

**Assessment Application**

**and Analysis Report**

Mrs. Mellor

Names and places have been changed for confidentially purposes

**SS Elementary School Contextual Factors**

SS Elementary School is a public school that includes pre-kindergarten through 5th grade. SS is a place that focuses on students’ wellbeing and parental involvement. Teacher/student ratio is kept as low as possible, classrooms include cutting edge technology, and only highly qualified teachers and paraprofessionals.

High parental involvement is achieved by allowing in-class volunteers and by having a PTA committee. Every year there is an “open house” before the first day of school as well as a “back to school night” during the first week of school. Having three parent/teacher/student conferences a year helps SS to maintain high communication. Families of students at SS Elementary are provided with a school handbook as well as monthly newsletters.

Because SS is a Title I school, it is provided with funds to help meet the needs of the educationally disadvantaged students to focus them on becoming ready for college and a career. SS also focuses on educating immigrants, English Language Learners and homeless students. Funds can be used to hire additional teachers, to provide more technology, to fund before and after school programs, and to buy more educational materials. Each class at SS has a daily allotment of time to use the computer lab. The school uses a program called Success Maker, which allows students to practice and increase their language and math skills. The school owns seven Ipads which rotate between classes to provide more access to the Treasure’s reading program.

SS gives strong attention to those with special needs by providing classroom and pull-out interventions. After IQ tests are taken by the school psychologist, achievement tests are given and instruction is differentiated for students’ particular levels (Friese). Before and after school tutoring programs are available for struggling learners. The students who qualify as ELLs are included in the Imagine Learning program. Tier three is also available for qualifying students.

As of 2012, the enrollment of SS was 602 students. The number of boys outweighed the number of girls by 16 students (Chart 1). SS has an open enrollment policy and applications can be obtained from the school. Both families inside and out of the school’s boundaries are allowed to apply (Washington County School District, 2012). There are 441 students at SS Elementary who consider themselves Caucasian/White. There are 109 Hispanic, 14 Asian, 18 Pacific Islanders, 11 African American, and 13 Native Americans (Chart 2).

Chart 1

**49%**

**51%**

|  |  |
| --- | --- |
| Ethnic Group (Percentages do not add to up to 100 because more than one could be chosen) | Percentage  Chart 2 |
| White | 91% |
| Hispanic | 16% |
| Asian/Pacific Islander | 5% |
| African American | 2% |
| Native American | 2% |

In addition to the 603 students at SS Elementary in grades K-5, there are 41 children who attend the pre-school program on campus. Second grade has 117 students, the most heavily populated grade at the school. Kindergarten also has 114, a high number of students, while 4th grade only includes 90 students (Chart 3). The preschool is separated into two sessions a day and is taught by only one teacher. There are three regular kindergarten teachers and two extended day teachers. Five teachers in both first and third grade, while there are only four teachers each for the second, fourth, and fifth grades.

Chart 3

Because SS is a Title I school, they can provide financial assistance for student lunch. More than half of the students receive either free or reduced lunch. 285 students receive free lunch and 68 students receive reduced lunches, leaving only 249 students who pay full price for lunch (Chart 4).SS does provide reduced and free lunches, however the number of students in each category was not found. There are 20 homeless and 118 disadvantaged minority students at SS Elementary (Chart 5).

Chart 4

Chart 5

Exceptionalities at SS are shown in Chart 6. There are 51 resource students at SS Elementary. Resource students are provided with Tier 3 instruction based upon individual disabilities, achievement levels, and behavioral characteristics. Of these 51 students, 8 of them are in a self-contained Special Education room for all of the day. There are 22 GATE or Gifted and Talented Education students attending SS. English Language Learner (ELL) students make up 17 percent of the school population with a total of 104. Out of these ELL students, 41 of them are fluent in English.

Chart 6

Chart 7

Every year, all public schools in Utah are required to take an end of level test called a Criterion Referenced Test. These tests are used to show students competencies in Language Arts, Mathematics, and Science. School test scores are used to improve classroom teaching strategies, show what schools could improve with funding, and show if a school is reaching the No Child Left Behind Act (NCLBA).

The average CRT scores from SS in 2009 to 2012 are shown in chart 7. Since 2009, SS averages have increased three percent in language arts, six percent in mathematics, and fourteen percent in science. As of the most recent report, SS Elementary made NCLBA’s Adequate Yearly Progress (AYP) in all three areas. Utah Performance Assessment System for Students (UPASS) has a proficiency acceptable range of 77% or higher and an overall progress range of 176 or higher. (Utah State Office of Education, 2011). SS’s progress is over 200 in each subject. SS’s Language Arts and Mathematic scores are within the acceptable range. Even though the math score is under the acceptable range, it is steadily progressing every year. SS had a progress score of over 200 in each subject, an acceptable progression score.

