

Artifact Analysis Key Assessment
EDCO 220: Assessment to Meet Diverse Needs

Overview of the Assessment

This assignment requires teacher candidates to consider how appropriate and ongoing assessment techniques can help address the diverse strengths and needs of all learners. Teacher candidates collect evidence of essential assessment concepts and procedures in their content area(s) and reflect on how these concepts can be applied to their future classroom.

Throughout the course, teacher candidates create a portfolio of five artifacts that illustrate the following essential assessment concepts in their content area(s):

1. Standards/Learning Objectives
2. Purpose of Assessment – Diagnostic, Formative, or Summative
3. Purpose of Assessment – Diagnostic, Formative, or Summative
4. Informative Feedback
5. Rubrics

Candidates reflect on the artifacts in their portfolio in the Analysis and Application Chart, which requires (a) an analysis of each artifact that justifies why the artifact relates to the essential assessment concept and (b) a reflection that discusses how the candidate plans to apply the essential assessment concept in their future classroom.

The majority of these artifacts will be completed as class and/or homework assignments. For example, after discussing standards and learning objectives, the class will complete an assignment on writing learning objectives. This class assignment can then become the “artifact” for this essential element in the Artifact Analysis.

For the final Artifact Analysis, candidates turn in the following:

- The completed Analysis and Application Chart
- A copy of each artifact

Analysis and Application Chart

Essential Concept	Analysis	Application to Future Classroom
<p>1. Standards/Learning Objectives</p> <p>Artifact Name: <i>Standards/Learning Objectives Chart</i></p>	<ul style="list-style-type: none"> ▪ Justify how the learning objectives are appropriately aligned to the standard. Be sure to address both the verb in the objective, as well as the noun-phrase/content of the objective. ▪ How would these learning objectives guide you in the appropriate selection of assessments? 	<ul style="list-style-type: none"> ▪ Describe how you will utilize standards/learning objectives in your future classroom/work setting to: <ul style="list-style-type: none"> • guide instruction • determine impact on learning
<p>2. Purpose of Assessment</p> <p>Artifact Name: <i>Sample Assessment A</i></p> <p>*This artifact cannot be a rubric</p> <p>**Artifacts 2 and 3 must represent different purposes of assessment.</p>	<ul style="list-style-type: none"> ▪ Describe what purpose (diagnostic, formative, and/or summative) this assessment could serve. If the assessment could serve multiple purposes, select one purpose to focus on in your discussion. ▪ Propose one learning objective or list a standard that this assessment may be used to address. ▪ Discuss issues of reliability and validity related to this assessment (consider the content of the assessment itself, the learners completing the assessment, and how the assessment should be administered). 	<ul style="list-style-type: none"> ▪ Describe how you will utilize your above selected purpose of assessment (diagnostic, formative, summative) in your future classroom/work setting to: <ul style="list-style-type: none"> • guide instruction • determine impact on learning
<p>3. Purpose of Assessment</p>	<ul style="list-style-type: none"> ▪ Describe what purpose (diagnostic, formative, and/or summative) this assessment could serve. ▪ Propose one learning objective or list a standard that this assessment may be used to address. 	<ul style="list-style-type: none"> ▪ Describe how you will utilize your above selected purpose of assessment (diagnostic, formative, summative) in your future classroom/work setting to: <ul style="list-style-type: none"> • guide instruction

<p>Artifact Name: <i>Sample Assessment B</i></p> <p>*This artifact cannot be a rubric</p> <p>**Artifacts 2 and 3 must represent different purposes of assessment.</p>	<ul style="list-style-type: none"> ▪ Discuss issues of reliability and validity related to this assessment (consider the content of the assessment itself, the learners completing the assessment, and how the assessment should be administered). 	<ul style="list-style-type: none"> • determine impact on learning
<p>4. Informative Feedback</p> <p>Artifact Name: <i>Informative Feedback Chart</i></p>	<ul style="list-style-type: none"> ▪ Describe how you would deliver the proposed feedback (oral, written, small group, etc.) and justify your decision. ▪ Discuss the relationship between effective feedback and standards/learning objectives. 	<ul style="list-style-type: none"> ▪ Describe how you will utilize informative feedback in your future classroom/work setting to: <ul style="list-style-type: none"> • guide instruction • determine impact on learning
<p>5. Rubrics</p> <p>Artifact Name: <i>Sample Assignment graded with a Rubric</i></p>	<ul style="list-style-type: none"> ▪ Explain how this artifact could be used to provide informative feedback to students. ▪ How does the use of rubrics enhance reliability and/or validity of assessment? 	<ul style="list-style-type: none"> ▪ Describe how you will utilize rubrics and/or checklists in your future classroom/work setting to: <ul style="list-style-type: none"> • guide instruction • determine impact on learning

