

MIDTERM SUMMARY

Instructor communication with teacher candidates in EDUC 450 following the midterm exam.

Video explanation: <https://screencast-o-matic.com/watch/cYeD22xBwT>

The table displays the pre-assessment and midterm scores for 2018, 2019, and 2020.

	Pre-assessment 2018	Midterm 2018	Pre-assessment 2019	Midterm 2019	Pre-assessment 2020	Midterm 2020
N=	55	54	55	55	64	62
Range	48	16	56	18	55	22
Min	38	84	34	82	31	78
Max	86	100	90	100	86	100
Mean	61.5	96.2	57.1	95.3	56.3	94.5
Median	59	96	55	96	55	96
Mode	55	98	55	100	52	98
Standard Deviation	10.6	3.2	11.0	4.8	10.8	4.6

The class has increased its knowledge level in assessment. As the scores should be, the **measures of central tendency (mean, median, and mode)** were all much higher on the midterm than the pre-assessment. The achievement gap between the pre-assessment scores and the midterm has been closing. **Notice how the range and standard deviation have become much smaller.**

The midterm was longer and more specific than the pre-assessment, yet the improvement was substantial. Some students scored 40, 59 or even **62** percent higher on the midterm in comparison to the pre-assessment. (Examples: 48% to 88%, 31% to 90%, **38% to 100%**) The average amount of gain has been 38.3%. Great effort! Learning is occurring.

Learning Target Achievement	Percent Correct 2018	Percent Correct 2019	Percent Correct 2020
I can determine the difference between formative and summative assessments. (1-10)	96.7%	97.5%	97.2%
I can comprehend academic language utilized in educational assessment discussions. (11-18)	93.8%	91.4%	92.5%
I can read, interpret, and use basic statistical terms associated with educational assessments. (19-35)	95.2%	94.0%	91.3%
I can apply a wide variety of assessment strategies FOR learning. (36-41)	96.9%	95.8%	95.1%
I can effectively use feedback to guide students toward learning targets. (42-47)	99.1%	97.3%	98.3%
I can gather knowledge and listen to the perspectives of others as I increase my awareness of current issues in the field of education. (48)	100%	100%	100%
I can reflect on my learning experiences (49) and self-assess my progress towards the intended learning targets (50).	100%	100%	100%

Beside the essay opinion responses in items in 48-50, the highest percentage of correct answers involved using feedback (ranging from 97.3% to 99.1%). The next highest percent of correct responses related to determining the difference between formative and summative assessments (96.7% to 97.2%). The learning target connected with reading, interpreting and using basic statistical terms included correct responses to 91.3% of the items, but that data indicates an area for extra practice prior to the final exam. The second half of the semester includes practice at developing rubrics, constructing assessments, applying assessment strategies, knowing and using assessment statistics and terms, standards-based grading, and providing feedback.

2020 Confidence Level: 3=Green, 2=Yellow, 1=Red	Mean	3	2	1
I can determine the difference between formative and summative assessments. (1-10)	2.97	60	2	0
I can comprehend academic language utilized in educational assessment discussions. (11-18)	2.76	47	15	0
I can read, interpret, and use basic statistical terms associated with educational assessments. (19-35)	2.81	51	10	1
I can apply a wide variety of assessment strategies FOR learning. (36-41)	2.84	52	10	0
I can effectively use feedback to guide students toward learning targets. (42-47)	2.90	56	6	0
I can gather knowledge and listen to the perspectives of others as I increase my awareness of current issues in the field of education. (48)	2.98	61	1	0

