Expectation 11: Evaluating Students’ Learning
Our teacher candidates will demonstrate that they can systematically and intelligently gather and analyze information regarding their students’ performance in school and that they can employ a variety of assessment tools and strategies to evaluate their students' work.

Rationale
Evaluation and assessment strategies have far-reaching implications for students’ learning. The assessment strategies that teachers employ shape the quality of the students’ learning experiences and can affect their learning processes. Different strategies achieve different outcomes; while traditional forms of assessment—various kinds of examinations, for example—are useful in some circumstances, more novel approaches to assessment are also appropriate. Teachers should know how to select and develop assessment techniques that are part of the instructional process, as well as a culminating event. They should value fairness, a constructive tone, and student involvement in the assessment process. And they should be able to specify clearly the criteria by which their students’ performances will be evaluated, to connect evaluation with learning objectives and standards, and to communicate their criteria to students and their families. Further, teachers should recognize that developing appropriate evaluation and assessment strategies requires that they know a wide array of formal and informal means by which to collect information about students (e.g. from parents, school specialists, test scores, student’s files, and so on). Teachers should be able to understand, interpret and weigh information about their students so as to assess their educational growth accordingly. They must, at the same time, avoid the temptation to perceive students in stereotypical ways and remain cognizant of the fact that information about a student is not reflective of the person the student has the potential to become.

Elaboration
What This Expectation Is
- An opportunity to show that you have reflected upon assessment as a teaching tool, not just a means of ascertaining a grade, and can communicate methods, set up a grade book, etc.
- An opportunity to show that you select assessment strategies appropriate to your students’ needs and abilities as well as to your teaching methods and objectives. Assessment strategies should attend to student process and progress as well as curricular content.

What this Expectation Is Not
- Remember that evaluation is different than grading; evidence that involves the issue of grading and how you've accommodated those demands may work here, but only to the extent that it results in useful ways of evaluating students' learning.
- This Expectation is not just about giving a test and assigning a grade.

Outcomes
What You Should Know
- You should understand how assessment and evaluation affect student motivation and self-confidence.
- You should know how to construct teacher-made tests incorporating standard question formats, e.g., true-false, multiple-choice, fill in the blank, matching, and essay. In addition, teachers should know and be able to teach strategies that prepare students to study for and take tests.
- You should know how to weigh and calculate student work fairly and appropriately.
• You should know how to construct projects that both engage students and assess their performance.
• You should know how to assess your students’ learning in formal and informal settings and how to help students evaluate their own learning.
• You should know laws and policies regarding referral and placement procedures for students with disabilities as well as basic terminology used in assessment. (Special Education)
• You should know various standardized and non-standardized approaches to assessing performance—for example, achievement and aptitude tests, observation, anecdotal records—as well as the advantages and disadvantages of each.
• You should know the various ways that standardized tests yield scores—for example, raw scores, means or averages, etc.
• You should know about research that relates test scores and teachers’ expectations.
• You should know the location, purposes and content of students’ cumulative files within a school system and whom to approach for clarification.
• You should know the effects of medications on individuals with exceptional learning needs. (Special Education)
• You should know and respect privacy laws, with regard to who has the right to view student files and you should recognize the penalties of violating such laws and the harm that doing so can bring to a student and his/her family.
• You should know performance assessment terminology.
• You should know how to use assessment information to inform your teaching strategy and to assess your effectiveness as a teacher.
• You should know that, no matter how objective we try to be, evaluation is inherently subjective.
• You should know that your grade book is the ultimate legal documentation of student performance.
• You should know what a rubric is and how to develop and use rubrics to enhance instruction and assessment.

What You Should Value
• You should value assessment as a major channel of communication between you, your students, their parents, and other stakeholders (e.g., colleges, probation officers, coaches, etc).
• You should value student performance that occurs in authentic contexts.
• You should value performance assessments as additional sources to aid in the teaching-learning process, but not as an indicator of student worth or merit.
• You should value the data collected in a student’s file and adhere to professional standards of confidentiality.
• You should value the input of family members and other professionals regarding student performance.

What You Should Be Able to Do
• You should be able to create effective teacher-made tests and authentic performance opportunities (e.g., real-world projects, portfolios, writing assignments, etc.).
• You should be able to evaluate major elements of your students’ performance through your day-
You should be able to effectively communicate and defend your grading system to students, parents, and administrators.

You should be able to document your students’ progress.

You should be able to use an equitable system for calculating grades.

You should be able to use and interpret diagnostic tests appropriate to your students and your teaching area.

You should be able to conduct task analyses to evaluate and instruct students. (Special education)

You should be able to implement procedures for assessing and reporting both appropriate and problematic social behaviors for persons with disabilities. (Special Education)

You should be able to articulate the purposes for a particular standardized performance assessment and describe a student’s performance in relation to those purposes.

You should be able to compare and contrast a student's performance with other students who are comparable either in age or grade level.

You should be able to assess a student’s performance through connecting and interpreting observational data, anecdotal records, and student products or self-reports.