**Mr. Samson’s Classroom Contextual Factors**

Mr. Peter Samson is one of the 5th grade teachers at SS Elementary. The students in his class get along very well and I have not yet noticed any major problems among any of them. I asked a few students this particular question one day: “Are there any students in your class who are left out or don’t have friends?” They both responded in similar ways. They explained that everyone in the class is friendly with one another even if they aren’t necessarily friends. They also said everyone that they know of has at least one or two friends in the class. Chart 8 shows that the class consists of 24 students in total, 10 females and 14 males. There are groups of four to five desks set up in the center of the classroom. Each group has a variety of genders, abilities, and learning levels.

Chart 8

This class consists of all Caucasian students except for: two Hispanic, one Samoan, and one Navajo student. Out of the entire class there are two students who are considered English Language Learners. One of those student’s home language is Spanish and the other’s is Navajo. However, neither of the students uses their home language very often and is actually more familiar with the English language.

Chart 9 shows how many students have special needs. Three students in Mr. Samson’s class are gifted, meaning they received much higher scores on their placement tests than the average student. Two of these students were tested for the gifted program in Diamond Valley but were just below the bench mark score. The third gifted student would most likely be accepted into the accelerated program if his parents would allow him to take the test (Source: Mr. Samson). There are two students with behavioral issues who both have reading interventions and school counseling. Two students in the classroom struggle with ADHD, one of which has an IEP to help him with his writing and math. Information on reduced lunches and CRT scores were not provided.

Chart 9

Some students belong to more than one group

Chart 10

The class rules are posted visibly on the classroom wall and are the following:

* Follow directions the first time.
* Keep hands, feet, and objects to self.
* Put people up not down.
* Be in the right place at the right time.
* Use equipment and materials properly.

**Classroom Procedures**:

* When school starts, the children line up outside next to the classroom door. When they come in, they remove their homework folders and other materials needed from their backpacks and then place the rest of their material within their assigned cubbies.
* The children immediately begin working on their “bell work” and are expected to remain quiet until Mr. Samson is ready to instruct.
* When it is lunch or recess time, the students know to quietly push in their chairs and line up at the door. If a student runs to the door or is noisy when lining up, he or she must go back and complete the procedure correctly.

**Classroom policies:**

* The students know they can always find a schedule of the day on the right side of the white board.
* If students misbehave after already having one warning, they must place a red card by their name on the wall. Each red card equals five minutes of missed recess for the student who misbehaved.
* Students know that incomplete homework must be finished before going to recess.

Mr. Samson, as well as the other staff members at SS Elementary, are all about accommodating for the different needs of their class members. There are a variety of teachers pulling out different students throughout the day in order to address the specific needs of each. During Tier two instruction several students go to a different classroom to work on their Literacy skills. During this time Mr. Samson observes each of the centers set up in his classroom. He will work one on one with individuals who need extra help. He also has me and my dyad partner work with students on an individual basis to help with their learning needs.

As mentioned before, there is a student in Mr. Samson’s class who has ADHD and is behind in several subjects. He has an Individualized Education Plan to help him with his writing and math. The school accommodates two of Mr. Samson’s students by having them meet regularly with the school counselor. Students who aren’t classified as gifted, as an ELL, or have ADHD, still get modified instruction from Mr. Samson. The school uses “Success Maker”, which accommodates automatically to the level of each student to ensure they are practices the right skills.

Assessment #1

Assessment: Unit 4 Post test

Study Group: Sam & Tabby

Date: September 25, 2012

Place: SS Elementary School

**Introduction to Assessment # 1**

Assessment one took place at SS Elementary School in Mr. Samson’s 5th grade classroom. Although all of Mr. Samson’s 23 students were in attendance for this math test, I focused on Sam and Tabby. Sam is a student who is easily distracted by a variety of things. Sam is Samoan and is an ELL student but speaks English fluently. Sam has behavioral issues, has reading interventions and meets with the school counselor regularly. He often acts negatively towards teachers and often rebels. He has stated that his favorite subject is math.

Tabby is tall, has glasses, and has slightly darker skin. She does not have pull out interventions or special needs but asks for help often. Tabby is close to her large family and she likes to entertain them and her friends. She likes to draw during class, but for the most part is a good listener. Like Sam, her favorite subject is also math. I chose these two students because they both like math, but are both easily distracted and I wanted to see how well they perform on tests.

The Unit 4 posttest (see Appendix A) was administered to the students immediately after lunchtime on a day that Mr. Samson was not present. He had left a substitute in charge of administering the tests. This test was given to help Mr. Samson see what students learned from his instruction of the math unit. Mr. Samson uses these tests to evaluate his instruction and to help him decide what needs to be reviewed.

The test consisted of ten questions with six on the front and four on the back. The students were to read the question, figure out the answer using their math skills, and mark the correct answer. All questions were multiple choice with options a,b, and c. The substitute did not require the students to show their work, but they could if they wanted to. The students had about forty minutes to take the test. However, the time was split into two sections; before and after computer lab time. If a student finished the test early, he or she was to double check the work and then choose a silent activity to do. Students could choose to work on homework, read, write in their journals, or draw.

While the students completed their tests there was little to no disruptions. The classroom door was shut to prevent excess noise and the children were required to not talk. Some students however would still get distracted by small things such as their shirt sleeves, their hair, and even their pencil. Some of the students who were easily distracted had to be reminded to refocus on the test.

