Assessment Project for Candidates in the Diploma in Early Childhood Program

Description of the assessment and its use in the program

This assessment project is part of the evaluation of candidates and is administered during their internship. It helps to assess the candidates' abilities to measure the impact of their teaching on student learning. It provides practice in assessment, reflection, professional collaboration, and feedback.

This assessment requires teacher candidates to administer a pre- and post-assessment to evaluate the effect of their teaching on student learning. They select a unit consisting of three to five daily lessons on the same topic or concept. Candidates are to design an assessment that reflects what they think the students should know, understand, and be able to do at the end of the set of lessons. Objectives should be chosen consistent with the developmental level and learning plan of the student or students the candidate is teaching. The candidate administers the assessment before the teaching occurs and records students' success or lack of success toward each objective. After teaching the lessons, the candidate uses the same assessment to determine the student(s)' success or lack of success on each objective by using an appropriate analysis method. They are also to analyze the test itself to see whether there is alignment between the tasks in the test and the cognitive levels of the objectives. The candidate is then to use a second form of assessment to test the same objectives and compare the two methods of assessment to see if the results correspond. The candidate is to reflect on the effect of his or her teaching on the student(s), the validity of the testing methods, and what this means for instruction. Candidates are to present their results and reflections to colleagues in the internship seminar, eliciting collaborative reflection, and construct feedback for the student(s) that will support motivation and learning.

Instructions for "Assessment Analysis"

1. Select a set of 3-5 daily lessons on the same topic or concept.
2. Design an assessment that reflects what you think students should know, understand, and be able to do at the end of the set of lessons.
3. Have your students complete the assessment **before** you begin teaching and record their marks on a spreadsheet. Use "1" if an answer is correct, use "0" if the answer is wrong.
4. Record their scores for each item, as well as their total score. When you have completed the lessons, have the students take the same assessment, scoring and recording it in the same way as the pre-assessment.

When you have both sets of scores for each student on each item, the following questions will be helpful in the analysis and reflection.

Data collection

1. Calculate the mean, median, and mode for both pre-and post-assessment.
2. Calculate the total for each of the items of both assessments. This tells us which items had the most correct responses. (Frequency distribution)
3. Calculate the mean for each of the items. (Item analysis)
4. Determine which items addressed individual levels of Bloom's Taxonomy.

Analysis

1. Mean, median, and mode for both pre-and post-test
   a. How do they compare?
   b. What does this tell you about the results?
2. Items with the most correct responses or highest points

a. In the pre-test, what does this mean?
b. In the post-test what does this mean?

3. The frequency of correct responses to an individual item
   a. Did it change or stay the same?
   b. Was the change positive or negative?
4. Items addressing individual levels of Bloom's Taxonomy
   a. What type of question appeared most often?
   b. How do these items compare to the frequency distribution you did for #2 in the data collection?

Display the Results

1. Use the chart function of the spreadsheet program to make a chart or figure of your data or arrange the data in a table.
2. Use the table or figure you created in reflecting on the results.

Implications

1. When comparing the mean, median, and mode of the pre- and post-tests, what might this indicate?
2. Did the group of items with the most correct responses get smaller, stay the same, or get bigger? What does this indicate?
3. When comparing the items from the pre-assessment to the same items on the post-assessment:
   a. What does it mean if fewer students answered correctly after the instruction?
   b. What does it mean if more students answered correctly after the instruction?
   c. If there were items that showed no change in score from pre- to post-test, what might you conclude?
4. What are some implications of the analysis of the test items distributed on Bloom's taxonomy?
   a. Which level of the taxonomy levels had the most questions?
   b. Which level of questions had the most correct responses?

Extended analysis

1. Use the spreadsheet array to do a content analysis.
   a. Which items are related to the same content?
   b. Which content items were aligned with which level of Bloom's taxonomy?
   c. How many correct responses were associated to each of the items of the same or similar content?

Reflection

1. How helpful was it to display the results in a table, graph, or chart?
2. What did you learn about student learning from doing this activity?
3. How would you use this information in planning future lessons?

Scoring Rubric

	Beginning	Emerging	Meets Expectations	Exceeds Expectations
Assessment Design	Assessment not appropriate to developmental level of students or to content area; does not provide meaningful feedback.	Assessment is somewhat useful in providing feedback.	Assessment is appropriate to developmental level of students and provides meaningful feedback.	Assessment is appropriate to developmental level of students and to content area; provides meaningful feedback on all objectives for all students.
	Category: National Professional Standards for Teachers (SEC, 2007) **Standard:** 7. Assess and report on student learning **Standard:** 12. Reflect on, evaluate and improve professional practice **International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)** **PLO:** PI 2c. Assess student learning. **PLO:** **NAEYC:** 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children			
Data collection	Data are collected but show no clear representation of student performance.	Data represent student performance, but may not be clear.	Data validly and reliably represent student performance	Data validly and reliably are extremely helpful, representing student performance clearly and meaningfully.
	Standards **International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)** **PLO:** PLO 3. Use current and emerging technologies in instructionally powerful ways.			
Data display	Data are recorded and displayed, but analysis and interpretation are difficult or impossible.	Data are recorded and displayed, and minimally facilitates analysis or interpretations.	Data are appropriately and adequately recorded and/or displayed to facilitate analysis and	Data are recorded and displayed in such a way that analysis and interpretation are clear, logical, and obvious.

	Beginning	Emerging	Meets Expectations	Exceeds Expectations
			interpretation.	
	Standards **International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)** **PLO:** PLO 3. Use current and emerging technologies in instructionally powerful ways.			
Data analysis	Minimal processes are applied to the data, and analysis is disconnected from the actual data processes.	Processes are applied to the data, but they may be inconsistent and/or inconclusive.	Appropriate and accurate processes are applied to the data.	Data is thoroughly analyzed using the most appropriate means.
Data interpretation	Interpretations and/or conclusions are disjointed from the data.	Processes are applied to the data, but they may be inconsistent and/or inconclusive. Interpretations and/or conclusions are drawn from the data, but the evidence supporting them is not provided.	Interpretations and/or conclusions are logical, and are appropriately supported by evidence from the data analysis.	Interpretations and conclusions clearly emerge from the data analysis and are presented in a professional, concise, and thorough manner.
	Standards **International- Qatar National Professional Standards for Teachers and School Leaders (2011)** **Category:** National Professional Standards for Teachers (SEC, 2007) **Standard:** 7. Assess and report on student learning **International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)** **PLO:** PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources. **USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation** **Domain:** ASSESSMENT **NAEYC** 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children			
Implications for instruction	Implications are not supported by	Implications are somewhat related	Implications are supported by the	Multiple implications are

	Beginning	Emerging	Meets Expectations	Exceeds Expectations
	the data and are not appropriate to the students, content, or teaching/learning situation.	to the data, but my not be clearly supported by it. Stated implications may not be appropriate to identified students, content, and teaching/learning situation.	data and are appropriate to the identified students, content, and teaching/learning situation.	clearly supported by the data, and are appropriate to the identified students, content, and teaching/learning situation.
	Standards **International- Qatar National Professional Standards for Teachers and School Leaders (2011)** **Category:** National Professional Standards for Teachers (SEC, 2007) **Standard:** 7. Assess and report on student learning **Standard:** 12. Reflect on, evaluate and improve professional practice **International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)** **PLO:** PI 2a. Design instructional plans to maximize student learning. **PLO:** PLO 8: Lead positive change in education. **NAEYC** 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches.			

2g. Assessment Project Scores

Program has been on hold; we have no data.