**Strategies**

- Create a sample test for a class that your Mentor Teacher has taught and ask him or her to evaluate its merits.
- Create a rubric for an assignment you have developed and taught. Have your Mentor Teacher and students evaluate it.
- Devise an non-traditional approach to assessment for a group of students with whom you have been working; for example, you might encourage students to engage in reflective self-evaluations.
- Devise adaptive strategies for assessing students who should not be assessed by traditional methods (e.g., special needs students).
- Interview several teachers in your area about their approaches to and viewpoints about assessment and evaluation.
- Reflect on the ways in which you have been evaluated in the past (employer reviews, school tests, etc.) and write a critique of the methods of evaluation used, the accuracy of the evaluation, and the effect it had on your performance.
- Design several different kinds of assessment instruments.
- Design an assessment that will inform you of where a new student fits academically.
- Make a practice of maintaining walking journals with your students. Ask them to document their personal views of themselves as students and their performance in various classes.
- Ask to sit in on parent conferences, conducted either by your Mentor Teacher or other school officials, that involve your students (see **Expectation 13: Collaboration**).
- If some of your students receive special education services, ask to sit in on the conferences when their Individual Education Plans (IEPs) are developed (see **Expectation 7: Diverse Learners**).
- Observe a student while she or he is producing a product related to her performance. Describe the student's strengths and needs.
- Identify a standardized assessment instrument with which you have had some personal
involvement (e.g., the SAT or ACT). Prepare a brief description of its properties and purposes that you could share with a high school student.

- Keep a log about a particular student’s performance for a two-week period. Write a summary and share your reflections on it with the student.
- Ask your students to fill out information cards about their interests, likes, dislikes and any other pertinent information.
- Collect information about your students’ past experiences with school.
- Make parents and school specialists valuable assets in gathering information about their student.

**Evidence for the Portfolio**

- Sample tests and rubrics that you have created.
- Excerpts that comment on your evaluation strategies from students’ evaluations of your teaching.
- Curriculum materials or assignments that you have developed which encourage students to perform in authentic ways.
- Summaries of evaluation procedures which you have developed (e.g., rubrics you have developed and used).
- An academic profile of a student based upon diagnostic and other assessment tools and the design of a remediation program you created. Include a follow-up on the effectiveness of your remediation program.
- Audio or video documentation of your informal assessment strategies and your conferences with students regarding their performance.
- Documentation you maintain on your students’ performance.
- Copies of reports given to counselors, parents, other schools, etc.
- A letter of recommendation you have written for a student.
- A sample portfolio or major project done by one of your students.
- An annotated list of diagnostic tests you have used or might use.
- Documentation of and a reflection on a time when you have proctored a standardized performance test (ISTEP, NAEP, SAT, etc.).
- Journal entries about your experiences working with other professionals to solve a problem that you are having with a student.
- A short paper summarizing the purposes of a standardized performance test.
- A summary of a student’s performance in a particular area.
- A written testimonial from your mentor teacher who has reviewed your analysis of a student’s performance.
- Samples of student journal entries describing their personal views of themselves as students and their performance.
- A case study conducted on a student who is posing a substantial challenge to your Mentor Teacher.

**Suggested Reading**

11 (3) 183-92.


**Rubric for Expectation 11: Evaluating Students’ Learning.** Our teacher candidates will demonstrate that they can systematically and intelligently gather and analyze information regarding their students’ performance in school and that they can employ a variety of assessment tools and strategies to evaluate their students’ work.

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Source(s) of the Evidence Offered (Does someone else evaluate or describe the performance and/or does the teacher candidate?)</th>
<th>Context(s) in Which the Performances Occur (Did the acts occur in your apprenticeship, on campus, and/or in another setting?)</th>
<th>Coherence and Reflection (Does the evidence connect well to the larger Portfolio? Does it portray a thoughtful, competent teacher?)</th>
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<tr>
<td><strong>Ready to Teach:</strong></td>
<td>Evidence of the teacher candidate’s teaching and the accounts of others who have observed her indicate clearly that the teacher candidate has used a variety of evaluation strategies successfully in her teaching and has developed a systematic approach to collecting a wide range of information about students.</td>
<td>Evidence from the school setting indicates that the teacher has developed and employs a wide repertoire of evaluation strategies in her teaching. Her teaching and evaluation of students makes clear use of student information that has been collected from the school setting, from both formal and informal sources.</td>
<td>The teacher candidate is reflective about the important role that assessment plays in learning and about the importance of gathering student information from a wide range of sources. These are things the teacher candidate values, and their influence on her teaching is evident across other aspects of the Portfolio.</td>
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<td><strong>Substantial Progress:</strong> The evidence suggests that performance on this Expectation approaches but has not quite matched that of a beginning teacher.</td>
<td>Those who have observed the teacher candidate indicate that she knows a variety of evaluation strategies and is beginning to use them with some success in her teaching. Evidence from methods courses and the CoT Seminar indicates that the teacher candidate is developing strategies to collect information about students.</td>
<td>Much evidence is collected from non-school and university settings. But it is significantly supported by some evidence collected from the school setting, where the teacher candidate has demonstrated knowledge of different evaluation strategies appropriate to school settings and the ability to collect student information.</td>
<td>The teacher candidate clearly thinks about the importance of evaluation as part of the learning cycle and how gathering student information can enhance learning outcomes, but the nature of her direct classroom experience may not yet be fully congruent with her thinking.</td>
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<td><strong>Formative:</strong> The evidence does not yet make the case that the teacher candidate is ready on this Expectation.</td>
<td>The evidence is largely anecdotal and is insufficiently supported by evidence from the teacher candidate’s teaching or from testimonials from others. There is some doubt as to the teacher candidate’s ability to collect and understand information about students and her knowledge/application of appropriate evaluation strategies.</td>
<td>What evidence exists comes almost exclusively from non-school and university settings. It raises doubts about the teacher candidate’s understanding of the importance of collecting student information and her ability to employ evaluation strategies beyond traditional forms (e.g., tests).</td>
<td>Some knowledge and consideration of various evaluation approaches and information-collecting strategies may be evident. But there is little to suggest that the teacher candidate is thoughtful and reflective about these things and her feelings about their importance are not adequately communicated.</td>
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