**Analysis of Student Learning**

**TWS Standard**

***The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.***

**Task**

Analyze your assessment data, including pre/post assessments and formative assessments to determine students’ progress related to the unit learning objectives. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the *Reflection and Self-Evaluation* section.

**Prompt**

In this section, you will analyze data to explain progress and achievement toward learning objectives demonstrated by your whole class, a selected subgroup of students, and two individual students.

* **Whole class**. To analyze the progress of your whole class:
	+ complete the Whole Class Table of Results\*;
	+ create a graph\*\* that communicates the overall extent to which your students made progress on the unit (from Unit Pre-Assessment Mean to Unit Post-Assessment Mean) toward the learning criterion that you identified for each learning objective (identified in your *Assessment* *Plan* section); and
	+ Summarize, in a narrative, what the graph tells you about your students’ learning in this unit (i.e., the number of students met the criterion, etc.).
* **Subgroups**. Select a group characteristic (i.e., performance level, socio-economic status, language proficiency, etc.) to analyze in terms of **one learning objective**. Provide a rationale for your selection of this characteristic to form subgroups (i.e., high- vs. low-performers). Create one graph\*\*\* that **compares** pre- and post-assessment results for the selected subgroup on this learning objective. Summarize what these data show about student learning.
* **Individuals.** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students’ work to draw conclusions about the extent to which these students attained the learning objectives. Graphs are not necessary for this subsection.

**Reminder:** You will provide possible reasons for why your students learned (or did not learn) in the next section, *Reflection and Self-Evaluation*.

**Suggested Page Length**: 4 + with required charts

\*Note:Whole Class Table Template Required (see Blackboard).

\*\*Note: Unit Assessment Mean Graph found in Blackboard.

\*\*\*Note: Sub-Group Graph example found in Blackboard.