Assessment
There are three sections to the Assessment component of the work sample: Assessment plan, Pre-assessment and Post-assessment.

Assessment Plan(s)
The assessment plan addresses both the formative and summative assessments. You can create one assessment plan for both.

1. Formative
For each lesson there must be a way to assess learning. Create a formative assessment plan to illustrate the kinds of assessments used for each lesson.

2. Summative
The pre and post assessments (summative assessment) determine prior knowledge and learning gains. Create a pre/post assessment table that lists the questions from the pre/post assessment and the goals and objectives they match. This shows alignment and helps you to determine if you are assessing objectives on the pre-assessment in a balanced manner. It will also help you determine which goals and objectives your students have the most prior knowledge about and how much they learned.

Pre-Assessment
1. Instrument
The pre-assessment helps you determine the prior knowledge your students have about the intended goals and objectives. The results of the pre-assessment might be influenced by the assessment instrument itself as well as the conditions surrounding the administration of the assessment. Therefore, a summary of pre-assessment decisions about the design, administration and criteria for point determination is necessary to create a context for the assessment. Explain
• why you decided to design the pre-assessment the way you did;
• how you administered the assessment and why you decided to do it that way; and
• how you determined methods for determining criteria and score/points for each part of the assessment
2. Analyzing the pre assessment results and instrument.

After administering the pre-assessment your next step is to analyze the results. This is important because it informs your planning. The pre-assessment must have quantifiable data. Use quantitative (e.g. raw scores, % gain, average, etc.) information as appropriate. Use qualitative (e.g. KWL, interviews, discussion, etc..) information as appropriate to support and explain the quantitative data. The scores must be displayed graphically. You may use the spreadsheet techniques learned in your technology class or you may use another method. No matter what you decide on, the scores must be clustered into groups of similar scores. Typically there are four clusters. However, there may be more or less than four, depending on the results. The scores should be arranged from highest to lowest. Do not use real names for your students. You may go beyond the bar graph and show the data in other ways.

In addition to clusters based on scores, you will also need a subgroup cluster based on a common characteristic the students share. For example, a subgroup might be based on TAG, Title I, ELL, gender, socio-economics, or those who leave early for extra curricular activities. You are responsible for determining the type of subgroup you will focus on. Make a separate cluster of scores for your subgroup to analyze. Finally, select at least one student to focus on in depth.

Analyze the pre assessment scores for
- prior knowledge about the goals and objectives you are planning to teach
- any patterns that reveal what students know or don’t know.
Find evidence to support any claims about what they know or don’t know. Simply telling the highest and lowest scores does not reveal much about prior knowledge. The analysis should include a discussion about the prior knowledge of the entire class, each cluster, at least one subgroup (e.g. ELL, TAG, etc.) and one or two individual performances.

Look critically at the assessment instrument itself. Are there any flaws in it? (e.g. format, some objectives covered more than others, poorly asked questions or unsuitable vocabulary etc.)
Finally, discuss any changes that you made in planning and/or instruction as a result of your analysis of the pre assessment. For example, consider what you should do if almost everyone in the class scores highly on one of the goals and objectives you plan to teach.

**Post-Assessment**

1. **Instrument**
   Depending on what you determined as a result of the pre-assessment and your lessons, the post-assessment might be identical or parallel to the pre-assessment.
   Explain/tell
   1. if the post assessment is identical or parallel to the pre-assessment.
   2. any changes you made from pre to post, including changes in the way you administered the post assessment

2. **Analyzing post-assessment results**
   1. Compare the post assessment with the pre assessment results for the entire class, clusters, subgroups and individuals. Use the same clusters, subgroups and individuals that were used in the pre-assessment analysis.
   2. Describe what the students seem to know well in terms of your goals and objectives. Also describe what they don't know well or areas where they appear to be having problems.
   3. Provide evidence to support claims of learning. Evidence of learning on the post assessment should be supported by formative/informal assessment from your lessons.
   4. Tell why you think learning did not occur.
   5. See if your students have any misconceptions that they did not have before.
   6. Look critically at the assessment instrument itself. Are there any flaws in it? (e.g. format, poorly asked questions or unsuitable vocabulary etc.). Focusing item by item may pinpoint specific questions that gave students trouble or may highlight a flawed question.
Assessment Checklists

Assessment Plan

Creates an assessment plan that
- illustrates how each objective is assessed during your unit.
- matches each objective with the corresponding assessment items on the pre and post-assessment.

Assessment Instruments

Explains
- why you decided to design the pre-assessment the way you did;
- how you administered the assessment and why you decided to do it that way; and
- how you determined methods for determining criteria and score/points for each part of the assessment.

Analysis of Pre-Post Assessment Data

Analyze the pre and post assessment results for the class, each student, clusters, and subgroups graphically using spreadsheets. Additional graphics may be used as well.
- Analyzes the same clusters, subgroups and individual(s) on the pre and post assessments.
- Analyzes the class results in narrative form, by responding to the questions, “What does my pre-assessment tell me about their prior knowledge?” and “What does my post assessment show about the learning that did or did not occur in that unit?”
- Analyzes patterns for the student clusters and sub-groups (ELL, IEP, etc.) and supports conclusions with specific examples.
- Interprets student learning by discussing the learning of the entire class, clusters, subgroup, and individual gains as well as those who do not show gains.
- Uses a limited item analysis to support pre and post assessment analysis.
- Describes adjustments made to post test based on analysis of pretest data (e.g., appropriateness of questions, analysis of test items, scoring guides, etc.).
- Supports conclusions about learning gains with evidence from pre/post test results and formative assessments.
- Demonstrates an ability to take a critical stance.