Many of the students did not know conversions, such as feet to yards and meters to centimeters, decimeters, and millimeters. Since Mr. Samson was absent we did not know if the students were allowed to use a conversion chart or class notes. Since we had no directions from him, we told the students to do their best without any notes. We later found out that Mr. Samson would have allowed them to look at their notes.

**Assessment 1: Whole class Analysis**

By recording test scores from every member of the classroom (Chart 11), I can see the average score on the test was 6.3 points out of 10 and the median or middle score was 7. Only three students got one hundred percent on the test and seven students got more questions wrong than right. The average score of females in the class was 6 while the average score of the males was 6.5. By looking at the answers given for each question (Chart 12), I see that on question three, only seven people got the right answer. This means more than half of the class is confused or doesn’t understand how to convert kilometers to decimeters.

Chart 11

Yellow highlights: Correct answer

Chart 12

A, B, and C represent the answers available for questions 1 through 10. The numbers above each bar shows how many students chose that answer. The bar that is highlighted in yellow is the correct answer.

**Assessment #1- Analysis of Samson**

During the test, Sam was sent to the back kidney-shaped table where there were fewer distractions from students. He finished his math test within the time allotted. He received a score of eight out of ten. On the first question he missed, Sam forgot to convert yards to feet. If the question did not call for the conversion step, he would have gotten the right answer. The second problem he missed was a problem having to do with the foot to inch conversion. The test shows that Sam answered the questions correctly that had to do with: converting feet to yards, meters to kilometers, meters to decimeters, meters to centimeters, estimating number patterns, and perimeters of rectangles and random polygons. The questions he got wrong had to do with foot to yard and foot to inch conversion.

By comparing Sam’s answers to the rest of the class, six other students got the same wrong answer as him on question one. Four other students answered C on question ten. Sam scored above the average score of his classmates

Chart 13

Chart 15

|  |  |  |
| --- | --- | --- |
| Question: | His Answer: | Correct Answer: |
| 1 | A | B |
| 2 | C | ☺ |
| 3 | A | ☺ |
| 4 | C | ☺ |
| 5 | B | ☺ |
| 6 | A | ☺ |
| 7 | B | ☺ |
| 8 | C | ☺ |
| 9 | B | ☺ |
| 10 | C | B |

Chart 16

|  |  |
| --- | --- |
| Content Area: |  |
| Feet to Yards conversion | Needs further practice/instruction |
| Meters to Kilometers conversion | ☺ |
| Meters to Decimeters conversion | ☺ |
| Meters to Centimeters conversion | ☺ |
| Estimating number patterns | ☺ |
| Perimeter of rectangle | ☺ |
| Perimeter of random polygon | ☺ |
| Feet to Inches conversion | Needs further practice/instruction |

**Assessment 1: Sam Synthesize**

Overall, Sam performed at a higher level than I expected. Since he is easily distracted, I assumed he would perform poorly during this test. He may benefit from further assistance on his yard to foot and foot to inch conversions. I believe that if Sam would have rechecked his work, he could have received one hundred percent. Also, if we would have known to allow the use of notes, I am sure he would have gotten at least ninety percent.

I think having him sit on his own table during testing definitely helps him to remain focused. Since there were few distractions from other students, his thought process for each problem was interrupted less than if he was sitting with a group. Having him sit alone also proves to me that his answers were original and not from someone else’s paper. I also believe Sam’s test anxiety remained low because of the length of time allotted and because of the lack of noise in the classroom. He also may have had an easier time with this test since he enjoys mathematics.

Results from a test/survey I administered early in the semester, showed that Sam’s top learning styles are logical, verbal, musical and visual (Appendix B). I observed a specific behavior of Sam’s for an hour during class time. Within that one hour, Sam “thought aloud” eighteen different times. Although some might see this as a flaw, I see his verbal learning style as a way for me and other teachers to know if he is actually thinking through a problem. Often times when he too quiet, I often find that he has dazed off or has lost interest in his assignment or test.

To help him use his visual intelligence, in the future I would have him draw pictures in order to solve math problems. He may have gotten question ten right if he would have used a drawing to help him visualize how many 9-inch boards could be made out of a 6-foot board. His logical learning style is blatantly obvious by his outward passion for mathematics. Since Sam scored high on the musical portion of the learning style test, I want to somehow incorporate music into his learning. This could be done by teaching a math concept using a musical tune or even by playing quiet music in the background as he takes his next test. Modifying instruction by using visuals, music, and think-alouds would improve Sam’s reasoning and mathematical skills.

**Assessment 1: Tabby Analysis**

Tabby completed the test at a desk in the back of the classroom because she felt distracted by her classmates. Tabby completed the math test within thirty minutes but received a low score of 3 out of 10 (Chart 7). Further analysis of the math test (Appendix A) showed that Tabby correctly answered the questions about converting feet to yards, converting Kilometers to meters, and finding the perimeter of a random polygon. The questions she missed included converting centimeters to meters, story problems about perimeter and measurement conversions, story problems about feet to inches conversion, decimeters to kilometer conversion and estimating number sequences.