I can reflect on my learning experiences (49) and self-assess my progress towards the intended learning targets (50).	2.97	60	2	0
2019 Confidence Level: 3=Green, 2=Yellow, 1=Red	Mean	3	2	1
I can determine the difference between formative and summative assessments. (1-10)	2.93	51	4	0
I can comprehend academic language utilized in educational assessment discussions. (11-18)	2.75	41	14	0
I can read, interpret, and use basic statistical terms associated with educational assessments. (19-35)	2.73	41	13	1
I can apply a wide variety of assessment strategies FOR learning. (36-41)	2.85	47	8	0
I can effectively use feedback to guide students toward learning targets. (42-47)	2.80	44	11	0
I can gather knowledge and listen to the perspectives of others as I increase my awareness of current issues in the field of education. (48)	2.95	52	3	0
I can reflect on my learning experiences (49) and self-assess my progress towards the intended learning targets (50).	2.98	54	1	0
2018 Confidence Level: 3=Green, 2=Yellow, 1=Red	Mean	3	2	1
I can determine the difference between formative and summative assessments. (1-10)	2.93	50	4	0
I can comprehend academic language utilized in educational assessment discussions. (11-18)	2.67	36	18	0
I can read, interpret, and use basic statistical terms associated with educational assessments. (19-35)	2.63	34	20	0
I can apply a wide variety of assessment strategies FOR learning. (36-41)	2.78	43	10	1
I can effectively use feedback to guide students toward learning targets. (42-47)	2.85	44	11	0
I can gather knowledge and listen to the perspectives of others as I increase my awareness of current issues in the field of education. (48)	2.98	53	1	0
I can reflect on my learning experiences (49) and self-assess my progress towards the intended learning targets (50).	2.98	53	1	0

Of the non-essay responses, the classes have been most confident in determining the difference between formative and summative assessment (Mean scores ranging from 2.93 in 2018 to 2.97 and at least **50 green light** ratings each year). The second half of the semester includes practice at developing rubrics, constructing assessments, applying assessment strategies, knowing and using assessment statistics and terms, standards-based grading, and providing feedback.

Samples of Strong Success Feedback Statements:

- 1- You successfully combined the two words cup and cake to make a new compound word!
- 2- You correctly found two words that can be smooshed into one word. Can you think of another example?
- 3- You did just what you needed to do, you smooshed two words together and your spelling was phenomenal.

Success feedback – identifies what the student has done well

Identifies what is done correctly

Describe a feature of quality present in the work

Point out effective use of strategy of process

Essay responses to “I have learned the most through...”

- 1 - Small group discussion and work with peers – *(mixing groups helps to hear different perspectives)*
- 2 – Instructor explanations and samples
- 3 - Examples of strong work and weak work
- 4 – Formative assessment and instructor feedback I have received**
- 5 - Hands-on practice activities using the seven strategies of assessment FOR learning
- 6 – Review of rubrics and the making sure the rubrics are clear
- 7 – Instructor modeling of strategies
- 8 – Both large and small group discussions – learning about current issue topics
- 9 - Reflective writing
- 10 -Researching, reading and sharing about topics
- 11- Freedom to choose and research current issue topics
- 12- Peer feedback activities
- 13- Assessing previous work so we know what to expect from our own work
- 14- Using self-assessment for my own work

15- Whole (large) group discussion with class and instructor

16- Everything

Examples of comments about one of the most beneficial things you have learned:

1- Ways to give feedback to students – success and next-step feedback

2- Different types of assessment and how to use them - *an assessment doesn't have to mean a test*

3- Assessment strategies and how to apply them

4- Difference between formative and summative assessments

5- How important it is to give students effective feedback

6- How success and next-step feedback can help students – important so students can learn and grow

7- The seven strategies of assessment FOR learning and how I will use them when I am in the field

8- How to use assessments to benefit student learning in the future – *can benefit teachers and learners*

9- How to use formative assessments to help students learn

10- How we will use informal assessments frequently during our teaching

11- The importance of clear learning targets

12- The value of showing strong and weak samples of work

13- How self-assessment can help students learn

14- Good uses for rubrics

15- How to self-assess my own work

16- The difference between formal and informal assessments

17- How to look at assessment data (MAP/Star) and use the results to help my students

18- I learned that my students will have a wide range of skill levels

19- Power of teaching students to self-assess effectively and take control of their learning

20- How reflection can help me learn

21- How peer feedback and discussion can be used to get new ideas and share opinions

22- How important formative assessments are for learning– finding out where students are at and helping students go forward

23- How to give next-step feedback to students to help students improve

24- It is best to use a mixture of assessments to benefit your students

Samples of Next-Step Feedback Statements:

1- When you make a compound word, try saying it out loud to yourself. It should sound like a word you know.