Artifacts

Essential Topic Number 1: Standards and Learning Objectives

Title of Artifact: *Standards/Learning Objectives Chart*

Complete the chart below.

Artifact 2: Standards/Learning Objectives Chart	
Selected Standard	Learning Objective 1:
	Learning Objective 2:

Essential Topic Number 2: Purpose of Assessment

Title of Artifact: *Sample Assessment A*

Insert picture of sample assessment below.

Essential Topic Number 3: Purpose of Assessment

Title of Artifact: *Sample Assessment B*

Insert picture of sample assessment below.

Essential Topic Number 4: Informative Feedback

Title of Artifact: *Informative Feedback Chart*

Complete the chart below.

Artifact 6: Informative Feedback			
Corresponding Learning Objective/Standard			
Level	Definition Based on Performance on Assessment	Informative Feedback	Support to apply feedback and improve learning
Student A: Below Expectations			
Student B: Approaching Expectations			
Student C: Meets or Exceeds Expectations			

Essential Topic Number 5: Rubrics

Title of Artifact: *Sample Rubric*

Insert picture of sample rubric below.

Artifact Analysis – Standards and Learning Objectives			
	Exceeds Expectations	Meets Expectations	Needs Improvement
Appropriateness of Artifact		2 pts Appropriate artifact attached and readable.	0 pts Artifact is not attached.
Analysis Teacher candidate establishes a measureable learning goal aligned with curriculum standards. US 5, Element 1 CAEP 1.2 InTASC 7 SCTS 4.0 Planning: Assessment edTPA Task 1	9-10 pts Learning objectives are appropriately aligned (both action verb and noun phrase) to the proposed standard. Unit learning goals have appropriate verbs from relevant taxonomy, are measurable, and can be easily understood by students.	8-9 pts Learning objectives are appropriately aligned (both action verb and noun phrase) to the proposed standard. Unit learning goals contain verbs that can be difficult to measure, and goals need to be more specific and easily understandable.	0-6 pts Learning objectives are not appropriately aligned to the selected standard, and/or unit learning goals are difficult to understand and contain verbs that are not easy to measure.
Application to Future Classroom The teacher candidate uses data from a variety of formative, diagnostic, and summative assessments to guide instruction and determine student learning. US S 4, Element 2 InTASC 6, 7 CAEP 1.2 SCTS 4.0 Planning: Assessment edTPA Task 3	9-10 pts Teacher candidate discusses <i>in detail</i> how standards/learning objectives can be used to guide instruction and determine student learning in the future classroom. <i>Specific examples</i> are provided, and the discussion is <i>forward thinking</i> , focusing on future application, rather than summary of past use of standards/learning objectives.	7-8 pts Teacher candidate discusses how standards/learning objectives can be used to guide instruction and determine student learning in the future classroom, but ideas need to be further developed. Few, if any, specific examples are provided, and the discussion is more focused on past use of standards/learning objectives than future application.	0-6 pts Discussion of future use of standards/learning objectives is absent or lacks clarity. No specific examples are provided, and discussion does not exhibit forward thinking/application to the future classroom.