By comparing Tabby’s answers to scores (Chart 11) of her classmates, I see that she is far below the average score of 6.3. She also got the second lowest score in the classroom. By looking at Chart 12 and Chart 18, I can see that the three questions she got right were also answered correctly my most other students.

Chart 17

Chart 18

|  |  |  |
| --- | --- | --- |
| Question | Her Answer: | Correct Answer: |
| 1 | B | ☺ |
| 2 | B | C |
| 3 | B | A |
| 4 | C | ☺ |
| 5 | A | B |
| 6 | A | B |
| 7 | B | ☺ |
| 8 | A | C |
| 9 | A | B |
| 10 | C | B |

|  |  |
| --- | --- |
| Content Area:  Table 19 |  |
| Feet to Yards conversion | ☺ |
| Meters to Kilometers conversion | Needs further practice/instruction |
| Meters to Decimeters conversion | Needs further practice/instruction |
| Meters to Centimeters conversion | Needs further practice/instruction |
| Estimating number patterns | Needs further practice/instruction |
| Perimeter of rectangle | Needs further practice/instruction |
| Perimeter of random polygon | ☺ |
| Feet to Inches conversion | Needs further practice/instruction |

**Assessment 1: Tabby Synthesize**

I believe that Tabby would have done significantly better if she had a conversion chart or her math notes to use during the test. Tabby should receive further instruction or more practice on converting meters to centimeters, kilometers, and decimeters, converting feet to inches, estimating number patterns, and finding the perimeter of rectangles by determined side lengths. This test shows she is capable of finding the perimeter of a polygon that has its lengths already given and of converting inches to feet (Chart 19). When I tried to solve the questions on the test, I was only able to get the correct answer by drawing pictures or showing my work. I want to encourage Tabby to show her work and to use pictures to make sense of the story problems.

Next time I administer a test for this class I must remember to explain that teachers cannot give answers to their students during tests. Tabby had a hard time throughout the test and would often raise her hand for help. If I were the teacher, I would also make sure there are explicit instructions to the substitute on what materials are allowed during testing.

Using surveys/tests at the beginning of the semester has helped me to see what kind of learner Tabby is. She says she learns best when the classroom is quiet, when she can move around, be creative, has adequate time to finish assignments, and when she can work in groups. It was a good idea for Tabby to move herself to the back of the classroom during testing, since she works better in silence. To increase Tabby’s learning, I would promote a quiet classroom when students are studying or testing. Since Tabby enjoys learning while moving around, I would create math and other lessons incorporated with physical body movement.

To help Tabby make sense of measurement conversions, I will work with her one on one during math time to fill in the gaps of her mathematical knowledge. I will not rush her while she is learning a new concept since she needs ample time in order to maintain low stress levels. Since Tabby has a high interpersonal learning style, I often put Tabby in small groups where she and her classmates can work together to help each other make sense of math concepts. After a few weeks of group and 1:1 interventions, I will have Tabby take the test again so I can see her improvement in her conversion skills.

Assessment 2

Assessment: Math Units 1-6

Study Group: Tabby & TJ

Date: October 30, 2012

Place: SS Elementary School

**Introduction to Assessment #2**

The second assessment (Appendix C) was given in Mr. Samson’s class immediately following lunch. The students were initially loud and hyper when they came into the classroom and they didn’t settle down for several minutes. Most of the students sat in their regular seats, but Mr. Samson asked a few of them to sit on the back tables so the class was more spread out. The students had about fifty minutes to complete the assessment. The time slot however, was divided in to two sections since they had computers half way through. During the assessment, students were allowed to use a calculator but nothing else.

The test that was given was a summative assessment of math topics 1-6, which included several different math concepts. The test focused on adding and multiplying using hours and minutes, reading charts, and math terms such as dividend, quotient, diameter, and radius. The test also focused on 3-demensional shapes, measurements of 2-dimensional shapes, mathematical conversions, factoring, finding the mean and mode, and adding and converting fractions. The assessment consisted of 24 questions but was worth 38 points in total. Nine of the questions were written in story problem format, eight were short answer, and nine of the questions were multiple-choice.

During the test, the students would talk to each other and would have to be reminded not to talk. I had to shut the door since many students kept getting distracted from the noises outside. After the students finished their tests, they were to hand them to one of the teacher to correct. The teachers would only mark which ones were wrong but would not put the right answer. Students would then get their tests back to review and fix. Points were given for the initial right answers on most questions. There were a few questions they could redo for points if the questions were not specific enough or if they accidently skipped over the question.

For this assessment, I focused on two specific students: Tabby and TJ. I was interested in Tabby because I have been observing her all semester and I wanted to see if she was improving on her math skills. I chose to focus on TJ since he is one of the lower-leveled students, has ADHD, and has an Individualized Education Plan for Math and reading.

