Campbellsville University

School of Education

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| Source of Evidence 1.4:  Unit: Organizing and Analyzing Results |
| Name: Emily Hunter  Date: 3/25/16 & 3/28/16-3/31/16 Course: ED 311 |
| This analysis supports KTS 2 (Designs and Plans Instruction) and KTS 5 (assesses and communicates learning results).  Overview: After you have taught the instructional unit and administered the summative assessment, your next step is to organize and analyze the assessment results. *Review carefully the Directions for Organizing the Results and the Directions for Analyzing the Results.* |
| **Complete the following tables or create your own using these as models.**  **1.** Organizing and Analyzing the Results (Whole Class)  **2.** Organizing and Analyzing the Results (Diverse Learners)   * Once completed you will also complete the section for Task J-1: Reflection on the Impact of Instruction.   Use as many templates as needed to complete this task. Identify the students only by their first name. |
| **Instructional Unit** |
| Organizing and Analyzing the Results  Whole Class   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Student Name** | | **Unit Objective 1** | **Unit Objective 2** | **Final Grade** | | **1** | M | ✓ | ✓ | **95** | | **2** | M | X | ✓ | **37** | | **3** | M | X | ✓ | **46** | | **4** | M | X | ✓ | **49.5** | | **5** | M | X | X | **58** | | **6** | M | X | ✓ | **37.5** | | **7** | M | X | ✓ | **75** | | **8** | M | X | ✓ | **54** | | **9** | M | X | ✓ | **67** | | **10** | M | NC | NC | **NC** | | **11** | F | X | ✓ | **68** | | **12** | F | ✓ | ✓ | **84.5** | |  |  |  |  |  | |  | | **2/11=18%** | **10/11= 91%** | **61%** |   \*NC = Student could not complete the test (was pulled from classroom).  Gap Group/Diverse Learners   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Students with IEPs** | | | | **Students without IEPs** | | | | | **Student** | **1** | **2** | **Score** | **Student** | **1** | **2** | **Score** | | **1** | ✓ | ✓ | **95** | **2** | X | ✓ | **37** | | **6** | X | ✓ | **37.5** | **3** | X | ✓ | **46** | | **7** | X | ✓ | **75** | **4** | X | ✓ | **49.5** | | **10** | NC | NC | **NC** | **5** | X | X | **58** | |  |  |  |  | **8** | X | ✓ | **54** | |  | **1/3=33%** | **3/3=100%** | **69%** | **9** | X | ✓ | **67** | |  |  |  |  | **11** | X | ✓ | **68** | |  |  |  |  | **12** | ✓ | ✓ | **84.5** | |  |  |  |  |  |  |  |  | |  |  |  |  |  | **1/8=13%** | **7/8=88%** | **58%** |   \*NC = Student could not complete the test (was pulled from classroom). |

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| **Task Overview: Report summary of data from previous analyses of whole class and diverse learner groups by responding to questions below.** |