2- You put cake and cup together to get cakecup, try saying the word. Sometimes you have to try switching the two words around to get a word that makes sense.

3- While you did find two words that can be smooshed together to make a new word, do you think cakecup is a real thing? What if we tried switching the words around?

4- I want you to be thinking critically about your word. You are on the right track, but does cakecup make sense or is it a nonsense word?

Next-Step feedback– gives specific information to guide improvement

Identifies a correction

Describe a feature of quality needing work

Point out a problem with strategy or process

Offer a reminder

Make a specific suggestion

Ask a question

Examples of favorite things teacher candidates noted learning about assessment in EDUC 450 at the midtem:

1 – Learning about formative and summative assessments.

2 – Learning targets – I plan to use “I can” statements to help my future students.

3 – Formative assessment – I used to view assessment as summative, I am learning there is more value in formative assessments. *Examples:*

- I have learned the importance of formative assessments and why they are used.
- I like the ways we have used formative assessments.

- I like that you (the teacher) have modeled and we have used formative assessments.
- 4 – I have learned about using multiple forms of assessment, formal and informal, and peer feedback.
- 5 – I like the different learning strategies and how I can apply them in a future classroom.
- I like learning about the seven strategies. I feel these strategies will help me be a better all-around teacher.
- 6 – I like the strong and weak work samples. I will use them for my students.
- 7 - I like learning the assessment strategies and how to interpret charts to understand student data.
- 8 - I am learning to give effective feedback. *Examples:*
- I am learning to give meaningful feedback.
 - I am learning better ways to give feedback.
 - I am learning what effective feedback looks like.
 - I am learning to give descriptive feedback.
 - I am learning to apply success and next-step feedback.
- 9 - I have benefitted from receiving instructor and peer feedback.
- 10–It is interesting to learn how to read the scores of Star and MAP tests so I can use what the score means to help my students.
- I have liked to learn about grade equivalent scores and percentile ranks.
- 11–I am learning the importance of self-reflection.
- 12- I am understanding more of the educational terms related to assessment and statistics.
- 13- I enjoyed learning about PowerSchool from the guest speakers.
- 14- I like learning about rubrics and working with them a lot! Good practice!
- 15- I have liked learning about everyone's articles and sharing them in the groups.
- 16- I have learned about current issues from small group discussions. I like discussing issues with peers. Some are passionate about the issues they researched.
- 17- I have learned by researching, reflecting on, writing, and sharing about current issues.
- 18–I have learned through both large group and small group discussion.
- 19- I have learned about formative assessments. While subbing, I have been trying to word my feedback to help students learn instead of saying, "Good job" all the time.

Comment I received from a student teacher the week prior to spring break in 2017:

"After taking the assessment class, I have really been aware of my use of ongoing formal and informal assessment. This has been helpful as I student teach. The first unit I have been teaching in first grade is on solids and liquids. I have been using assessment every day to gauge whether the students grasped the concept I was trying to teach. After one of the lessons on solids, I decided that the students were not firm on the topic so I developed another lesson to reinforce the important properties before moving on. This is just one example of how I am using assessment for learning in the classroom."

A spring 2017 graduate was going through professional development training with her new school and faculty. She wrote, "Our training session was on assessment. I felt very prepared in the material that the speaker was covering. I knew the difference between summative and formative assessments and different examples that allowed me to have quality conversations with other educators at my table."

Consider completing the data literacy modules from the State Longitudinal Data System (SLDS). **Please keep your growth mindset wide open for learning. Learn as much as you can and stay open to be a lifelong learner.**

You will graduate with a 120-130 credits. My hope is that you find the two credits of learning about assessment and current issues to be valuable and useful during your student teaching and in your future as an educator.