**MGE Analysis of Student Learning (ASL)**

For this assignment, you will conduct a close analysis of both the video sequence you made for your Analysis of Planning and Teaching assignment and artifacts of student work that you collect from your video recorded lesson. Your goal is to analyze the impact of your teaching on your students’ learning through specific examples and evidence. **While you are planning the lesson you will teach and record for your APT, you need to think about**

# What assessment evidence you can gather to indicate what students learned as a result of your lesson

* **How you can provide *meaningful* feedback to students that would help them understand what they did right, what they did wrong, and how they can improve**
* **How you will use evidence from your assessments to inform your instruction and make future instructional decisions**

**Required Evidence:**

* The Context for Learning for your class
* The assessment, instructions or prompts for the assessment, and an answer key, rubrics, and/or other evaluation criteria, clearly explained.
* The lesson plan for the lesson in which the assessment was administered
* A data table for whole class performance on the assessment. **Do not list students’ names in data tables. Mask or remove students’ names, your name, and the name of the school before copying/scanning any work samples.**

# Work samples for three focus students. Do not list students’ names in data tables. Mask or remove students’ names, your name, and the name of the school before copying/scanning any work samples.

* Evidence of *meaningful* feedback given to three students for which work samples have been submitted.
	+ Feedback may be written as comments on the students’ assessments and/or you may provide a written transcript of verbal feedback given to the students either during the video segment or at some other time.
	+ Feedback should address what students did correctly, what they did incorrectly, and how students can improve, if necessary

# Process:

1. **Determine the assessment from your lesson that you will use to analyze student learning.** The assessment should have been completed by each individual in the class and should allow learners the opportunity to demonstrate their understanding/achievement of the content and/or skills in the lesson objective(s).

# Collect and analyze student work.

* 1. **Whole class:** Compile the data for one class as a whole group in a table. Describe and interpret by using descriptive statistics such as mean, median, mode, and standard deviation. **Do not reference students by name.**
	2. **Three individual students:** Select three students who represent different levels of performance and provide contextual factors for these learners, such as gender, ethnicity, exceptionalities, language, and any other relevant characteristics. Examine and interpret their performance data. **Do not reference students by name.**

# Reflect on the data using the following format and commentary prompts to analyze student learning.

**Format:** Your analysis should take the form of 4-8-page written commentary that brings a critical eye to the teaching decisions you made and the evidence of student learning. Whether you are making a case that your teaching was effective, noting that students did or did not grasp the lesson’s central focus, or identifying specific areas for possible improvement, **you should anchor your analysis in what you notice from the evidence**.

Your written analysis should focus on the following general areas. **Please use the headings to organize your paper.**

# REFLECTION ON LESSON INTENTIONS

1. **Reflection on Meeting Lesson Objectives, Goals, and Expectations**
	* *In reviewing your lesson plan and your video sequence, to what extent did you accomplish what you intended with your lesson?*

# ANALYSIS OF STUDENT LEARNING

1. **Analysis of Your Teaching Effectiveness from the Video Sequence**
	* *What specific evidence do you notice from the sequence that indicates your students’ learning (or not learning), both as individuals and as a group?*
	* *What specific patterns do you notice in student responses and demonstrations of learning?*

# Analysis of Your Students’ Learning from Collected Data

* + *What specific evidence do you notice from the collected data) that indicates your students’ learning (or not learning), both as individuals and as a group?*
	+ *What specific patterns do you notice in student responses and demonstrations of learning?*
	+ *Based on the evidence, what connections can you discern between the quantitative and qualitative patterns of student learning?*

# ANALYSIS OF PROVIDING FEEDBACK TO GUIDE LEARNING

1. **Analysis of Student Use of Feedback**
	* *Explain how feedback provided to the three focus students addresses their individual strengths and needs relative to the standards/objectives measured.*
	* *How will you support young adolescents to apply the feedback to guide improvement, either within the learning segment or at a later time?*

# USE OF ASSESSMENT TO INFORM INSTRUCTION

1. **How Your Self-Analysis Informs Your Instruction**
	* *Based on the analyses above, how would you change your teaching practice to better meet your students’ different learning needs?*
	* *What examples—of individuals or groups—can you cite that connect your proposed changes to specific evidence?*
	* *What principles of research and/or theory would help you to justify proposed changes in your teaching approach?*
	* *What specific “next steps” will you take based on the lesson’s learning objectives, relevant standards, and student learning evidence?*

**Important Note:** Do not simply summarize what you see in your video and the collected artifacts. **Your goal is to analyze the effectiveness of your teaching through specific evidence and examples of student learning such that proposed changes to your teaching are supported.** You may find that the evidence from the video and the artifact(s) suggests that students did not learn as much as you’d hoped, or that your teaching was less effective than it could have been. Recognizing opportunities for improvement is a normal part of growing as a teacher; it is how you use this information, however, that is important. Your ability to support your analysis, conclusions, and future plans for improving your instruction **with specific references to the evidence** is crucial.

# Submitting Your Work

Upload your Analysis of Student Learning--along with your collected artifacts--on the **MGE Analysis of Student Learning** page of your **MGE Portfolio** on Chalk and Wire and submit to your supervisor. **BE SURE TO CHOOSE THE CORRECT CONTENT AREA RUBRIC!**

# MGE Analysis of Student Learning -- Rubric

Satisfactory evaluation = no criterion ranked below Level 2.

Candidates may re-do and resubmit any criterion ranked lower than a satisfactory level **one time**.

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| --- | --- | --- | --- |
|  | **Needs Development** | **Emerging** | **Proficient** |
|  | **Level 1** | **Level 2** | **Level 3** |
| **1. Reflection on Lesson Intentions** | Reflection is absent, unclear, undeveloped, or unrelated to lesson goals, objectives, and intentions | Reflection is present but superficial, vague, or otherwise inadequate.  | Reflection reveals detailed insight into how and if instructional intentions were met. |
| **2. Analysis of Student Learning** | Analysis is superficial or not supported by work samples or commentary. | Analysis focuses only on what students did right or wrong using evidence. | Analysis uses specific examples to acknowledge patterns of learning for the whole class. |
| **3. Analysis of Providing Feedback to Guide Learning** | Feedback is unrelated to the learning objectives OR is inconsistent with the analysis of the students’ learning. | Feedback is general and addresses only needs OR strengths generally related to the learning objectives OR inconsistent among focus students. | Feedback is specific and primarily focuses on errors OR strengths related to specific learning objectives, but gives some attention to the other; consistent among focus students. |
| **4. Analysis of Teaching Effectiveness\*** | Candidate proposes changes that are unrelated to evidence of student learning. | Candidate proposes changes that are focused on improving instructions or behavior/task management. | Candidate proposes changes that address collective learning needs related to the central focus, with superficial connections to research/theory. |
| **5. Use of Assessment to Inform Instruction** | Next steps do not follow from analysis, are not relevant to standards/ objectives, or insufficiently described. | Next steps focus primarily on pacing, classroom management, or repeating instruction with some attention to general support to improve learning related to objectives. | Next steps primarily propose general support to improve student learning related to standards/ objectives assessed with some attention to targeted support for individuals or groups. |
| **6. Format, Fluency, and Conventions** | Analysis lacks discernable organization; multiple errors in convention/ formatting interferes with comprehension. | Analysis has noticeable issues with fluency and/or conventions that affect professional quality; structure or organization negatively impact content. | Analysis has minimal issues with fluency and conventions; structure and organization adequate. |