**Assessment #2 Whole Class Analysis**

Table 20 shows the tests scores for each student. Out of respect, the students’ names were replaced by the numbers one through twenty. 22 of Mr. Samson’s 23 students were present for the test. However, two of the students in attendance did not turn their tests in, so only 20 tests were recorded. The graph shows that the median of test scores was 30/38, the average score was 27.05/38 and the mode was 32/38.

Table 20

Table 21 shows students results for each question on the test. The number that runs vertically on the chart represents the number of students and the numbers that run across the bottom represent the specific question. The blue bar shows the amount of students who got full points for the problem, the green bar shows the number of students who got partial points for the question, and the red bar shows the students who did not receive any points for the question. The bottom section of the chart shows the exact numbers for each question.

Table 21

By analyzing chart 21 and by looking at what math concept each question covered, it shows what concepts were understood and which were not. The majority of the students answered correctly on the questions regarding time, basic multiplication, math terms, cube sides, angles of triangles, factoring, mean, and long division. Question 13 was a story problem about the perimeter of a rectangle, which only half of the students answered correctly. Also, questions 15, 17, and 18 were answered correctly by half of the students. These questions had to do with yard to foot conversion, and multiplying, adding, and subtracting fractions. Question 14 was a story problem on converting miles to yards and was only answered correctly by four students.

**Assessment #2: Whole Class- Synthesis**

Just as it was stated in the whole class analysis, the class scored low on the question asking to find the perimeter of a rectangle. Question 13 was a story problem about perimeter of a rectangle, which only half of the students answered correctly. The story problem said, “Suppose the length and width of this garden were each increased by 4 feet. What would be the perimeter of the new garden?” The majority of student who missed this question found the perimeter of the garden before adding the four feet. This shows that students aren’t necessarily bad at finding the perimeter, but have a hard time paying attention to the whole story problem. I believe students’ scores would improve with practice of story problems.

The class scored the lowest on question 14, which was a story problem on converting yards to feet. Only four students received full points for the question. The problem said, “Alonzo jogged 800 yards. Sergei jogged half a mile. Who jogged farthest? How much farther did that person jog?” Most of the students solved the problem as if there are 1000 yards per mile although in all actuality there are 1760 yards per yard. Students also had a hard time converting yards to feet in question 15. Because so few students answered these questions correctly, I believe the teacher should review conversions with the students.

Questions 17 and 18 were about adding, subtracting, and multiplying mixed fractions. Each of these questions had four separate equations to complete. All but a few students missed at least one out of the eight equations on fractions. It looks to me that the class needs more instruction on fractions. If I were the teacher, I would have the students complete a few problems with fractions every day. Then, I would retest the students after a few weeks to discover those who are still struggling. I would teach a tier 2 lesson to the group of remaining struggling students.

I would also change the test taking environment. I don’t think it is a very smart to have the students take a test immediately after lunch since they are always wound up from playing outside. I understand that math is scheduled after lunch, but I think if there is a test in math the schedule should be rearranged to have the test after they have had time to calm down. Also, since the math test was split up before and after computer time, it was hard to get the students back in the groove of test taking after being on the computer for 30 minutes.

**Assessment #2: Tabby Analysis**

Tabby answered exactly half of the questions right and half of them wrong. Tabby received a score of 19/38, which was the fourth lowest score in the class. Table 22 shows her score compared to the rest of the class. In this table, Tabby would be student four with the pink bar. This graph shows that there were only two people that scored lower than her. However, she has improved since the last math test I saw of hers. Last time she received 30% of the points, so she improved by 20%.

Table 22

Table 23 shows which questions she got wrong and which ones she got right. The chart also shows what Tabby’s strengths and weaknesses are. Tabby’s strengths are: time, multiplication, knowing math terms, knowing properties of a cube, finding the angles of a triangle, division, and finding the perimeter of different shapes. Her weaknesses on this test were factoring, finding the mean, and converting yards to miles and feet to yards, and adding/subtracting/multiplying fractions.

Table 23

|  |  |  |
| --- | --- | --- |
| Questions | Response | Concept |
| 1 | Correct | Time |
| 2 | Correct | Multiplication |
| 3 | Correct | Time |
| 4 | Correct | Math terms |
| 5 | Correct | Math terms |
| 6 | Correct | Sides of a cube |
| 7 | Correct | Angles of a triangle |
| 8 | Correct | Angles of a triangle |
| 9 | Incorrect | Factoring |
| 10 | Correct | Mean |
| 11 | Correct | Division |
| 12 | Correct | Division |
| 13 | Correct | Perimeter |
| 14 | Incorrect | Yard to Mile |
| 15 | Incorrect | Feet to yards |
| 16 | Correct | Perimeter |
| 17 | Incorrect | Add/sub fractions |
| 18 | Incorrect | Multiplying fractions |
| 19 | Incorrect | Multiplying fractions |
| 20 | Correct | Multiplying fractions |
| 21 | Partial points | Mean, median |
| 22 | Incorrect | Add/sub fractions |
| 23 | Incorrect | Mean |
| 24 | Incorrect | Mean |

**Assessment #2: Tabby Synthesis**

Tabby was one of the students sent to a back table since she often comments about how distracting her table is. The table she sat at was close to the hall door which distracted her until it was closed. Mr. Samson keeps the hall door open the majority of the day. If I were the teacher I would close the door for most of the day and always during assessments. On the table she was working at, there were a bunch of books and papers scattered everywhere. I would keep the classroom more organized so there is less clutter for the students to get distracted by.

