

SHU edTPA Checklist: Task 3 Assessment

Disclaimer: This checklist does not replace the need to read and review the official edTPA Handbook and other resources. It serves as a tool to assure the details required within each task are considered and completed before submission.

In Task 3, "you will analyze both student learning and student use of language" (pg. 32 of Elementary edTPA Handbook, 17-18) *This applies to both elementary and secondary content areas.*

Action	Questions	Completed
<p>1. Select ONE assessment from your learning segment that you will review to evaluate your students' knowledge and skills based on your plans and instruction.</p> <ul style="list-style-type: none"> ✓ The assessment MUST BE COMPLETED BY THE WHOLE CLASS. (If your 'whole class' is a small group of no less than four, that is considered your 'whole class.') ✓ The assessment should reflect INDIVIDUAL's learning versus group responses to a learning task. If the assessment is by an individual, but part of a group's work, that is acceptable. ✓ The assessment does not have to be a summative assessment at the end of the learning segment. It should provide opportunities for your students to demonstrate their understanding and application of the central focus and strategies. 		
<p>2. Define (create) the evaluation criteria you will use with the selected assessment to determine the levels of understanding and performance by your students.</p> <ul style="list-style-type: none"> ✓ Consider the following: What separates <u>successful and meaningful understanding</u> from <u>developing understanding</u> to <u>incomplete understanding</u>? ✓ This evaluation criteria is created by you and uploaded into Chalk and Wire—Part D. (There is no pre-established template in C&W for this.) 		

Action	Questions	Completed
<p>3. Collect and analyze student work from the ONE selected assessment (whole class analysis)</p> <ul style="list-style-type: none"> ✓ You are examining quantitative and qualitative patterns of learning within groups of learners and across learners in the class (e.g. students with IEPs, struggling learners, gifted learners, ELL, males/females). This analysis is provided through graphic representation <u>and</u> narrative. <p>**The Task #3 commentary does not require that you provide BOTH, however, review of our pilot study shows the strongest responses included both a good graphic representation of student learning and a narrative.</p> ✓ Consider making copies of all students' work on the ONE assessment. Why? You may not know who will be the best examples for your focus students until the analysis is completed. 		
<p>4. Select 3 focus students from your analysis of the whole class assessment and provide their work samples.</p> <ul style="list-style-type: none"> ✓ At least one of the focus students must have specific learning needs (linked back to your Context for Learning tables). ✓ Remove all identifiers from the 3 student work samples (including student names, school name, teacher name, etc.) ✓ Provide a label on each work sample such as Student 1, Student 2, Student 3. You will refer to these labels within your Task 3 Commentary. ✓ The 3 student work samples are uploaded as 3 separate files in Task 3, Part A. 		
<p>5. Provide evidence of your feedback to the 3 focus students on their student work samples.</p> <ul style="list-style-type: none"> ✓ The feedback may appear on a scored rubric with comments, on a checklist with comments, or directly on the work sample itself. ✓ Consider that the feedback should help your learners advance their understanding in future applications of this knowledge. This means simplistic marks such as checks, check plus, smile faces, 'good work' are not strong examples. These 		

Action	Questions	Completed
<p>do not provide learners with a guide on what to improve or continue in future learning.</p> <p>✓ <i>This evidence of feedback to each of the 3 focus students must be uploaded as 3 separate files in Task 3, Part B.</i></p>		
<p>6. Respond to the Task 3 Commentary (available in Chalk and Wire, Part C).</p> <p>_____ There are 4 prompts, most with subsections, and you must respond to all parts.</p> <ul style="list-style-type: none"> • Prompt 1: Analyzing student learning (A,B,C, rubric 11) • Prompt 2: Feedback to guide further learning (A,B,C, rubrics 12 and 13) • Prompt 3: Evidence of language understanding and use (A, rubric 14) • Prompt 4: Using assessment to information instruction (A,B, rubric 15) <p>_____ The commentary may not be more than 10 pages (you must keep the prompts within the document—do NOT delete them). Please review your content specific handbook, specifically the EVIDENCE CHART at the end of it, to confirm if your area has a different page length.</p> <p>_____ Include a copy of the selected whole class assessment and the directions. You have up to 5 pages to do this. These 5 pages are not part of the 10 for the commentary narrative. This is attached as an additional document in the commentary section of Chalk and Wire (Part C).</p> <p>_____ Use Arial 11 point type</p> <p>_____ Under each prompt you will see two brackets [] Type your commentary response WITHIN those brackets.</p> <p>_____ Single space in the commentary</p> <p>_____ You may use bullet points in responses when that makes sense to you; just make sure you are addressing ALL parts of the prompt.</p> <p>_____ NO live hyperlinks within the commentary</p> <p>_____ Bold, underlining, italic is permissible. Use these thoughtfully, not over applying, to emphasize your central message</p>		

Summary points for consideration regarding Task #3:

___ Did you select ONE assessment and analyze ALL learners on that assessment?

___ Did you develop an evaluation criteria for the selected assessment that will explain differences in learner understanding?

___ Did you select 3 focus students, including one with specific learning needs, and remove all identifiers from their work samples?

___ Did you provide feedback to your learners that would help them advance their own learning in the future?

___ There are 4 parts to Task #3

___ Part A: Student Work Samples (upload, 3 separate files, to C&W)

___ Part B: Evidence of Feedback (upload, 3 separate files, to C&W)

___ Part C: Assessment Commentary (download from C&W, fill in, upload back into C&W)

___ Part D: Evaluation Criteria (upload to C&W)