

Directions for Completing A2

1. List all subject areas included in the Work Sample. (Note: Teachers of PreK-3 are required to develop Work Samples for language arts or mathematics. **LA TAAP ONLY**)
2. Describe the content (topic, knowledge, skills) of the Work Sample.
3. Indicate the intended number of days or class periods for instruction. Note: The Work Sample/unit must cover at least five days/class periods.
4. Specify the objectives/outcomes to be accomplished by students. Note: The Work Sample must include two objectives, one of which must require higher-order thinking. An objective is defined as a statement of what the students should know and/or be able to do after the instruction. Objectives are not statements of what you or students will be doing (activities).
5. Explain why the listed objectives/outcomes were selected. The objectives might be directly related to student knowledge and skills that have been identified as priority areas for your school's improvement plan; they might have come from your analysis of student test data; or you might have other reasons for selecting the objectives you have specified.
6. Describe adjustments made in the Work Sample plan and instruction to accommodate some of the individual differences you identified on A1; i.e., second language (ESL) students, students on IEPs, differences in achievement, diversity among your students, special groups of students (gifted, Title I, etc.) in your class, and differences in learning styles. Instruction should be varied to address some of those differences, particularly those believed to have the greatest impact on learning and achievement.
7. Describe any adjustment you made to your instruction because of other class/classroom conditions that are over and beyond your control. Examples of such conditions include, but are not limited to, the shortage of texts, lack of technology or the lack of resource materials.

Directions for Completing A3

In this part of the Work Sample, you will provide information about your assessment plan; your pre-and post-assessments; and the alignment of objectives, assessments, and instruction.

1. Describe how you will assess your students throughout this Work Sample. Note: The description of your assessment plan must include both informal and formal measures conducted at key points during instruction. For example: pre-assessment(s), observations of student work, oral questions, post-assessment(s), etc.
2. Describe your pre-assessment method(s). Explain how you determined student knowledge and skills pertinent to this Work Sample prior to instruction. The pre-assessment may take whatever form is appropriate, but it must yield two types of information:
 - information about each student's entry level (entry into the unit of instruction) knowledge/skills;
 - information from which you will be able to measure student gains in knowledge/skills as a result of instruction; i.e., knowledge/skills gained between pre- and post-assessments.

Note: A copy of the pre-assessment must be attached. If you use an activity or assignment for the pre-assessment, attach the directions and information provided to students.
3. Describe the post-assessment or the formal assessment used to determine student gains in knowledge and skills as a result of your instruction. Remember that this assessment must provide information about each student's accomplishment of each learning outcome/objective and about his/her gains. This information will be used to complete the next form of the Work Sample, **A4**. The post-assessment must be one of the following:

- a repeat of the pre-assessment,
- a parallel form of the pre-assessment (same kinds of questions, tasks addressing the same objectives/outcomes),
- an assessment very much like the pre-assessment, perhaps more extensive, that provides similar kinds of data about gains in knowledge/skills identified in the objectives.

Note: A copy of the post-assessment must be attached. If you used an assignment or activity as a post-assessment, attach the directions and information provided to students.

4. Briefly describe the alignment among your assessments, objectives, and instruction. The results of assessments are valid when a) pre-and post-assessments cover the same things in the same way, b) assessments are consistent with the types of knowledge and skills identified in your objectives, c) instruction given is matched to objectives and to the ways students must demonstrate knowledge and skills in assessments. This match among objectives, instruction, and assessments is called alignment.

Directions for Completing A4

After you have taught the Work Sample and administered the post-assessment, your next task is to analyze the assessment results. Use **A4** to complete the analyses described below.

Record each student's name, his/her pre-assessment results, his/her post-assessment results, the amount of gain from pre- to post-assessment, and whether or not (yes/no) he/she met each objective based on the results of your post-assessment. In the "Comments" column, note any special conditions or extenuating circumstances to be considered.

Remember that in recording gains, a student may demonstrate gain (e.g., pre-assessment score of 22, post-assessment score of 84 = gain of + 62 points) or regression (e.g., pre-assessment score of 48, post-assessment score of 40 = gain of -8 points).

