

SECTION 2 THE ASSESSMENT TASK

Section Overview

In this section we will provide the following:

A copy of the most recent version of our performance assessment task, including directions to the candidates and stimuli (the stimuli includes CAPT questions and the assessment prompt).

The rubric used to evaluate the assessment.

Benchmark data for each of the pilot groups (Elementary Education, English Education, and Science Education).

Performances of the assessment task in each of the pilot group areas (Elementary Education, English, and Science), with two examples from each group in the low, medium, and high ranges of achievement—making for 18 total examples. (This will be in an appendix).

Finally, we will (in an appendix) include previous drafts of the assessment task—including a previous rubric.

It is our belief that the documents listed above will allow readers to gain a thorough understanding of the assessment task.

The Most Recent Version of the Assessment Task

Southern Connecticut State University Title II Teacher Quality Enhancement Grant

Introduction

In this assignment, you will complete two tasks: You will analyze student work; you will develop a lesson plan as a result of that assessment. The student work will be an actual response written to a question from the (elementary, English, science portion of the CAPT tests. You are to assume the following: There are 20 students in your class; this response is typical of the responses received from the students to the question from the CAPT tests; these students did not receive the highest possible score on that question. In the analysis of student work, you will be writing an analysis of student strengths and weaknesses based on your assessment of the student work sample; the lesson plan is to be written for your entire class.

Since this is an out-of-class assignment, you have two weeks to complete the task. If you use additional resources, you must cite these resources on a separate page of the written assignment.

Analysis of Student Work

For this task, you will analyze student work and then write about the strengths and weaknesses you see in the student work. You will provide written feedback to the students and then develop a whole group lesson plan that addresses the weaknesses you identified in the student work. Since you will be looking at a single, limited sample of student work, your analysis should identify the subject matter knowledge required in order to complete the student performance task as well as a discussion of what you feel you would need to know about the students and their prior knowledge in order to be able to better plan instruction.

This part of the assignment must be typed using a Times New Roman font with a 12-type size. It can be no more than two pages and must be written using complete sentences with correct grammar and mechanics.

Lesson Plan

In this part of the assignment, you will write a lesson plan that addresses the weaknesses you identified in the original student response. Please use the following lesson plan template. The lesson plan component and prompt sections of the template explain what you are to do for each component of the lesson plan. In the candidate response section, write your lesson plan. In the commentary and rationale section, explain why you have chosen this particular strategy for each part of the lesson plan.

Lesson Plan Template

Component	Prompt	Candidate Response and Rationale
Goal(s)	Write your goal(s) for this lesson. The goal(s) should be tied the State of Connecticut Curriculum Frameworks.	
Objective(s)	The objective(s) must be written as behavioral objectives and must clearly state what you expect your students to be able to do at the conclusion of the lesson.	
Materials	List all the materials you will use to teach the lesson. Include all books, handouts, overhead transparencies, workbooks, etc.	
Methods	List what you and the students will be doing, but do not script anticipated dialogue.	
Closure	Describe how the lesson will be brought to closure.	
Assessment	Describe how you will assess whether the objectives of the lesson were met. Attach a copy of any assessment plan you create.	

Assessment of Teacher Candidate Demonstration of Competency

Your analysis of student work and the lesson plan you create will be assessed using the following linkage/alignment table.

Linkage/Alignment Table

Assessment Task Objectives	Component of Task	Knowledge Area(s)
To assess candidate analysis of student work	Written analysis of student strengths and weaknesses	Assessment of students' prior knowledge Identification of subject matter knowledge required in order to complete the student performance task
To assess candidate knowledge of subject matter	Written analysis of student strengths and weaknesses	Identification of subject matter knowledge required in order to complete the student performance task
To assess candidate knowledge of pedagogy	Lesson plan components: goals objectives materials methods closure assessment	Knowledge of developmentally appropriate instructional strategies Knowledge of assessment strategies Knowledge of behavioral objectives

Stimuli in Elementary Education, English and Science: CAPT Prompts

See Appendices G, H, I for CAPT Items for Elementary Education, English, and Science.