Artifact Analysis – Purpose of Assessment A			
	Exceeds Expectations	Meets Expectations	Needs Improvement
Appropriateness of Artifact		<i>2 pts</i> Appropriate artifact attached and readable.	<i>0 pts</i> Artifact is not attached.
Analysis Teacher candidate analyzes the validity, reliability, and appropriateness of assessments and alignment with learning goals. US 4, Element 1; APS 3 CAEP 1.2 InTASC 7 SCTS 4.0 Planning: Assessment edTPA Task 3	<i>9-10 pts</i> Teacher candidate clearly discusses how the sample assessment could be used for diagnostic, formative, or summative purposes. Proposed learning objectives/standards align with the assessment, and thorough analysis (including <i>specific examples</i>) of the reliability and validity of the assessment is provided.	<i>7-8 pts</i> Teacher candidate discusses how the sample assessment could be used for diagnostic, formative, or summative purposes, but more thorough analysis is needed, proposed learning objectives/standards do not align well with the assessment, and/or the analysis of the reliability and validity of the assessment needs to be further developed (e.g., inclusion of specific examples).	<i>0-6 pts</i> Discussion of how the sample assessment could be used for diagnostic, formative, or summative purposes is unclear, no learning objectives/standards are provided, and/or analysis of reliability and validity of the assessment is absent or underdeveloped.
Application to Future Classroom The teacher candidate uses data from a variety of formative, diagnostic, and summative assessments to guide instruction and determine student learning. US S 4, Element 2 InTASC 6, 7 CAEP 1.2 SCTS 4.0 Planning: Assessment edTPA Task 3	<i>9-10 pts</i> Teacher candidate discusses <i>in detail</i> how assessments used for diagnostic, formative, or summative purposes can be used to guide instruction and determine student learning. <i>Specific examples</i> are provided, and the discussion is <i>forward thinking</i> , focusing on future application.	<i>7-8 pts</i> Teacher candidate discusses how assessments use for diagnostic, formative, or summative purposes can be used to guide instruction and determine student learning, but ideas need to be further developed. Few, if any, specific examples are provided, and discussion is not forward thinking.	<i>0-6 pts</i> Discussion of assessments used for diagnostic, formative, or summative purposes is absent or lacks clarity. No specific examples are provided, and discussion does not exhibit forward thinking/application to the future classroom.

Artifact Analysis – Purpose of Assessment B			
	Exceeds Expectations	Meets Expectations	Needs Improvement
Appropriateness of Artifact		<i>2 pts</i> Appropriate artifact attached and readable.	<i>0 pts</i> Artifact is not attached.
Analysis Teacher candidate analyzes the validity, reliability, and appropriateness of assessments and alignment with learning goals. US 4, Element 1; APS 3 CAEP 1.2 InTASC 7 SCTS 4.0 Planning: Assessment edTPA Task 3	<i>9-10 pts</i> Teacher candidate clearly discusses how the sample assessment could be used for diagnostic, formative, or summative purposes. Proposed learning objectives/standards align with the assessment, and thorough analysis (including <i>specific examples</i>) of the reliability and validity of the assessment is provided.	<i>7-8 pts</i> Teacher candidate discusses how the sample assessment could be used for diagnostic, formative, or summative purposes, but more thorough analysis is needed, proposed learning objectives/standards do not align well with the assessment, and/or the analysis of the reliability and validity of the assessment needs to be further developed (e.g., inclusion of specific examples).	<i>0-6 pts</i> Discussion of how the sample assessment could be used for diagnostic, formative, or summative purposes is unclear, no learning objectives/standards are provided, and/or analysis of reliability and validity of the assessment is absent or underdeveloped.
Application to Future Classroom The teacher candidate uses data from a variety of formative, diagnostic, and summative assessments to guide instruction and determine student learning. US S 4, Element 2 InTASC 6, 7 CAEP 1.2 SCTS 4.0 Planning: Assessment edTPA Task 3	<i>9-10 pts</i> Teacher candidate discusses <i>in detail</i> how assessments used for diagnostic, formative, or summative purposes can be used to guide instruction and determine student learning. <i>Specific examples</i> are provided, and the discussion is <i>forward thinking</i> , focusing on future application.	<i>7-8 pts</i> Teacher candidate discusses how assessments use for diagnostic, formative, or summative purposes can be used to guide instruction and determine student learning, but ideas need to be further developed. Few, if any, specific examples are provided, and discussion is not forward thinking.	<i>0-6 pts</i> Discussion of assessments used for diagnostic, formative, or summative purposes is absent or lacks clarity. No specific examples are provided, and discussion does not exhibit forward thinking/application to the future classroom.

