Campbellsville University

School of Education

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| Source of Evidence 1.4:  Unit: Organizing and Analyzing Results |
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| 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. |
| **Gap Group/Diverse Learners:**  **Use the following table for your identified gap group. Identify by students only by their first name. Your gap group could be students identified as: gifted/talented students/ELL/students/gender/ethnicity/socio-economic/disabilties with a targeted learning plan, etc.** |

View Assessment Results Excel Spreadsheet and Assessment Data Communication Word Document

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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 very successful on all four unit objectives. However, my students were most successful on the unit’s language objective one. This objective focused on creating an informative piece of writing. Every single student within my class exceeded this unit objective. I expected this to present a large challenge to the students since they do not practice writing often at school. The students strongly impressed me with their completed pieces of writing for the class book. I believe there are three main reasons for the students’ great success. First, I believe the beginning mini-lesson on informative writing was a great benefit to the students. The students were taught the basics before beginning their project. I believe this served them well. Mrs. Ward and I also strategically grouped the students. The purposeful grouping allowed us to focus on the students who needed it most. Lastly, I dedicated two whole lessons specifically for informative writing. The students were not rushed. I often do not allot enough time for such projects. However, for this project, I planned an adequate amount of time allowing the students to give their best effort. All of these reasons contributed to the success of this unit’s ELA objective. |
| 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.  After analyzing my data, I have determined that science unit objective two was the least successful. Compared to science unit objectives one and three, unit objective two was not exceeded by as many students. The majority of the students simply met this unit objective. Science unit objective two focused on the moon. One of the questions for this unit objective was the most challenging on the assessment. It required higher-order thinking. I strongly believe this is why so many students met the objective instead of exceeded the objective. Another possible reason is that the students may have focused more on studying the planets and forgot about the importance of the moon. This unit objective is the one in which students were least successful. However, this objective was still successfully mastered by all of the students except for one. That is a success. |
| 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 female students were more successful than the male students. For all the unit’s objectives, the female students’ average was above the whole class average. For all the unit’s objectives, the male students’ average was below the whole class average. There was not a significantly large difference between the two gap groups. However, it is apparent that the female students outperformed the male students. I believe the male students fell below the whole class average for a few different reasons. Several of the boys in my class have difficulty focusing for extended periods of time. The attention of these students has to be constantly gained. The female students remain focused independently. Some of the male students also struggle controlling their behavior. At times, the misbehavior of these students disrupts their own learning leading to a lower average compared to the whole class. |
| 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?   One of my students fell extremely far below two of the science unit objectives. I met with this student individually to discuss his post-assessment. Together, we looked at the assessment pictures and made observations. All students received feedback for all the unit’s objectives the day after the completion of the unit. Students were given the opportunity to review their scored rubrics and graded pre- and post-assessments. Charts depicting assessment data were displayed using technology. In order to further address issues identified in this unit, I will continue to encourage students to make observations. They will be continually challenged to think about questions from multiple perspectives. I plan to strengthen students’ higher-order thinking skills. |
| 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.   Two areas in which I would like to professionally grow involve timing and critically thinking. I often feel like I am rushing my students when teaching. This strongly hinders student learning. My students were most successful on the unit objective in which I gave the students the most amount of time to complete their work. In order to increase my instructional effectiveness, I need to provide my students with adequate amounts of time to complete their work. I need to work on not rushing my students. Secondly, I want to better encourage my students to think critically. I want to ask my students more questions that require higher-order thinking. I want to challenge them more. |

***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!***