Measure 1: Impact on P-12 Learning and Development

The data in the Impact on Student Learning Project demonstrates how well candidates during the Spring 2020 semester performed on individual Impact Presentations. The individual percentages in each rubric element explain the overall percentage of total points the candidates received within each level. The rubric categorizes candidates on a scale (4=highly effective, 3= effective proficient 2=effective emerging, and1=ineffective. Candidates demonstrated 50% effective proficient and 50% effective: emerging attribute scores in Assessment Design. Candidates demonstrated 80% effective proficient and 20% effective: emerging in Data Analysis. Candidates demonstrated 30% highly effective attribute score 50% effective: proficient and 20% effective: emerging in Discussion.

Based on the data in the Impact on Student Learning, Grambling State candidates demonstrated mastery as most scores were in the effective; proficient attribute score range for each of the rubric elements. Two candidates as scored highly effective on the discussion attributes element, and one candidate scored highly effective on one attribute in Data analysis. The mean scores categorize the candidates as being effective for all elements on the rubric.

Chart that Provides Candidate Data Derived from the Assessment
Table A1.2
ED455 Impact on Student Learning
Spring 2020

Data Chart

Spring 2020 N=6				
Performance	Highly Effective	Effective: Proficient	Effective: Emerging	Ineffective
Assessment Design InTASC 6, 7; CEC 1,2,5		50%	50%	
Data Analysis InTASC 6; CEC 1, 5		80%	20%	
Discussion InTASC 6; CEC 2, 5	30%	50%	20%	

Areas for Improvement
Data analysis, interpretation and use for changing instructional delivery and assessment methods