

Assessment of Student Learning: Portfolio Assessment

EDCC: Creating Cultures of Change

Throughout the course, you will work through the Assessment-Reflection-Instruction cycle with your K-12 students in order to document student learning (accommodations will be made for students who are not working in K-12 classrooms). Beginning with assessment, we will learn how to more effectively analyze student data and design/differentiate instruction based on that data using constructivist principles. Throughout the process, I will look for the ways in which you act as a reflective practitioner, making critical instructional decisions based on the needs of your students. This assignment will be broken up into several sections and we will complete a significant portion of the project together in class. The final project will ask you to combine the various parts of the assignment into a portfolio, which will be due the last weekend of the course. The ASL portfolio should include the following pieces (although other documentation may be included as well):

- An opening reflection that describes the students you are focusing on and why you chose those students. Provide a general description of the students, including their age, the context in which you know them, and any other information pertinent to the project
- The pre-assessment given to your students: you may scan and/or copy actual student work to include, but consider confidentiality issues and purge the documents for identifying information.
- A reflection about the assessment process
- Detailed analyses of the data and how you made sense of your student(s)' learning needs
- A reflection about the analysis process and how you began to make instructional decisions based on that analysis
- Lesson plans based on the pre-assessment and reflections thus far
- A reflection about lesson planning, including decisions about how you adjusted your plans based on discussions about differentiation of learning environments
- A reflection about the actual teaching event: what worked, what didn't, what would you do differently next time? What assessments did you give and how would those assessments inform future instruction?
- A reflection about the learning of your students: what did they learn? How do you know they learned?
- A final reflection about the Assessment-Reflection-Instruction cycle and the ways in which your constructivist pedagogical knowledge developed through the project.

Rubric:

		Exemplary (3)	Satisfactory (2)	Unsatisfactory (1)	Comments
1	Context	Candidate provided detailed description of the students and the classroom context.	Candidate provided some description of the students and the classroom context.	Candidate provided little to no descriptions of the students or the classroom context.	
2	Pre-Assessment	Candidate included a pre-assessment that closely aligned with the learning objectives.	Candidate included a pre-assessment that loosely aligned with learning objectives.	Candidate did not include a pre-assessment.	
3	Analysis of Pre-assessment	Candidate reflected deeply and critically over the pre-assessment data and used that data to determine instructional decisions	Candidate referenced pre-assessment data, but data analysis minimally impacted instructional decisions.	Candidate made no reference to pre-assessment data.	
4	Lesson plan	A detailed lesson plan was included that aligned with the instructional objectives and reflected the students' learning needs as determined by the pre-assessment.	A lesson plan was included that may have aligned with instructional objectives and may have reflected students' learning needs as determined by the pre-assessment.	A lesson plan was either not included or did not align with instructional objectives or did not reflect students' learning needs as determined by the pre-assessment.	
5	Reflections on the Lesson	Candidate demonstrated deep, critical reflection about the lesson taught.	Candidate demonstrated some level of reflection about the lesson taught.	Candidate did not provide a reflection about the lesson taught.	
6	Post-Assessment	A post-assessment was included that aligned with the objectives and with instruction.	A post-assessment was included that may have aligned with objectives and with instruction.	A post-assessment was not included.	
7	Assessment of Student Learning	Candidate reflected deeply about the learning of each student, noting what each student did and did not learn and what might be done based on data analysis.	Candidate provided limited reflection about the learning of students, making some reference to the data analyzed in the post-assessment.	Candidate did not provide a reflection about the learning of students. No reference was made to post-assessment data analysis.	
8	Final reflection	Candidate reflected deeply about the Assessment-Reflection-Instruction cycle and their own development as a constructivist teacher.	Candidate included some reflection about the Assessment-Reflection-Instruction cycle and their development as a constructivist teacher.	Candidate did not include a reflection about the Assessment-Reflection-Instruction cycle and their development as a constructivist teacher.	