

## Student Learning Analysis (SLA) Directions

The Student Learning Analysis is designed to give you experience administering an assessment to a class and analyzing the results in terms of the overall class, groups of students and individuals. You will administer an assessment (pre, post, or formative) that has been designed by you or the cooperating teacher, and prepare a report with the parts described below. Note that you are **not** allowed to use a spelling test. You **must** earn **at least C (73%= 10.95)** in order to pass this class.

**Administration of Assessment\***: To complete this project, take the following steps:

1. Get the permission of the teacher and then schedule a date for giving the assessment. (*This should be completed as soon as you begin your placement*)
2. You (not the teacher) must introduce and give the assessment to the students; this part of the activity is also a requirement of your FETE placement.
3. While you are giving the assessment, observe the students and make notes on their reactions to the assessment and any other behaviors that you believe may be significant. Make sure to ask your cooperating teacher for feedback on your administration.
4. Once you have completed the administration, help score the assessment (if possible), and then analyze the results.
5. Share the analysis with the teacher and ask for specific feedback on your analysis.
6. Write the report described below.

\*Some cooperating teachers may not allow you to administer the assessment. If this is the case, describe how your teacher administered the assessment, student reactions, etc. This **must be pre-approved** by me before taking this “last resort” option.

**Report**: After administering, scoring and analyzing the assessment, prepare a four-part report that **must include the following sections**. You **must** include the parts in bold letters. If you **miss** any of the part(s), you get a **D-(62% points)** or lower grade.

1. **Purpose**: Clearly state the purpose of the assessment and list the objectives that are being assessed. If the teacher does not have this information then generate your own list based on the assessment. Remember to clearly write them as objectives. You must have **at least two objectives**, and **each** objective must include **at least three questions**.
2. **Administration of Assessment**: This section should include the following:
  - a. a **description of context** in which assessment was given (including description of students, grade level and subject area);
  - b. a detailed **description of the steps** used to administer the instrument and student reaction (including how the test was prepared, how you introduced and ended the assessment, and what you and the students did during the assessment); and

- c. a **critique** of how well it went with **specific examples** (e.g., what went well, what you would do differently, any feedback you received from the teacher).
3. **Display and Interpretation of Results:** Results should be presented by each of the following levels and described in detail, integrating graphic and textual representations of the findings. You should include the following:
- a. first, examine the **overall pattern** of scores (using item analyses or class means) You must have **at least a table** with right labels and titles. providing specific explanations of what you find;
  - b. second, compare scores on **each objective**, and explain the pattern;
  - c. third, write accurate and complete analysis of group data **in relation to objectives** and **what content students have learned**, not just percentages on test. You must **have at least two figures** with right labels and titles.
  - d. fourth, analyze **one individual student's performance** and determine how well he or she has done on the objectives, what he or she has learned or not learned, possible reasons for this results, and what additional instruction may be needed to ensure he or she understand the information;
  - e. fifth, provide a summary explanation of how the results might be used to **improve instruction**;
  - f. sixth, include **specific feedback** from your cooperating teacher about your analysis and interpretation at an individual, group and classroom level;
  - g. seventh, attach **a copy of the instrument** and **a scoring key**.
4. **Reflection:** In this section, you should analyze the value of completing the activity. Discuss the most important or beneficial things you've learned or discovered during your work and predict how useful this will be to you in your future role as a classroom teacher. You should discuss not only what you have learned about the content but also what you have learned about yourself as a learner and as a problem-solver. Support comments with **specific examples** and make certain your analysis goes beyond simple description. In preparing this section, it will help to ask yourself the following questions:
- a. **What did I learn?**
  - b. **What problems did I run into?**
  - c. **What did I do to solve these problems?**
  - d. **What did I learn about myself as a learner?**
  - e. **If I had to do it again, what would I do differently?**
  - f. **How will I use this new knowledge in my role as a classroom teacher?**

**Evaluation:** The report will be evaluated on the following:

1. a clear and detailed description of the assessment context;
2. a detailed explanation and critique of implementation (including steps taken);
3. a clear, accurate, and precise presentation and explanation of data;
4. use of proper tools in preparing data summaries integrating graphs and text;

5. correct interpretation of data;
6. appropriateness and clarity of suggestions for use of results;
7. quality of reflection;
8. follows the guidelines provided, is easy to follow, attractively presented.

**Revision Policy:**

Revisions will be limited to those who score ***below 73%***. If you've scored below 73%, you may revise your paper. You must immediately revise and resubmit (***due one week after they are turned back***). Your grade will be **the average of the two scores** and must be higher than 73%.

### SLA Checklist

<b>Purpose</b>	
<i>Clarity</i>	Purpose is clearly stated
<i>Objectives</i>	Includes a complete list of clearly written objectives
<b>Administration</b>	
<i>Context</i>	Clearly describes the context including students (e.g., number, gender, ethnicity), grade, and subject
<i>Reaction</i>	Detailed description of how students reacted to the assessment which includes specific examples
<i>Critique</i>	Detailed critique of the administration with specific examples of what went well, what should be changed and feedback from the cooperating teacher about the administration
<b>Results</b>	
<i>Overall</i>	Detailed summary of results and interpretation of the data at the overall class level integrating both graphic and textual descriptions created using appropriate computer software
<i>Outcomes</i>	Detailed summary of results and interpretation of the data examining scores by outcome integrating both graphic and textual descriptions
<i>Group</i>	Detailed summary of results and interpretation of the data at the group level integrating both graphic and textual descriptions created using appropriate computer software
<i>Individual</i>	Detailed summary of results and interpretation of the data at the individual level integrating both graphic and textual descriptions created using appropriate computer software
<i>Use of Results</i>	Detailed description of how the results could be used to inform assessment and instruction at the individual, group and classroom level
<i>Feedback</i>	Detailed description with specifics about the feedback from the cooperating teacher about the analysis and interpretation of the data
<i>Instrument &amp; scoring key</i>	Includes a clear copy of instrument and a legible scoring key
<b>Reflection</b>	
<i>Context</i>	Thoroughly evaluates the context/situation of the assessment including what went well and what should be changed using specific examples
<i>Self</i>	Thoughtful self-reflection that includes specifics about personal learning and evaluation of self as problem-solver
<b>Writing</b>	
<i>Quality</i>	Overall essay is well integrated with both text and graphs explaining important findings with few spelling/grammatical errors

\*You **must** review both of the directions and checklist.

\*\***Work right (not just hard)!**

\*\*\***Be professional!**