Artifact Analysis – Informative Feedback			
	Exceeds Expectations	Meets Expectations	Needs Improvement
Appropriateness of Artifact		2 pts Appropriate artifact attached and readable.	0 pts Artifact is not attached.
Analysis Teacher candidate effectively communicates assessment information to learners. US 4, Element 3; APS 3 CAEP 1.2 InTASC 6, 7 SCTS 4.0 Planning: Assessment edTPA Task 3	9-10 pts Feedback samples are informative (addressing strengths and needs) and clearly aligned to a measurable learning objective when appropriate. Specific strategies to support application of feedback are provided, and a detailed justification for the delivery of the feedback is included.	7-8 pts Feedback samples are informative but focus on just strengths or needs. Feedback is aligned to measurable learning objectives, but could be clearer. Strategies to support application of feedback lack and justification of delivery is provided, but ideas need to be further developed.	0-6 pts Feedback samples are vague and are not aligned to measurable learning objectives. Few, if any, strategies to support application of feedback are provided. Justification of feedback delivery is either absent or under-developed.
Application to Future Classroom The teacher candidate uses data from a variety of formative, diagnostic, and summative assessments to guide instruction and determine student learning. US S 4, Element 2 InTASC 6, 7 CAEP 1.2 SCTS 4.0 Planning: Assessment edTPA Task 3	9-10 pts Teacher candidate discusses in detail informative feedback can be used to guide instruction and determine student learning in the future classroom. Specific examples are provided, and the discussion is forward thinking .	7-8 pts Teacher candidate discusses how informative feedback can be used to guide instruction and determine student learning in the future classroom, but ideas need to be further developed. Few, if any, specific examples are provided, and the discussion is not future focused.	0-6 pts Discussion of future use of informative feedback is absent or lacks clarity. No specific examples are provided, and discussion does not exhibit forward thinking/application to the future classroom.

Artifact Analysis – Rubrics			
	Exceeds Expectations	Meets Expectations	Needs Improvement
Appropriateness of Artifact		2 pts Appropriate artifact attached and readable.	0 pts Artifact is not attached.
Analysis The teacher candidate analyzes how measurement tools can be used to effectively communicate assessment information (expectations and grades) to learners. US 4, Element 3	5 pts Teacher candidate clearly explains how the artifact can be used to provide informative feedback, with specific examples of how such feedback can meet the unique strengths and needs of students	4 pts Teacher candidate explains how the artifact can be used to provide informative feedback, but discussion needs to be further developed and lacks an emphasis on how feedback can meet the unique strengths and needs of students.	0-3 pts Discussion related to using the artifact to provide informative feedback is either absent or incorrect; no focus is placed on meeting the unique strengths and needs of students.
Analysis The teacher analyzes the validity, reliability, and alignment of measurement tools. US 4, Element 1; APS 3 CAEP 1.2 InTASC 7 SCTS 4.0 Planning: Assessment edTPA Task 3	5 pts Teacher candidate clearly discusses how rubrics and checklists can be used to enhance reliability and validity of assessment, and provides specific examples.	4 pts Teacher candidate discusses how rubrics and checklists can be used to enhance reliability and validity of assessment, but no specific examples are provided and discussion lacks development.	0-3 pts Discussion related using rubrics and checklists to increase reliability and validity of assessment is either absent or incorrect.
Application to Future Classroom The teacher candidate uses data from a variety of formative, diagnostic, and summative assessments to guide instruction and determine student learning. US S 4, Element 2 InTASC 6, 7 CAEP 1.2 SCTS 4.0 Planning: Assessment edTPA Task 3	9-10 pts Teacher candidate discusses <i>in detail</i> how rubrics can be used to guide instruction and determine student learning. <i>Specific examples</i> are provided, and the discussion is <i>forward thinking</i> , focusing on future application, rather than summary of past use of rubrics/checklists.	7-8 pts Teacher candidate discusses how rubrics can be used to guide instruction and determine student learning, but ideas need to be further developed. Few, if any, specific examples are provided, and the discussion is more focused on past use of rubrics/checklists than future application.	0-6 pts Discussion of future use of rubrics/checklists is absent or lacks clarity. No specific examples are provided, and discussion does not exhibit forward thinking/application to the future classroom.

