Campbellsville University

School of Education

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| Source of Evidence 1.4:  Unit: Organizing and Analyzing Results |
| Name: Abby Harnack Date: March 10, 2016 Course: ED 311 – Assessment |
| **Implications for Whole Class Instruction**:   * The majority of my students met or exceeded both of my unit objectives. Overall, the class did very well. When comparing the pre-assessment objective one results to the post-assessment results, it is clear that tremendous progress was made. Beginning misconceptions were no longer present. Every single student made progress on the first objective except for one student. This student received the same score. I set my expectations very high for these students. The students who failed to meet my first objective missed the objective by only one or two points. The reasons why points were missed varied. There was not one task that appeared to be problematic for many students. Multiple students exceeded my second objective. The students who missed points had difficulty recalling the key details from the text. Several students had difficulty answering the fourth question. I did not anticipate this to be a struggle for the students. Some of the students provided their own answers to the questions without referring to the text read aloud. I am very proud of my students’ overall performance. Great progress was made, and objectives were exceeded by many students. |
| **Implications for Gap Group(s) Instruction**:   * The males scored better on the second objective than on the first objective. Half of the male students fell below the first unit objective. Half of the male students exceeded the second unit objective. Even though half of the male students failed to meet the first unit objective, great progress was made by the male students. Every male scored a minimum of two points higher on the post-assessment for the first unit objective. In contrast, the females scored better on the first unit objective than on the second unit objective. The majority of the female students exceeded the first unit objective. Less than half of the female students exceeded the second unit objective. Similar to the males, the female students made great progress on the first unit objective. Interestingly, the males performed stronger on the second unit objective while the females performed stronger on the first unit objective. |

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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.     * There was not a large performance difference between my two unit objectives. However, the most successful objective has to be chosen. Therefore, it would be the second unit objective focusing on English Language Arts. I believe students were successful on this objective because answering questions about key details in a text was not an unfamiliar concept to these students. Mrs. Graves has obviously worked with her students before regarding listening skills. Students knew to listen to all of the details. The students were aware of how to meet the expectations. Another reason I believe the students were successful was due to the whole class discussion and individual practice regarding key detail answering. Differentiating the instruction for this objective proved to be beneficial. Lastly, this objective’s assessment was given to each student individually. Distractions were limited. The student could determine his or her own pace. I think success on this second objective could be partly contributed to the way in which the assessment was given to the students. |
| 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.     * The difference between the students’ success on the two unit objectives is insignificant. The students performed very similarly on both unit objectives. However, the least successful objective has to be determined. Therefore, it would be the first unit objective regarding the science of plants. I believe there are two reasons as to why there was a lack of success for this learning target. First, this assessment was given to students in a group setting. As a result, more distractions were present. The students had to move at the group’s pace instead of their own. I believe some of the students would have performed better if they had been given this unit objective’s assessment individually. Second, I believe some of the students failed to thoroughly think through the questions. I honestly think if some of the students had truly spent time analyzing the question and considering their options, they would have selected the correct answer. Some students simply marked an answer before thinking back to my previous instruction. |
| 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?  * The male students were less successful on the first unit objective compared to the whole class. However, the males’ performance on the second unit objective was quite similar to the performance of the class. The female students were more successful on the first unit objective compared to the whole class. However, the females’ performance on the second unit objective was quite similar to the whole class. I believe the males were less successful on the first unit objective because of the group setting. This seemed to have a negative effect on the male students. They seemed to be more easily distracted than the females. The females did not seem to be influenced by their classmates who were taking the assessment beside them. |
| 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?  * In order to ensure that all of my students are making continuous progress, I have met with the students to share the results from their post-assessment for unit objective one. Students knew the results for the second unit objective post-assessment immediately after making attempts to answer the questions. They either knew the key detail from the text or not. I shared the unit objective one results with each student individually. I had each student explain why they selected the answer they did. Then, I made connections to the unit lessons and activities so students could see the relationship between the instruction and the correct answer. I addressed all the misconceptions. My main plan for addressing issues identified in this unit includes a collaboration project. Together, Mrs. Graves and I will strive to better meet the needs of one of the students within the kindergarten class. Although a student has not yet been selected, my assessment data will be used to assist us in our determination. My assessment data has also been directly shared with Mrs. Graves. She will make attempts to address the identified issues. |
| 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 believe one way in which I can grow professionally is by considering possible distractions and limiting them to the best of my ability. Distractions can hinder the focus of my students during times of instruction. I also do not want my assessments to be unfair because of various distractions. Secondly, I can better learn how to consider the needs of all my students when teaching. It is easy to forget students while instructing. Students who are falling behind can be easily overlooked. I must learn to meet the needs of all my students. During times of instruction, I must determine if all of my students are engaged. If a student is not engaged, I must immediately implement strategies to engage the child. |