Although it was not required, Tabby showed how she got each answer by writing an explanation. These explanations really helped me to see if she guessed the answer or if she truly knew how to find the correct answer. I would give her extra points for showing her work. Looking at most students’ tests, I am unsure if they are even reading the question, but with her I know she is at least trying.

Tabby has commented about how her favorite subject is math but her scores show the opposite. During whole group instruction, she is seated off to the side where it is hard for her to see the promethean board. I think if she sat closer to the board, she would be able to absorb more information during math lessons. Since she gets some of the lowest scores out of the class on math tests, I think she would benefit from attending the small group math interventions. Mr. Samson has a few students who go to the math interventions; however, she is not one of them. I am not sure what the process would be to include her in the interventions, but I do think the extra help would increase her math scores.

**Assessment #2: TJ Analysis**

TJ took almost the whole 50 minutes to finish the test. He received a score of 13/38, unfortunately the lowest score in the class. Table 24 shows his score in comparison to the rest of the class. His score is represented by the blue bar.

Table 24

Table 25 shows which questions were answered right and which ones he missed. The right column of the chart gives the concept of each specific question. The chart shows that TJ answered both questions right that were about math terms. The chart also shows he has strengths when it comes to basic multiplication and factoring. For the other three problems he answered correctly, he answered incorrectly to three other problems that had to do with the same concepts. These concepts were: angles of a triangles, perimeter, and time. TJ also shows major weaknesses in the following concepts: knowing how many sides are on a cube, how to find the mean and median, long division, converting yards to miles and yards to feet, and adding/subtracting/multiplying fractions.

Table 25

|  |  |  |
| --- | --- | --- |
| Questions | Response | Concept |
| 1 | Correct | Time |
| 2 | Correct | Multiplication |
| 3 | Incorrect | Time |
| 4 | Correct | Math terms |
| 5 | Correct | Math terms |
| 6 | Incorrect | Sides of a cube |
| 7 | Incorrect | Angles of a triangle |
| 8 | Correct | Angles of a triangle |
| 9 | Correct | Factoring |
| 10 | Incorrect | Mean |
| 11 | Incorrect | Division |
| 12 | Incorrect | Division |
| 13 | Incorrect | Perimeter |
| 14 | Incorrect | Yard to Mile |
| 15 | Incorrect | Feet to yards |
| 16 | Correct | Perimeter |
| 17 | Incorrect | Add/sub fractions |
| 18 | Incorrect | Multiplying fractions |
| 19 | Incorrect | Multiplying fractions |
| 20 | Incorrect | Multiplying fractions |
| 21 | Incorrect | Mean, median |
| 22 | Incorrect | Add/sub fractions |
| 23 | Incorrect | Mean |
| 24 | Incorrect | Mean |

**Assessment #2: TJ Synthesis**

Even though TJ received the lowest score in the class, I was not surprised. He attends math interventions and still comes back confused. He is good at other things, but when math is thrown at him, he is completely lost. I feel really back for TJ and I want to do something to help him understand math better. I am going to continue working with him one on one during math time, and I will help him create any visuals that might help him to see math clearly. Since TJ has naturalistic and interpersonal intelligence, I will connect math to things in nature and I will provide plenty of time to work on activities or assignments with groups. If I were TJ’s actual teacher, I would provide him with a cheat sheet for the next test. Providing a cheat sheet would give him the necessary conversions or terms to help him remember what he was taught. If he was allowed this cheat sheet, I would be able to better see if his problem is memory, processing, or just the fact that he dazes off during tests.

TJ definitely needs to work on certain areas again or maybe even be retaught by his intervention teacher. He scored low in most of the areas, but I think the concepts he struggles with most are how to add, subtract, and multiply mixed fraction. If I were his teacher, I would experiment with different instructional strategies such as: using visuals, think-pair-shares, and think-alouds.

Assessment 3

Assessment: Vocabulary-Anansi Lesson

Study Group: Phil and Jake

Date: November 13, 2012

Place: SS Elementary School

**Assessment #3 Introduction**

The third assessment (Appendix D) took place in Mr. Samson’s classroom at around 3pm. I administered this test after I gave a lesson on figuring out the meaning of an unknown word. During the lesson, I read aloud a story called Anansi and common sense. I highlighted several words as vocabulary words to go over with the class. I taught the students that in order to find the meaning of an unknown word, they must first look at the word for familiar parts or words, look at the sentence it is in for any context clues, and then finally check for the definition in the dictionary. Students were shown a few examples and then were given an assignment to show how they use the three steps to find the meaning of a word. Since my lesson took place right after recess, I made sure to give the students clear instructions to sit down quietly, get out their writing journals, and wait quietly for further instruction.

