The major goal for the CBA in EDL 607 is demonstrating the impact your instruction has on student outcomes. You will accomplish this by (1) presenting data to show evidence of changes in students’ performance from the pre-assessments to the post-assessments; and (2) providing anecdotal evidence of change when quantitative data might not clearly indicate changes. Here are the components and information to help you focus the final CBA paper. For due date see schedule. PART I- INTRODUCTION- Introduce the project, include the rationale/purpose and focus for the CBA; describe the school community and classroom demographics; describe your teaching context; indicate students’ native languages, cultural backgrounds; provide their grade levels as well as their L1 and L2 proficiency levels; include the culture/racial/ethnic background, academic strengths and needs; and any other pertinent background information about students or the teaching context. PART II- ASSESSMENTS- State the purpose and rationale for each pre and post assessment (What are you measuring? Why are measuring the content or constructs?) Include clean copies of the 2 pre-tests and the 2 post-tests. PART III- SCAFFOLDS- Describe each scaffold and indicate on which assessment it was utilized; a minimum of 10 different scaffolds are required. PART IV- DATA TABLES &/OR FIGURES (minimum of 3)- use tables to present pre and post assessment results; disaggregate the data as appropriate in order to present the most thorough picture of the data, your students and the content/constructs you measured. PART V- IMPACT ON STUDENT LEARNING- Discuss the findings by responding to these questions: 1. What were the changes in students’ performance from pre to post-assessment? 2. Did the overall mean scores change from pre to post assessment in each assessment area? 3. Did every student experience this change? If not, why do you think this happened? 4. What trends or patterns of change did you notice in students’ performance? 5. What anecdotal evidence demonstrates how students responded to your instruction from the pre and post-assessments? 6. Are you satisfied with the impact your instruction had on students’ performance? If so, why? If not, why not? 7. Did your instruction have the impact you expected? If so, how? If not, why? 8. What can you do in the future to improve your impact of students’ learning? PART VI- CONCLUSIONS/REFLECTION- Respond to the following questions: 1. Were the pre and post assessments valid? If so, how do you know? If not, why not? Be specific and indicate the specific types of validity and how you addressed each one. 2. Were the pre and post assessments reliable? If so, how do you know? If not, why not? Be specific and indicate the specific types of reliability and how you addressed each one. 3. What were the specific threats to validity and/or reliability? What would you do next time to reduce those threats to validity and/or reliability? 4. What can you do in the future to improve your classroom-based assessments and to strengthen the impact of your teaching to effect more positive student growth?