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| 1. Select the unit objective on which your students were **most** successful, based on your analysis of   student learning. Based on samples of student work, provide two or more possible reasons for this success.  My students were most successful on unit objective #2. In this objective, they had to demonstrate their understanding of the complex text that we read in class and answer a question based on their recall of the text. Based on looking at the student work, I think they were successful on this objective because it allowed students opportunity to demonstrate what they knew. A lot of the students succeeded on this objective; however, since it was an open-ended question the students could choose something that they felt fit the answer. The students did not all have the same answer to the questions which is great because it gave them an opportunity to critically think of an example. It was not just a knowledge question, but a reasoning question. There was not only one right answer, but also a variety of right answers. However, there were also a variety of wrong answers that they students had to make sure not to choose. I also feel that the students were engaged in the discussion that we had the day before on the text. They had discussed similar topics when we had our class discussion concerning our expository text. I feel that hearing their peers discuss the text helped them remember it. I also had a PowerPoint that I showed to them in class with pictures of quadrilaterals in the real world. This gave them a visual image as well. |
| 1. Select the unit objective on which your students were **least** successful, based on your analysis of   student learning. Based on samples of student work, provide two or more possible reasons for this  lack of success.    My students were least successful on unit objective #1. Based on looking at student’s work, I noticed that a lot of the students knew the properties; however, they did not have enough practice to know which properties went with which shapes. Some of the students would apply the properties of one shape to a completely different shape. For example, some students would apple the rectangle property that all angles are congruent to a parallelogram. However, this property does not apply in the parallelogram. I also found that the students would sometimes not follow all the way through a problem. They would stop instead of plugging the numbers back into the equation. This was not as common as I would have thought so that was a good thing, but it was still an error some of the students made. I think that if the students had more time to practice distinguishing between when to apply certain properties to certain shapes, they would have performed at a higher level. However, since I only had a certain amount of days to cover all the information that Mrs. Dicken wanted me to cover, I could not help that the students got a little confused. I did ask if I could cover fewer shapes, but she wanted me to cover all of them. However, after talking to her after the students had taken the post-test and she had looked over the problems that the students missed, she agreed with me that I either should have taken more time to teach the material or that I should have covered less shapes. This would have allowed me to cover two or three shapes more thoroughly as opposed to covering four shapes not as thoroughly. |
| 1. Describe the performance of the identified diverse or gap group(s) in your class compared to the performance of the class as a whole. What factors contributed to their success/failure?   My gap group score for my students with IEPs was actually higher than my score for students who did not have an IEP. When I talked to Mrs. Dicken, she informed me that the students with IEPs were on them for mostly reading or behavior. She said that most of these students were still pretty decent at math. Another reason why this score were higher was due to the fact that my highest scoring student, who scored a 95 on the post-test, was in this category. He was an ELL student who was extremely intelligent in the area of math; however, his English skills/reading skills were not as proficient. |
| 1. Since the conclusion of the instructional unit, what have you done to ensure that all your students are making continuous progress? What are your plans to address issues identified in the unit?   After I gave the students the test, I took the tests home with me and immediately graded them. I then sent the scores to the teacher. She added some points to these scores for “working hard and putting forth effort” and put them into the grade book. The students were notified of their score. When I was grading the tests, I made sure to write out the work for each problem that a student missed step by step so that the students would know exactly how to do the problem correctly. I knew that I would not get another opportunity to teach these students the material so I wanted to do the best that I could to provide them with significant feedback. I also met with Mrs. Dicken to have her look over the tests that I graded so she could make sure that I graded them fairly and also to let her know the areas that the students struggled in so that she can modify her future instruction. I then gave the tests back to her to distribute to the appropriate student. |
| 1. Based on your reflection about your students’ performances, describe at least two areas for professional growth that you believe has the potential to increase your instructional effectiveness and thereby improve your students’ learning.   I think that I need to learn how to determine how much material to cover. I covered too much material for the given amount of time. This was partially my fault, but it is also hard to determine what material to cover when it is not your class and when you have a teacher telling you what she wants you to cover. Thus, when I have my own class, I hope to be able to better determine how much to teach in a given time frame. I also feel like I will have to come up with a simpler way to assess what my students know. In this unit, I had at least one formative assessment for each lesson, but I also looked through all of my student’s work. However, once I have multiple classes, I will not be able to do that every single day so my formative assessments will become crucial in determining where my students are and what I need to adjust. I think that by taking this assessment class, I have learned so much about creating assessments and analyzing the results, but I feel that I still need some more practice before I will feel confident in my assessing skills. |

***NOTES:***

* ***Although there is no requirement that pre- and summative (post) assessments must be paper-pencil tests, you must have a way of determining gains in knowledge and skills.***
* ***You will need to know precisely what behaviors or practices you are assessing when you use a project or activity as your means of pre- and summative assessment.***
* ***Your objectives must be measurable!***