## Analysis of Students' Work: Pre/Post Assignments/Assessments

This is an analysis of a full class set of the pre-assessment and post-assessment tasks you collected from your work sample. To prepare to write up the assignment please the process listed below as a means to prepare to develop the narrative on analyze the student work.

You will receive a scoring guide for the assignment. You may be asked to turn in pieces of the assignment to receive feedback and/or to be assessed prior to the entire assignment completion.

To prepare to write the analysis

1) Read over each piece of student work. Review the questions you pose on your pre and post assessment.
2) Discuss what you intended to "measure" or see from the assessment.  This is not a list of content topics question by question, but is a list of big content ideas that were present on the assessments.  You will use the big ideas from this discussion to organize your analysis, examining trends by performance group. You may reference which questions pertain to each of the ideas.  You also may want to briefly note the cognitive demand of the question.
3) Try to separate the work by trends or patterns in what students did or students' performance. You may do this by looking within score bands or by patterns in what students seem to be doing.  Think about the content ideas you were trying to capture in the assessment (see #2).
4) Describe what you see (observations) students doing within each pile based on the content ideas from the assessment.  Do this with a partner/critical friend. You may want to write these ideas on post-it notes so you can begin to see patterns in the work.
5) Analyze what you see, make inferences about understanding.  What are the patterns you see in your descriptions? You are now trying to make inferences about what students understand and still need to understand on the content.  Talk about these patterns with your partner/critical friend.  You may need a couple of passes through the work to see the patterns. Be sure to first focus on what students seem to understand. Remember it is your job to make sense out of students thinking and the sense it makes just may not be the sense you were looking for.
6) Take notes on your inferences on students' understanding. This should identify trends within the group, not about an individual or few students.  What does the group (e.g., high, mid, low) understand about topic x?  What more does the group need to understand about topic x. Continue in this fashion until you have exhausted/inferred all the trends for all the content topics.
7) Create a table comparing students' pre/post scores. Organize the table by patterns/score bands/performance.
8) Select three to four students from the entire class who represent the patterns you see.  These students should fall in high, mid, and low performance/scores.  Number or letter students' papers and refer to the students' papers in your

analysis. Include pre/post assessments from these three to four students in the completed write up.

<u>Analysis Write Up</u>
1) Write a description of your teaching context. (You may cut and paste from other documents for this.)  The purpose of this document it is to situate your work sample. Be sure to include:
   - course title,
   - grade level,
   - where unit fits in overall course curriculum (what came before & after),
   - how were students selected for the course -- hetero/homogeneous grouping ability/tracking students, or no tracking
   - number of students in class,
   - student demographics (i.e., male, female, general race/ethnicity, students with special needs).
2) Overview of the assignments/assessments (pre/post).
   a. What content is covered in pre and post assessments? Unpack the ideas so that the reader understands what were the ideas you hoped to capture with the assessment.  Write this in everyday language.  This content should guide the organization of your analysis within each group.
   b. What general instructions did you give immediately prior to the assessment (i.e., was there a review, what content/questions did you cover as related to assessment)
   c. What, if any, instruction did you give during the assignment/assessment? (If students asked questions related to content of assessment during assessment please note them.)
   **d.** How do you think your instruction both prior and during impacted the cognitive demand of the assignment/assessment? (maintained, raised, lowered demand)
3) Construct a table of performance levels/scores for individuals pre to post assessment events.  Determine gains and loses of individual students.

4) Analysis of Assessment Results: Construct a narrative on the <u>trends</u>/patterns of your students' performance for pre/post assessments. To develop trends you will need to spend time analyzing your data and considering the unit objectives.  These analyses will be demonstrated in the fall assessment class and supported during winter pedagogy.
   **a.** What do your students seem to understand based on the responses on <u>pre unit assignment/assessment</u>? What do your students <u>still need to understand</u>? This is not an evaluation that the students either "got it" or did not "get it."
      **i.** Write about what <u>students</u> seem to understand on topic x (to begin discussion of a trend).
      **ii.** Share evidence to support claim from the group. This evidence does not have to be specific to *a* specific student, but the narrative should represent trends.

iii. To dig in more to these trends weave in evidence from your student samples. Share quotes, examples from specific student (using your numbering or letter system) to illustrate your points about topic x.
   iv. Share what more students seem to need to understand about topic x based on your analysis
   v. Please Label sections in your narrative: Pre (high, mid, low, etc. levels), Post (high, mid, low, etc. levels).
   b. What do your students seem to understand based on the responses on post unit assignment/assessment? What do your students still need to understand? This is not an evaluation that the students either "got it" or did not "get it."
      i. Focus your discussion on how the students at each level showed some understanding of the content – both concept and skill, if appropriate. Discuss what more each group of students (at each level) needs to understand about the content. Follow the same format as pre-assessment narrative (above 4ai-v).
   c. Discuss the pre-assessment to the post-assessment shifts each group has made in understanding the content. These are inferences on gains students made evidenced in your analysis. Students' performance that did not shift should also be noted.

5) Revision of Unit: What changes would you make to your unit/instruction given your analysis of your student work?
   • Your changes in instruction should specifically link to what students still need to understand based on your pre/post analysis.
   • Include specific references to trends in post-assessment content needs and identify specific unit changes to address trends. This is narrative should not include sweeping general statements such as give more time for struggling students. Your narrative needs to identify specific instructional improvements.

6) Differentiation of Instruction: Given your analysis, how could you differentiate your instruction including *but not limited to* taking into account:
   a. students who struggled/lacked challenge in the unit (e.g., low and high performing groups)
   b. students with identified needs (TAG, ELL, IEP, 504).
   • (be sure to link specific students' needs identified in analysis to differentiation).
7) Communicating with Stakeholders: Identify and elaborate on how you will communicate instruction information and assessment results (formative, interim and summative (as applies) to parent/guardians, students, and colleagues.
   a. Identify multiple modes of communication appropriate to assessment form.
   b. Attend to differential access to resources and privacy issues.