CEDARVILLE UNIVERSITY
Multi-Age Physical Education

Assessment 5: Analysis of Student Learning

The MAPE teacher uses assessment data to profile student learning and communicate information about student progress and achievement in physical fitness, sport skill, or cognitive learning related to physical fitness and/or sport.

<u>Analysis of Student Learning</u> (2-3 pages plus student work samples)

    Analyze your assessment data, including pre/post assessments and formative assessments, to determine performance of the whole class and of subgroups or individual students.

    Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

- *Subgroups.* Select a group characteristic (e.g., gender, performance level, prerequisite knowledge) to analyze in terms of one learning goal. Provide a rationale for your selection of this characteristic to form subgroups (e.g., girls vs. boys; high-vs. middle-vs. low-performers). Create a **graphic** representation that compares pre-and post-assessment results for the subgroups on this learning goal. Summarize what these data show about student learning. (A graphic representation utilizes electronic data management and software for presentation.)

- *Individuals.* Select 3 students that demonstrated different levels of performance. Explain why it is important to understand the learning differences of these particular students. Use pre-, formative, and post-assessment data with learning goals. Create a graphic representation comparing the learning of the three (or more) students.

Rating Indicator		1 Does not yet meet expectations	2 Meets expectations	3 Exceeds expectations
1. Clarity and Accuracy of Presentation (Professionalism)		Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is creative, easy to understand, and contains no errors of representation.
2. Alignment with Learning Goals (Preparation) **NASPE Standard 6.1**		Analysis of student learning is not aligned with learning goals.	Analysis of student learning is aligned with learning goals and/or provides a comprehensive profile of student learning relative to the goals for the subgroups, **or** two individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the subgroups **and** two individuals.
3. Interpretation of Data (Teaching Competence) NASPE Standard 7.1		Interpretation is inaccurate and conclusions are missing or unsupported by data.	Interpretation is technically accurate, and conclusions are generally supported by data.	Interpretation is meaningful and appropriate; insightful conclusions are drawn from the data.
4. Evidence of Impact on Student Learning (Teaching Competence) NASPE Standard 7.2, 7.3		Analysis of student learning fails to include evidence of impact on student learning in terms of achievement and progress toward learning goals.	Analysis of student learning includes some evidence of the impact on student learning in terms of achievement and progress toward learning goals.	Analysis of student learning includes ample evidence of the impact on student learning in terms of achievement and progress toward each learning goal.

The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Reflection and Self-Evaluation (2 pages)
Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.
- Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other factors under your control.
- Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.
- Reflect on possibilities for professional development. Describe at least two professional learning goals that emerged from your insights and experiences. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.
- Reflect on integration: How does your students' achievement and performance align with the Biblical mandate for Christians [teachers] to demonstrate compassion and justice (stewardship)?

Rating Indicator	1 Does not yet meet expectations	2 Meets expectations	3 Exceeds expectations
5. Interpretation of Student Learning **(Teaching Competence)** NASPE Standard 2.2 & 3.1	No evidence or reasons provided to support conclusions drawn in "analysis of Student Learning" section.	Provides some evidence and simplistic reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section.	Uses solid evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet learning goals.
6. Insights on Effective Instruction and Assessment **(Teaching Competence)** NASPE Standard 7.2 & 7.4	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and explores one-two reasons for their success or lack thereof (simplistic use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides at least 3 plausible reasons (based on theory or research) for their success or lack thereof.
7. Alignment Among Goals, Instruction and Assessment **(Teaching Competence)** **NASPE Standard 7.2 & 7.4**	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.	Logically connects learning goals, instruction, and assessment results in the discussion and presentation of student learning and effective instruction.
8. Implications for Future Teaching **(Professionalism)** **NASPE Standard 8.1**	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment and offers some rationale for why these changes would improve student learning.	Provides relevant and meaningful ideas for redesigning learning goals, instruction, and assessment and explains amply why these modifications would improve student learning.
9. Implications for Professional Development **(Professionalism)** **NASPE Standard 8.1**	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are related to the insights and experiences described in this section and provides a simple plan for meeting the goals.	Presents an ample number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.
10. Integration of Faith, Learning, and Life **(Integration)**	Provides no reflection on integration of faith, learning, and life.	Presents an appropriate reflection on how the learning goals align with compassion and justice.	Presents an insightful reflection on how the learning goals align with compassion and justice and describes steps for future integration.