**Assessment 5: Impact on Student Learning**

**Analysis of Student Work**

**Expectations:**

* Collect approximately 12 individual work samples representing a specific standard you have identified.
* Specify the benchmark from the Ohio English Language Arts Academic Content Standards.

**Student Sort:**

* Individually sort the samples into four levels.
* Compare with a peer and reach a consensus.
* Write the names of each student in the appropriate standard, and calculate the percentage of students at each level.
* Circle one student’s name in each column as an example of the level.

**Description of Student Performance**:

* Describe the performance of each of the representative students. Note what they can do. You should not focus on what the writer cannot do.

**Learning Needs**

* Describe each student’s needs, focusing on what the writer needs to be able to do.

**Differentiated strategies across all tiers of intervention:**

* Brainstorm and note as many different strategies to address the learning needs of writers in each of the four columns.

Intervention Specialist Program Educator Impact Rubric

Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School/Placement:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor/Cooperating Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student A: Content Area**

Student A: Write your goal for the student in view of your analysis and differentiation, citing Ohio Content Standards for academic goals.

Identify outcomes for Student A beginning with the most likely outcome (0). This is the outcome you would reasonably expect to occur at the end of the instructional period. Then, describe two higher levels of success that would indicate more than expected (+1) and much more than expected (+2). Do the same for the lower levels of progress including less than the expected outcome (-1) and much less than the expected outcome (-2). Identify the date on which the student’s progress will be reviewed.

|  |  |
| --- | --- |
| **Level of expected outcome:** | Student A |
| Review date: |  |
| Rater: |  |
| Much more than expected (+2) |  |
| More than expected (+1) |  |
| Most likely outcome |  |
| Less than expected (-1) |  |
| Much less than expected (-2) |  |

 Repeat the process for Students B, C, and D.

1. Implement your instructional plan. Insure that it is addresses the CEC indicators: GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities. GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities GC4S3 Teach learning strategies and study skills to acquire academic content. GC4S3 Teach learning strategies and study skills to acquire academic content. CC 5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments. CC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs.
2. Identify the key ways you evaluated the outcomes for each of these children. Specifically, what methods did you use in evaluating these children (observation, test, rubric, classroom questions, participation in lesson, task completion, etc…) and what was your decision-making process when evaluating these outcomes?
3. Estimate the degree to which the plan was carried out as intended

\_\_\_\_ As planned \_\_\_\_ Almost as planned \_\_\_ Moderate changes \_\_\_Many changes

1. Ask your mentor to rate each student’s outcome.

|  |  |  |
| --- | --- | --- |
| Student | Date | Goal Attainment Rating |
| Student A |  |  |
| Student B |  |  |
| Student C |  |  |
| Student D |  |  |

1. Did the strategy support the least restrictive environment? (CC4S1 Use strategies to facilitate integration into various settings.) Did you address issues of maintenance and generalization? (CC4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments.) Did you reflect on other instructional options? (GC4K3 Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities.)