

Analysis of Student Learning

From the first day that I took over the classroom I began assessments and keeping track of the students learning. The first pre-assessment placed them exactly where I assumed they would be, with a handful of students exceeding where I believed they would be. It was a fist-to-five pre-assessment questionnaire that I also had the privilege of observing the classes shortly before I began my teacher work sample, so I knew that I had a smart group of kids. My assessment graphic organizer also leads to this same conclusion.

You can see that the students who exceeded my expectations towards the learning goals from the beginning consistently exceeded them throughout the teacher work sample. A lot of the assessments were on things that they may not have necessarily seen before and they were very much English intensive so this was a surprise I had going into this unit. Although by the time the second chapter exam came around, I had many more students who did more poorly on the second exam. This outcome came as a surprise to me based on the patterns leading up to the second exam. A lot of the students began to struggle a lot more with the content, and even if they were meeting all of the learning goals from the first half of the teacher work sample, they fell off somewhere in the second right before the end.

Fortunately on the assessments aside from the traditional test, the students all excelled most of the time. This indicates that students are either more willing to perform or perform better when it is non-traditional assessment. This was not a pattern that appeared in the first half, but became evident in the second half. There was also a good amount of students who did not meet expectations on the first test, but then changed their study habits and effort and really succeeded by the time the third test rolled around.

For a majority of the assessments, the students received a grade on them. Only the self-assessments they were not graded on. Also I would have a 1 on 1 personal conference with each student about their tests during their study hall time to discuss what they got wrong and ways to improve. This was also a crucial time to iron out a lot of the misconceptions that the students may have had regarding the content. Another way for the students to communicate with me about their assessments was for them to email me. This was common practice and they would simply send me a picture of what they had a question on.