I made sure that the classroom was quiet enough to not cause the students distractions. Students were encouraged to use neat handwriting spacing so that I would be able to read their answers. The assessment took from about 3pm to 3:25 pm. Before I gave the assessment, I forgot to tell the students what to do if they finished early, so it got a bit out of control towards the end. Although there were 21 students in attendance on the day of the test, only 15 students were required to take the assessment. The other six students were ahead of the class and had already mastered the content. However, one of these students, named Jake, decided he still wanted to participate in the lesson and take the test. The five students who chose not to, could work on homework, read, or do enrichment activities on the computers. The assessment was given in two parts; one part was for them to show that they knew how to use the three steps in order and the second part was to show that they understood the vocabulary word in detail by filling out a Frayer model.

**Assessment #3 Analysis: whole class**

During the second assessment I focused mainly on Phil and Jake. I chose Phil because he is known for having illegible handwriting and I chose Jake because he usually has neat handwriting. I wanted to see how handwriting could affect test scores. Also, I thought it would be interesting to observe Jake since he was not required to participate in the lesson or take the test, but he chose to anyways.

While looking over the assessments, I was look for six specific things. Each of these areas was explained during the lesson. I was looking for the use of each of the three steps, I was checking to see if they were in order, I took points of if I could not read handwriting, and had then fill out the Frayer Model as a review and also for me to see what they know about their vocabulary words. Students could receive 5 points for each of the steps, and 9 points for each of the two Frayer models. The assessment in total was out of 33 points.

Table 26

Table 26 shows student performance of the three steps in finding meaning to and unknown word. Step one is to look at the unknown word for familiar parts or words. The second step is to look at the surrounding sentence for context clues. The third and final rule is to look in a dictionary to check for the actual definition. Table 26 shows that most 12 of the 16 students understood how to look at the word for familiar parts. Step two was not as easy for the students. Seven students used step two correctly all of the time, five students used it almost all the time, and four students rarely used it correctly. The majority of the students followed through with step three by looking for a definition in a dictionary, but there were still seven students who did not complete step every time.

Table 27 shows the students received overall. Student names were replaced with the numbers one through sixteen. This table shows that the average score was 26.6 points. The median was 27.5 and the mode was 33 points. Although the scores were not officially added to their grades, three students received an A at 100%, two students received an A grade at 90%, four students received a B, three students earned a C, two students earned a D, and one student would have received an incomplete since he scored lower 59%.

Table 27

**Assessment # 3 Synthesis: whole class**

Most students received a passing grade for this assessment, however I initially thought there would be more than three A’s. I thought the lesson was simple enough and that the assessment aligned well with it. The low scores are probably due to misunderstandings, a lack of attention during the lesson, carelessness. I could have cleared up any misunderstandings if I had planned more time for lesson review and closure. The lack of attention could be helped by being more consistent of the behavioral rules. However, a lot of the behavior problems are out of my control since they stem from a lack of discipline during the first few weeks of school. Mr. Samson does not reinforce the rules, so the class is very disrespectful. The third reason why some students received low scores, I believe is carelessness. Some of the students just stare at their papers instead of actually trying to work. The students need to be more motivated somehow. Next time, I will give tickets for students who are working hard during an assessment. Mr. Samson uses the point system to award them with fun activities on Friday’s for those who have enough tickets.

To make sure the students understand the vocabulary concepts, I would take the six students who did not receive a B or higher and work with them in a small group. After working with them at a tier 2 level and then reviewing again with the whole class, I would reassess everyone. I would use the data from the reassessment to decide if it okay to move on to another vocabulary concept.

**Assessment #3 Analysis: Jake**

Jake was the first one done with the assessment he still received 3, the highest score possible. Because he got 100% on the assessment, it means he followed each step perfectly, and was able to use the Frayer model to show his understanding of the vocabulary words. His hand writing was clean and easy to read. Table 28 shows how Jake’s score compares to the rest of the class. Students are represented by the numbers on the bottom and their scores are represented by the colored bars. The numbers above the bars tells the exact score that student got. In this table Jake is represented by the number 15 and his score is represented by the yellow bar. This table shows that Jake was one of the top three performers on the assessment.

On the first page of the assessment, Jake was able to follow each step in order to find the meaning of the vocabulary words. On the second page of the assessment, he did a good job at defining the words in his own words, coming up with characteristics of the words, giving an example of the words, and drawing a picture to explain the words. A copy of his test is included in appendix D.

Table 28

**Assessment #3 Synthesis: Jake**

It was obvious by his scores, that Jake had already mastered how to find the meaning of unknown words. Mr. Samson was right to have given him enrichment options to do instead. Since he decided to participate, I should have differentiated for him by giving him the opportunity to create a vocabulary test for me. I would have had him pick a few unknown words in the dictionary and he would have written out the same type of assessment that I gave him. I think giving him that opportunity would have stretched is mind and given him the higher leveled content he needed.

One of the reasons I chose him as a subject to observe was because I wanted to see if his neat handwriting had any weight on his score. Since he got 100%, I can’t really know. But if he would have written his answers so messy that I could not read them, I would have taken points away. I can’t give a student any points unless I know what their answer is!

