# Overview: Measure of Student Learning Focused on Adjustments to Practice



 **CONTRIBUTOR**

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 **WHAT is this resource?**

This resource is an extract from the last section of DESE’s optional Measure of Student Learning CAP form, in which the focus is on the Teacher Candidate’s response to the data gathered and the ability to adjust practice. It also includes suggestions from the Community of Practice to strengthen adjustments to practice.

 

 **WHEN could this resource be used?**

This resource could be used during the practicum semester to show a Teacher Candidate an example of what a response to data from a Measure of Student Learning might look like.

It could also be used during professional development sessions for Program Supervisors and Supervising Practitioners so that they can calibrate their consistency of expectations for the Adjustments to Practice Essential Element.

 

 **WHO could use this resource?**

The faculty member responsible for preparing Teacher Candidates for the practicum, as well as the **Program Supervisor, Supervising Practitioner** and **Teacher Candidate** could all use this resource.

** HOW could this resource best be used?**

This resource is not only helpful for Teacher Candidates to understand the expectations around Adjustments to Practice, particularly as derived from data gathered from student learning outcomes, but this resource can also be used in the training of Program Supervisors and Supervising Practitioners so that they all have the same understanding of what is expected when providing feedback to Teacher Candidates about Adjustments to Practice.

***Note:*** *This resource was submitted for inclusion in the Candidate Assessment of Performance (CAP) Resource Hub. It is intended to serve as a reference and source of guidance for others engaged in the CAP process. While it reflects one approach, users should adapt its content to fit the specific context and needs of their own evaluations.*

## Measure of Student Learning Focused on Adjustments to Practice

**Teacher Candidate Reflection on a Measure of Student Learning** (1st grade math unit on place value)

*Note*: Student work was provided as part of the initial submission but was redacted for this shared resource. In addition, bar graphs representing pre-assessment and post-assessment results for the 15 students—showing clear improvement in overall scores—were also originally included but are not part of this sample.

I created the graphs at the end of this document to show students’ growth from pre-assessment to post-assessment. The blue bars represent pre-assessment results and the red bars represent post-assessment results for each student. It’s empowering for me to see how my instruction resulted in student growth. The class average for the pre-assessment was 37% and for the post-assessment was 86%. That’s an overall increase of 49 percentage points.

I have a lot of ML students in my class (all Spanish speakers), so I was interested whether that was a factor in students’ growth. My ML students’ scores increased an average of 48 percentage points from pre-assessment to post-assessment, and non-ML students’ scores increased an average of 50 percentage points. This is so close that it seems that their status as MLs did not have any kind of significant impact on their learning during this unit. I think this shows that **students had equitable opportunities for grade-level learning.**

One thing I think was effective in this unit is that **I used formative assessment information at three different points in the unit to change up my groups based on error patterns or misconceptions or needs for challenge.** For example, there were some students frequently writing number reversals, like 17 instead of 71. So I provided extra support for this group. A larger group needed an extra two days on subtracting multiples of ten. For students who had mastered this skill I tried to provide extend and enrich games and problems. Below, I’ve included some examples of enrichment games and scaffolded instruction. One highlights a more challenging math problem, and the other example showcases scaffolded supports to reduce number reversals.

**Community of Practice Commentary:** Providing evidence of the flexible groups aligned with the formative assessment data and instructional objectives would further strengthen this reflection.

The operations objective (adding and subtracting by multiples of ten) is the most challenging of the objectives in this unit. Students will need to continue to practice this skill. Fortunately, this curriculum returns to this objective multiple times in upcoming units, so students will have many more opportunities for instruction and practice. I will continue to research relevant real world contexts and games that will keep students interested in practicing these skills over time. I will also continue to use flexible grouping based on formative assessment data in order to meet student needs.