The Rubric for the Assessment Task

1) Knowledge of content relative to a particular problem or task

High	Middle	Low
Reflects depth of content knowledge relative to a particular problem or task	Provides partial feedback that helps the student understand his/her strengths and areas that need improvement relative to the problem	Lacks depth of content knowledge relative to a particular problem or task.
Comments:	Comments:	Comments:

2. Ability to assess student performance within a content area

High	Middle	Low
The analysis demonstrates a complete understanding of the strengths and weaknesses of student work	The analysis demonstrates a partial understanding of the strengths and weaknesses of student work	The analysis demonstrates little or no understanding of the strengths and weaknesses of student work
Comments:	Comments:	Comments:

3. Ability to provide students accurate and developmentally appropriate feedback

High	Middle	Low
Provides complete feedback that helps the student understand his/her strengths and areas that need improvement relative to the problem	Provides partial feedback that helps the student understand his/her strengths and areas that need improvement relative to the problem	Provides little or no feedback that helps the student understand his/her strengths and areas that need improvement relative to the problem
Comments:	Comments:	Comments:

4. Ability to ascertain the student's prior knowledge.

High	Middle	Low
Candidate provides a comprehensive description about what information is needed in regards to student's prior knowledge in order to plan future instruction.	Candidate provides a partial description about what information is needed in regards to student's prior knowledge in order to plan future instruction.	Candidate provides an incomplete description about what information is needed in regards to student's prior knowledge in order to plan future instruction.
Comments:	Comments:	Comments:

5. Ability to plan a developmentally appropriate lesson

High	Middle	Low
Candidate plans a lesson in which all of the following components are developmentally appropriate (goals, objectives, materials, methods, closure and assessment) * See lesson plan template for further explanation	Candidate plans a lesson in which some of the following components are developmentally appropriate (goals, objectives, materials, methods, closure and assessment) * See lesson plan template for further explanation	Candidate plans a lesson in which few or none of the following components are developmentally appropriate (goals, objectives, materials, methods, closure and assessment) * See lesson plan template for further explanation
Comments:	Comments:	Comments:

6. Knowledge of content relevant instructional strategies.

High	Middle	Low
The lesson plan demonstrates comprehensive knowledge of content relevant instructional strategies.	The lesson plan demonstrates a partial knowledge of content relevant instructional strategies.	The lesson plan demonstrates minimal knowledge of content relevant instructional strategies.
Comments:	Comments:	Comments:

7. Knowledge of assessment strategies

High	Middle	Low
The lesson plan demonstrates comprehensive knowledge of assessment strategies	The lesson plan demonstrates partial knowledge of assessment strategies	The lesson plan demonstrates minimal knowledge of assessment strategies
Comments:	Comments:	Comments:

8. Reflection on instructional decisions

High	Middle	Low
Candidate provides a comprehensive rationale for selecting and designing the lesson plan components	Candidate provides some rationale for selecting and designing the lesson plan components	Candidate provides a little or no rationale for selecting and designing the lesson plan components
Comments:	Comments:	Comments:

Benchmark Data

Initially the SCSU and P-12 participants of the workgroup, working in their respective certification areas (Elementary Education, English Education, and Science Education), selected examples of low, medium, and high performance from candidates’ response to the assessment prompt. This created 18 discrete examples of candidate performance, with six samples being judged “high” performance, six being judged “medium” performance, and six being judged “low” performance.

From these benchmarked pieces of candidate performance, a rubric was created. See appendix J for the categories created in the rubric from benchmarked student performance. This rubric was then used to evaluate student work, with very high results of inter-rater reliability—across certification areas—being the norm. The average score for the benchmarked work was a 17 out of 23, with an average score for Elementary Education being a 15 out of 23, an average score in English Education being 18 out of 23, and an average score in Science Education being a 17 out of 23. All of these scores fall within one standard deviation.

One of the most striking statistics produced from this work is that there was a 94% correspondence between the initial evaluation and the final evaluation of student work using the rubric.

Performances in Pilot Group Areas: Elementary Education, English, and Science

See Appendices G, H, I for all samples of student performances.

Previous Drafts of the Assessment Task and Attendant Rubric

See Appendices A, B, C.