The “Impact on Student Learning” project provides an opportunity for candidates to closely examine their effect on students’ learning. There are three basic components to this project:

1. Samples of student work in pre/post/formative assessments from low, average, and high levels of performance
2. Spreadsheet and graphs representing student performance data
3. Reflection paper

Using the student assessment (pre, post, and formative) data collected during implementation of the Unit Plan, you will conduct analyses in the IoSL spreadsheet and write a reflection paper on the impact of your instruction on students’ learning. Prior to implementing the unit, you will have conducted a pre-unit assessment and recorded that data in a spreadsheet. During implementation of the unit, you will record the data collected from a formative assessment in the same spreadsheet. Likewise, at the conclusion of the unit you will collect the post-unit assessment data and record it in the spreadsheet.

Once you have your data recorded correctly in the spreadsheet, you are ready to examine your instructional effectiveness. Specifically, you are interested in examining the data to determine what you seem to have taught well, what areas you might want to strengthen in the future, and if all student populations appeared to have had an equitable learning experience. To determine this, you first need to calculate the average performance for each assessed area and then create charts to graphically represent the impact you had on student learning. You should include at least the following graphs:

1. comparison of pre/post data,
2. representation of pre, formative, post data for the overall class,
3. comparison of pre, formative, post data by student sub-population (gender, race, ELL, special education, G/T).
The following steps detail how to use the provided Impact on Student Learning template to enter your data and create the required charts. Follow each step closely.

**Step 1: Go to Google Sheets Template Gallery**

1. Enter `sheets.google.com` in your browser.
2. Click (or tap) the Template Gallery drop-down.
Step 2: Open the IoSL Worksheet template
Step 3: Modify the demographic information as appropriate

- Modify the demographic information as appropriate.
- You must start at "Student 1" and work your way down.
- Note that you cannot add students' real names (FERPA).
- You are limited to thirty (30) students.

Either select the text from the drop-down in each cell or type your text in each cell.
Step 4: Enter up to four (4) Common Core or other standards appropriate to the unit

- You may have more than four standards, but we can only do so much right now, so focus on the most important four standards.
- Include the entire standard (numerical reference and wording).
- These standards are referenced in the top row of your spreadsheet (#1, #2, #3, #4).
- If you have difficulty copying and pasting text into the cells, click on the cell in which you want to enter information and paste the text in the formula bar.
Step 5: Enter the score data for the Pre-Test, Formative Assessment, and Post-Test

- Work your way down from Student 1.
- Please note that you are limited to scores from 0 to 100.
- Whether you decide to use raw scores or percentage calculations is up to you, as long as you are consistent with your data reporting throughout the unit.

Step 6: Proof your data entry to ensure no mistakes have been made.
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Step 7: Analyze all of the comparison data and charts (displayed in separate sheets in the workbook)

The descriptive data and charts contain valuable information regarding each subgroup’s standing and growth during the unit.

Step 8: Prepare a reflection to highlight the findings in the data analysis

Write a reflection of your instructional effectiveness based on your interpretation and analysis of the pre, formative, and post-test data.

The data reflection should fundamentally cover the instructional effectiveness of the particular unit having been taught.
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Be sure to carefully analyze each descriptive table and data chart, particularly noting gaps or trends among groups.

Write a paragraph in response to EACH of the following (also refer to the IOSL rubric):

1. Write a summary paragraph describing your data, including information about overall sample size, sample sizes of subgroups, and various descriptive statistics (ex: mean, median, mode, range, standard deviation, variance, kurtosis, skewness).

2. Write an analysis addressing the following (each section below should include at least one paragraph):

   a. Overall, were the learning targets met by all students by the end of the unit? Be sure to include at least 5 data points and more than 2 student-specific examples from the data to support your conclusions. Ensure you adequately discuss how your data findings align with learning objectives, teaching strategies, and assessments.

   b. Were the learning targets attained equitably among the various student populations (ethnicity, gender, ELL, SPED, G/T)? Be sure to include at least 5 data points and more than 2 student-specific examples from at least 2 identified subpopulations from the data to support your conclusions. Ensure you adequately discuss how your data findings align with learning objectives, teaching strategies, and assessments.

   c. How were lessons differentiated for subpopulations based on formative assessments?

3. What trends did you notice in the data, and how are these meaningful? What factors contributed to the data findings? Support your conclusions with specific evidence from the data and student work samples.

4. What specific strategies can be implemented for guiding instruction to meet learning needs including differentiation for specific students?
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5. What impact did the feedback you provided students have on their achievement? Include in this response a careful analysis of each student work sample in relation to the overall data set (e.g., explains why a work sample is “low,” “mid,” or “high”). Be sure to provide examples of student work samples on 3 performance levels that include visible feedback.

6. Based on the data, what would you say are your instructional strengths?

7. Based on the data, what areas for improvement can you identify for your instructional practice?

To ensure you are successful on this assignment, make sure you review the IoSL reflection rubric.

You can download the PDF version of the rubric from the following UCA program pages:

MAT: http://uca.edu/mat/internship-assignments-and-resources/

Middle Level: https://uca.edu/teaching/middlelevel/internshipresources/

ELSE: http://uca.edu/else/internship2/
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Step 9: Submit your Impact on Student Learning dataset, charts, reflection and samples of graded student work to Chalk & Wire according to your supervisor's direction.