Jake is a very smart student and I think that whatever strategies Mr. Samson is using in the classroom are helping him stay motivated. Mr. Samson does a good job at differentiated for all students, including gifted students like Jake. I took some surveys awhile back about their learning profile. I compiled the data into a classroom profile (Appendix E). This data shows that Jakees favorite subjects are math and art. I would use fun math worksheets and art projects as rewards for hard work. Jake stated multiple times in the surveys that he likes to learn where it is quiet, where he can work alone, and where everyone is respectful. Since he does his part to be the best student he can be, I would do my part and enforce a quiet and respectful classroom and I would give Jake time to work on his own.

**Assessment #3 Analysis: Phil**

Phil finished his test in about 20 minutes and Phil received 22 points out of 33 possible. If the scores were counted as grades, he would have received a C. Table 29 shows how Phil scored compared to the rest of his class. Phil is represented by the number 4 and his score is shown by the green bar. There were three people who scored less than him. Phil scored 4.6 points below the average score of the class.

Phil lost 12 points in total on his assessment. His graded assessment shows that all the points he missed were due to his illegible handwriting and spelling. He could have had the right answer down, but I could not give him points because I had no idea what his writing said. Even when he was looking at a dictionary, he still misspelled most of his words. However, from the answers that I could read, Phil did understand the concept of finding meaning of an unknown word. A copy of Phils test is included in Appendix D.

Table 29

**Assessment #3 Synthesis: Phil**

Since all the points he missed were due to messy handwriting, I was unable to synthesis exactly what he knew and what he didn’t know. Since the answers that I could read were correct, I could guess that he knows the content but it would only be a guess. Like I mentioned in Phils analysis, he did not elaborate on any of his explanations. I believe that he kept his answers short since he has a hard time writing clearly. He writes very crooked and his letters are too big, so it would make sense if that’s why he doesn’t write much.

If I could do the assessment over again, I would go through his completed test and mark the parts I cannot read. I would give him a chance to get the points by rewriting the sloppy parts so I could read them. If there was not enough time to have him rewrite the messy areas, I would have him tell them to me verbally.

Phil should definitely be worked with at school and at home to improve his neatness as well as spelling. Neat handwriting is important to have in college and in the job setting, so it is important to help Phil get to an acceptable level of neatness. I think one of the problems he has, as do a lot of his classmates, is that Mr. Samson has them use so much technology that they rarely write out long passages by hand. Writing by hand should not be treated as a form of art, but as an actual requirement.

**Reflection:**

The contextual factors section of this project has really helped me to brush up on my research skills. I was very intrigued by the information I found. I learned that SS Elementary is a great school because of the small teacher to student ratio, the technology that was available, and the optimistic attitudes of the staff members. I was very surprised at the higher number of free or reduced lunch at SS. Only 42% of the students were required to pay the normal price for lunch.

I am not intending to slam Mr. Samson, but by observing his classroom, I came up with many things I would do differently. During the first few weeks of school, I would focus on classroom management until the classroom rules and procedures were engrained into everyone’s heads. The organization of the classroom gave me, my dyad partner, and Dr. Child anxiety. There is always trash on the floor, papers scattered everywhere, pens and pencils laying everywhere, and the tops of the student’s and the teacher’s desks showed no organization. During assessments, many students would get distracted by trash by their feet or by random items on their desks. They would also get distracted by other people talking or goofing off. The students would likely improve their test attention if the classroom was more organized and if the classroom rules and procedures were constant.

I do like how Mr. Samson has the students fix the questions they missed on the test. I think this is a way to provide the students with corrective feedback. He also provides a relaxed atmosphere during tests. He doesn’t set a timer or count down minutes. Usually when a student has not finished a test in a given period of time, he lets them finish it later. If Mr. Samson has a choice, I think it would be helpful to administer tests when the students are not riled up from recess or lunch. The students focus well when the classroom is quiet and calm.

I am glad that I chose to analyze and synthesis an assessment that I administered. It helped me to see how the students viewed the lesson I gave. I thought the instructions I gave were simple to understand and I though most students understood the content I taught. However, when I looked at the completed assessments, I could see that many students did not catch on to what I was trying to teach. As a result, I was able to step back and view my lesson through different eyes. From the test data, I could see which concepts I needed to review and which concepts were mostly understood. I could also detect the students who were not ready to move to the “I do” section of the lesson.

By having us analyze and synthesize assessments, Dr. M. helped me prepare for being the head teacher of a class. As a teacher, it will be my responsibility to give lessons and administer assessments that are aligned with the objective. I will be important for me to retrieve data from the assessments that is useful in assessing overall student understanding. This project has helped me to learn how to create charts and tables to show student understanding. In the future, knowing how to create charts will help me to visualize where my students are at. This visualization will help me see what parts of my lessons need to be revised and how I can close the gap.

**Appendix A:**

Samples of Assessment 1

**Appendix B:**

Learning styles survey

**Appendix C:**

Samples of Assessment 2

**Appendix D:**

Samples of Assessment 3

**Appendix E:**

Class profile

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