

Strand A

Student Work and Student
Achievement

Strand A Sections

1. Context
2. Introduction
3. Instructional Record
4. Resources
5. **Student work**
6. **Student Achievement**

Section 5 – Student Work

- This section provides data that shows the range of achievement of your students based on this segment of instruction. You must show a clear relationship between the instruction that you have documented and the work you include.
- A work sample for this section should be a single assignment, performance task, or other activity. Do not choose several collected pieces of work.
- Student work samples **do not** have to necessarily be completed within the 3-5 hour segment of instruction, but must be directly connected to the work done in the 3-5 hour segment.

Section 5 – Student Work

- Select samples of work from three students: one representing high achievement, one representing mid-range achievement, and one representing low achievement.
- Examples may include:
 - Student written or drawn work
 - Photos
 - Audio or video recordings (3 minute maximum per example)
- Label each sample as per directions on the template. “Example of High Achievement.” Black out any names of students, teacher, school, or other identifying features. This will be done throughout the PDD.

Section 5 – Student Work

- You will explain these examples in Section VI: Analysis of Student Achievement.
- Remember to keep the signed PDD student release forms in your files for 2 years, but do not include them in your dossier.
- Remember to delete student, school, and teacher names and any other identifying information.

Section 6 – Analysis of Student Achievement

Explain the ways in which the class demonstrated achievement

- Describe the different ways that your students were given the opportunity to demonstrate learning. You will describe more than just the samples of work that you have submitted. This should show a variety of both assignments and assessment techniques. You will give a specific description for your inserted work samples.

Section 6 – Analysis of Student Achievement cont'd.

Provide the criteria for determining different levels of achievement.

- Provide and explain criteria for determining different levels of achievement.
 - How did I decide on the criteria?
 - How did I explain the criteria to students?
 - How did I explain to students how well they did?
- Achievement levels should directly correspond to the skills being taught and to the criteria for success presented to students before they began their lesson (Rubric).
- You will have to explain the levels of achievement with respect to your rubric and how you communicated these to students.

Section 6

Analysis of Student Achievement cont'd.

Explain how the three students differed in the achievement.

- Refer to specific features of the three student works samples to support your reasoning of why you labeled it either “high, mid-range, or low achieving.”
- Point out, highlight, or quote different aspects of each student’s work. Do not assume that the reviewer will make the connections between the rubric or other grading criteria to the student’s work. You may write on student work samples
- Be sure that you explain the differences between the three achievement levels and **relate the work back to the standards and benchmarks you identified.**

Section 6 – Analysis of Student Achievement cont'd.

Explain how this achievement was communicated to parents.

- You will have to explain how you communicated with both students and parents about their achievement in your class. Please remember that required communications will not be sufficient.
- Consider reporting parent signatures on assignments, email or other written forms of communication, parent conferences, ect... as evidence of this requirement

Section 6 – Analysis of Student Achievement cont'd.

- Explain how you took this data into account in your next instructional segment for this class.
 - Based on how your students performed and what they learned during this 3-5 hours of instruction, you will describe what you plan to teach to the students next. You will explain why this next segment of instruction is appropriate for your students at this time.

How to collect your data

- Collect examples of student work completed during and after the 3-5 hours of instruction.
- Examples should provide evidence of what students learned and should demonstrate different levels of achievement.