## CHECKLIST FOR TASK 3: Classroom Assessment of Academic Learning Goals

### Completing Your Response

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Step 1**<br>Assessment Selection and Planning for the Whole Class | • Select a class and identify the content area, subject matter, student academic content standards, and unit of study with which you will be working.  
• Describe the purpose and type of assessment and the evidence of student learning that will be collected.  
• Describe the plan for implementation of the assessment, including strategies, activities, grouping, and materials.  
• Explain how you will use the assessment results and provide feedback regarding student progress towards achievement of the academic learning goal(s). |
| **Step 2**<br>Learning about Students: Whole Class and Two Focus Students | • Select two students within the class, including one English learner and one student with an identified special need.  
• Complete a detailed description of the background and characteristics of each of the two students, as well as an explanation of how the information will influence instructional planning and assessment. |
| **Step 3**<br>Assessment Adaptations for Two Focus Students | • Consider what you learned about the two focus students and the implications for instruction. Describe adaptations you will make to the assessment design or implementation for each student.  
• Explain your rationale for the adaptations. |
| **Step 4**<br>Giving the Assessment to the Whole Class, Including Two Focus Students | • Give the assessment to the class; collect and score the evidence of student learning from the assessment.  
• Submit copies of three assessment responses that represent the range of student achievement on the assessment and explain the selection of those three responses.  
• Submit copies of the two focus students’ responses. |
| **Step 5**<br>Analyzing Evidence of Student Academic Learning and the Assessment | For the class as a whole:  
• Discuss what you learned from the assessment about your students’ progress toward achievement of the learning goal(s).  
• Identify and explain any changes that you would make to the timing, format, collection of evidence, or type of assessment used.  
For Student 1 and Student 2:  
• Analyze each student’s response to the assessment.  
• Discuss how this information will affect your future planning and instruction for the two students. |
### Step 6

**Reflection on Assessment Implementation and Student Learning**

- Read your responses to Steps 1-5.
- Discuss what you learned about the assessment and about your students’ learning as a result of using the assessment.
- Explain how you will use what you have learned about assessment in the future.
- Identify your goal(s) for increasing your knowledge and skill in assessment.

### After Completing Your Response

- Remove all last names and identifying references to children and adults on the response and artifacts.
- Procure Student Release Forms and Adult Release Forms for all student and/or adult work to be submitted.
- Submit the signed release forms, your response, and all artifacts, as directed by your program. Your artifacts will include:
  - The assessment and any directions, scoring guides, answer keys, etc.
  - A total of five student responses: three representing the range of student achievement on the assessment and one response from each of the two focus students.

### WHAT IS BEING MEASURED

The following six Teaching Performance Expectations are measured in this task:

- **B. Assessing Student Learning**
  - TPE 3 - Interpretation and Use of Assessments

- **C. Engaging and Supporting Students in Learning**
  - TPE 6 - Developmentally Appropriate Teaching Practices
  - TPE 7 - Teaching English Learners

- **D. Planning Instruction and Designing Learning Experiences for Students**
  - TPE 8 - Learning About Students
  - TPE 9 - Instructional Planning

- **F. Developing as a Professional Educator**
  - TPE 13 - Professional Growth

**Note:** Review the complete text of these six Teaching Performance Expectations before you begin, periodically as you prepare your response to this task, and as a final check before submitting your response.