Also, there is no requirement that pre- and post-assessments are paper-pencil tests. However, you must have a way of determining gains in knowledge and skills, so you will need to know precisely what behaviors/practices/elements you are assessing when you use a project or activity as your means of pre- and post-assessment. See the following examples.

Example 1: Elementary teacher whose Work Sample was in writing

- I had several objectives/learning outcomes regarding student writing. One of them was that the student is able to produce an essay on demand that will contain **no more than three errors in punctuation**. Naturally, I taught students about punctuation as one part of my unit.
- As pre- and post-assessments, I gave students topics to write about and 25 minutes to produce their essays.
- When I analyzed the post-unit essays for punctuation errors (one of my objectives), I found the following:

<i>Students</i>	Pre	Post	Gain	Objectives				Comments
				1		2		
				Yes	No	Yes	No	
Joel Banks	11 errors	5 errors	+6		√			Substantial gain, did not meet the objectives. (no more than 3 errors) He was ill during part of the instruction.
Cathy Watson	4 errors	2 errors	+2	√				
Lance Carter	7 errors	3 errors	+4	√				

Myrna Matson	9 errors	10 errors	-1		√			New sibling.
--------------	----------	-----------	----	--	---	--	--	--------------

Example 2: High school science teacher whose Work Sample focused on application of scientific method in a laboratory setting

- One of my objectives for this Work Sample was that students would demonstrate understanding of the scientific method by applying all five steps in solving a problem I gave them in the physics laboratory. During the instruction (the unit), we discussed scientific method and applied it to situations (cases) described on paper. We also applied it together in a demonstration experiment I conducted with student assistance in front of the class.
- My pre- and post-assessments were laboratory projects (experiments) which students conducted in teams of two. They then had to write up their work. I made observational notes while they conducted the lab work and scored the inclusion of all steps of the scientific method in their write-ups. The results were:

<i>Students</i>	Pre	Post	<i>Gain</i>	Objectives				Comments
				1		2		
				Yes	No	Yes	No	
M. Smith/ C. Watson	4 steps in write-up	All steps in write-up	+1	√				
C. Corby/ J. Jackson	Write-up unclear	4 steps in write-up	+4		√			Team dynamics need improvement. (All five steps were not included in the write-up.)
A. Wortson/ B. Jenkins	3 steps in write-up	All steps in write-up	+2	√				

It is expected that a majority of students (more than 50 percent) will meet the objectives that are established. It is unlikely that all students will meet all of the objectives all of the time. When students do not meet the objectives, it is imperative that the new teacher reflect upon the objectives themselves, the planned assessment(s), and the instruction that took place. Students play a major role in their learning and achievement.

In the Comments column, the new teacher must provide a plausible explanation of circumstances that may have impeded student learning for each student who demonstrated little or no gain from pre-assessment to post-assessment.

Directions for Completing A5

A5 is used to summarize your analyses of the assessment data. Information from **A4** will be used in the synthesis and interpretation of the impact of instruction.

Directions for Completing A6

A6 is used to document the feedback provided to students, parents/caregivers, and colleagues regarding classroom expectations, student progress, and ways they can become involved in learning. Note: Several methods of providing feedback should be provided.

Directions for Completing the Portfolio Entry Form, A7

A7 is used to provide data for many of the critical elements of instructional planning. A lesson plan that was taught as part of the Work Sample must be included as the final entry for the first section of your

portfolio. **A Word About Lesson Plans...Submit your Unit Plan in Making Connections format. A 7** The Lesson Plan Portfolio Entry Form on the following page must follow the submitted plan.

1. This response will provide a description of the content of the lesson.
2. This response will be used to provide data for the rating of Attribute **IA2**. The response should indicate the relationship of the lesson to the work sample. A rationale for the selection and sequence of the ordering of the lessons should be stated.
3. This response will be used to provide data for the rating of **Attribute 1A4**. This item focuses on the materials/technologies the teacher used in the lesson. The question addresses “why” the teacher has chosen the materials and media to be used in the lesson.
4. This response will be used to provide data about the assessment measures selected to measure the learner outcomes of the lesson. The assessment measures that are described should be appropriate, timely, and systematic.

