

CAEP Annual Accountability Measuring One: Student-Learning Growth

To track our completers' impact on student learning, we analyzed student growth data which we collected in the 2021-22 AY. Beginning in 2019, we piloted new questions in our Lewis & Clark GSEC Alumni Survey to collect data on formative/summative assessments used by our alumni, and student-learning growth in their classrooms. Based on review of the responses we received, we adjusted the questions to better capture our alumni use of assessments in their practice. The following questions have been added to the annual GSEC Alumni Survey sent to all alumni one- and three-years post-graduation in July of each AY. We share these data with program directors on an annual basis who then review, and when applicable, act on the responses.

Questions added to GSEC Alumni Survey:

Q: Do you regularly use formative/summative assessments in your classroom?

- Yes/No

If yes, Q: What type of formative/summative assessment(s) do you most often use in your work? (Description of assessment(s), how and when administered, what is measured, etc.)

Q: Which assessments are most effective at measuring student learning growth?

Q: What have you learned about your students' learning growth through formative/summative assessments?

Multiple-choice Q: Based on the assessments, what percentage of your students are meeting an expected level of student-learning growth?

- 0-19% of students meeting an expected level of student-learning growth
- 20-39% of students meeting an expected level of student-learning growth
- 40-59% of students meeting an expected level of student-learning growth
- 60-79% of students meeting an expected level of student-learning growth
- 80-100% of students meeting an expected level of student-learning growth

2022 Survey Responses

Results from the 2022 GSEC Alumni survey show the following:

Regarding the question, "Do you regularly use formative/summative assessments in your classroom?" 90% of respondents answered "Yes".

Regarding which assessments they felt are most effective at measuring student learning growth they mentioned a variety of assessments. Examples include:

- Quizzes, summative tests - Juniors and Seniors Projects and essays
- Formative: low stakes assignments, quizzes and lab work Summarize: unit project and unit tests

- low-stakes in-class worksheets, including all kinds of graphic organizers, too many and too diverse to list here
- guided notes, and the occasional reading quiz.
- group work, where students share a document or a poster paper about once a week. At the end of a unit, students complete a major writing assessment, such as an essay, a research paper, or a personal essay.
- frequent formative assessments in the form of casual check-ins. weekly quizzes for feedback on concepts learned that week.
- Unit tests throughout the year to show mastery of concepts.
- Projects that allow for differentiation
- Summative writing assignments
- Essays with rubrics

It was also mentioned that some schools have daily assessments built into their curriculum, that range from short exit tickets to portfolio work like essays.

Regarding responses to the question, “What have you learned about your students’ learning growth through formative/summative assessments?”, alumni mention the need for consistency, scaffolding, use multiple kinds of assessments to gauge their students’ progress and to keep their interest, and providing feedback on written work.

Regarding the question, “Based on the assessments, what percentage of your students are meeting an expected level of student-learning growth?” Respondents reported the percentage of their students meeting expected levels of learning growth. Of the students in their classroom,

- 40-59% of students meeting an expected level of student-learning growth. 11%
- 60-79% of students meeting an expected level of student-learning growth, 55%
- 80-100% of students meeting an expected level of student-learning growth, 33%

Additionally, we note that the statewide assessment data by our program completers, compared with state averages, have still not been made available from the Oregon Department of Education, as originally planned. We are still hopeful there will be a new agreement between the Oregon Teacher Standards and Practices Commission (TSPC), the Oregon Department of Education (ODE), the Oregon Association of Colleges for Teacher Education (OACTE), and the state Chief Education Office soon.