**Impact on P-12 Student Learning Assessment Report (Summary)**

**Teacher’s Name-**

**Instructional Period(s)-**

**Title of Lesson-**

**Date Range of Lesson- \_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_**

**Overview of Assignment:** This summary is part of an assignment which requires that the teacher plan, deliver, and assess student learning and the teacher’s impact on learning for a lesson or series of lessons lasting approximately one week. It is critical that the Checklist for Observations is followed and closely adhered to in order to insure that all procedural steps are executed. The Impact on Student Learning Data Report (Spreadsheet) should accompany this document and should be used to make decisions related to the summary that will be provided below for each section.

**Part One-Description of the Context for Learning**: Briefly describe how this lesson fits in the curriculum in which it is being taught including the sequence, importance, and impact that this material is expected to have on the students in this course, in their everyday lives, and other academic areas.

**Part Two-Pre-assessment:** Briefly describe what you learned from the pre-assessment data and how you used the information to modify the instruction.

**Part Three-Post-assessment and Data Analysis (Whole Class):** Based on the data results on the Impact on Student Learning Data Report (Spreadsheet), summarize your findings and reflect on your performance as a teacher. All of the following must be included in your summary:

* Discuss your teaching in regard to the student learning results and professional development goals.
* Provide an overall analysis that describes what you gleaned from the pre-assessment, any formative assessments, and post-assessment results.
* Describe what learning took place from the pre- to post-assessment.
* In what areas did students perform well?
* In what areas did the students perform less well?
* What do you think contributed to these differences?
* How did you use formative assessment to modify instruction?
* Based on this reflection of student learning and your teaching, what are your goals for future professional development?

**Part Four-Post-assessment and Data Analysis (*Subgroup*):** Compile the data for comparison based on at least one relevant factor/Subgroup (e.g., ethnicity, gender, language, race). Compare and contrast the subgroup data. Include specific examples for each subgroup, using reflections on areas similar to those in Part Three of this assignment.

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| **Indicator** | **Level 4**  **Indicator Exceeded** | **Level 3**  **Indicator Met** | **Level 2**  **Indicator Partially Met** | **Level**  **Indicator Not Met** |
| Clarity and Accuracy of Evidence | Evidence is clearly organized, easy to understand, and contains no errors of representation. Data are comprehensive, including raw scores, mastery for each learning objective, summarized scores, and appropriate graphs.  appropriate graphs. | Evidence is easy to understand and contains no errors of representation. | Evidence is understandable and contains few errors. | Evidence is not clear and accurate; it does not accurately reflect the data. |
| Alignment with  Learning Objectives | Analysis is fully aligned with learning objectives and provides a comprehensive profile of student learning for the whole class and subgroups or individuals. Analysis shows clear evidence of understanding which students learned mastered each objective. | Analysis is fully aligned  with learning objectives and provides a comprehensive profile of student learning for the whole class and subgroups or individuals. | Analysis of student learning  is partially aligned with learning objectives and/or fails to provide a comprehensive profile of student learning relative to the learning objectives/outcomes for the whole class and subgroups or individuals. | Analysis of student learning  is not aligned with learning objectives. |
| Interpretation  of Data | Interpretation of data is meaningful, and  appropriate conclusions are drawn from  the data. Analysis is thorough and supported by appropriate tables and graphs. | Interpretation of data is  meaningful, and appropriate conclusions are drawn from the data. | Interpretation of data is technically  accurate, but conclusions  are missing or not fully supported by data. | Interpretation of data is  inaccurate, and conclusions  are missing or unsupported by data. |
| Evidence of  Impact on Student Learning | Analysis of student learning includes evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward each learning objective. | Analysis of student learning  includes evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward  the objectives. | Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward the objectives. | Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward objective. |
| Reflection | Reflection is relevant and well developed.  It relates directly to the student learning assessment data and specific goals for future professional development. | Reflection is relevant and includes some reference to student learning and specific goals for future professional development. | Reflection is ancillary and minimally references student learning and specific goals for future professional development. | Reflection fails to relate directly to the student learning assessment data. and/or  Specific goals for future professional development were not appropriate. |