the characteristics of the high-quality academic feedback you plan to provide each student. In the final column of the planning chart be sure to include the written feedback you plan to provide each student. For each student be sure to provide a rationale explaining how the feedback will advance student learning. |
| **4. Reflection of Post-assessment Data**  | Complete the response prompts in Appendix C below.  |

Appendix A: Example of Data Visual for Student Post-Assessment Work

(More questions/tasks should be included than 3. This is just an example.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student # | Question #1: If student is incorrect, list answer they put. | Analyze why/how student got answer incorrect and write your conclusion (misconception, lack of content knowledge, misunderstanding of instructions, etc.) | Question #2: If student is incorrect, list answer they put. | Analyze why/how student got answer incorrect and write your conclusion (misconception, lack of content knowledge, misunderstanding of instructions, etc.) | Question #3: If student is incorrect, list answer they put. | Analyze why/how student got answer incorrect and write your conclusion (misconception, lack of content knowledge, misunderstanding of instructions, etc.) | Total percent correct |
| 1 |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |
| Total correctTotal incorrectPercentage correct | Total correctTotal incorrectPercentage correct | Total correctTotal incorrectPercentage correct |  |

\*\*However you decide to create your data-visual, be sure it allows you to specifically identify overall individual student understanding from this assessment (last column) as well as pinpointing the ability of each student (individual squares within the chart) and the collective class for each question (bottom of each column).

Appendix B: Pre/post Student Achievement Comparaitve Chart

In order to measure student growth in the skills and knowledge taught in the unit, complete the chart below. Identify your cut-off score/percent for each level.

|  |  |  |
| --- | --- | --- |
| Proficiency Levels | **Pre-lesson or baseline Student Data**  | **Post-lesson Student Data**  |
| **Highly Proficient****Range scores:**  | Number of students:Percent of Total Class: |  | Number of students:Percent of Total Class: |  |
| Student numbers from data chart: |  | Student numbers from data chart: |  |
| Conclusions: |
| **Proficient****Range scores:** | Number of students:Percent of Total Class: |  | Number of students:Percent of Total Class: |  |
| Student numbers from data chart: |  | Student numbers from data chart: |  |
| Conclusion: |
| **Partially Proficient****Range scores:** | Number of students:Percent of Total Class: |  | Number of students:Percent of Total Class: |  |
| Student numbers from data chart: |  | Student numbers from data chart: |  |
| Conclusions: |
| **Minimally Proficient****Range scores:** | Number of students:Percent of Total Class: |  | Number of students:Percent of Total Class: |  |
| Student numbers from data chart: |  | Student numbers from data chart: |  |
| Conclusions: |

Appendix C: Written Academic Feedback Plan

|  |  |  |
| --- | --- | --- |
| **Student #** | **Characteristics of High-Quality Academic Feedback***(insert an X to indicate the type(s) of written feedback you will provide the student)*  | **Written Feedback** Include the written academic feedback you will provide each student |
|  | **Timely** |  |  |
| **Specific** (based on the learning objective or state standard, critical skills/knowledge needed for mastery) |  |
| **Prompts Student Thinking** |  |
| **Differentiated** |  |
| Rationale: |
|  | **Timely** |  |  |
| **Specific** (based on the learning objective or state standard, critical skills/knowledge needed for mastery) |  |
| **Prompts Student Thinking** |  |
| **Differentiated** |  |
| Rationale: |
|  | **Timely** |  |  |
| **Specific** (based on the learning objective or state standard, critical skills/knowledge needed for mastery) |  |
| **Prompts Student Thinking** |  |
| **Differentiated** |  |
| Rationale: |
|  | **Timely** |  |  |
| **Specific** (based on the learning objective or state standard, critical skills/knowledge needed for mastery) |  |
| **Prompts Student Thinking** |  |
| **Differentiated** |  |
| Rationale: |
|  | **Timely** |  |  |
| **Specific** (based on the learning objective or state standard, critical skills/knowledge needed for mastery) |  |
| **Prompts Student Thinking** |  |
| **Differentiated** |  |
| Rationale: |

Appendix D: Response to Post-Assessment Reflection Prompts

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| **Respond to the prompts below.** |
| **Identify at least one (1) pattern as a strength within your assessment for your students (i.e. what they understood). Cite evidence (data with number of students and percent that got it correct AND the specific content/skill mastered tied to the standard).** |
|  |
| **Identify at least one (1) pattern as a challenge within your assessment for your students (i.e. what they did not understand). Cite evidence (data with number of students and percent that did not get it correct AND the specific content/skill tied to the standard).** |
|  |
| **Based on the pattern you identified as a challenge, propose changes you would make that address individual AND collective learning needs related to the content/skill being taught. Cite your thinking with a reliable reference that is less than 5 years old.** |
|  |