

Entry-Level Assessment (C-3) Part 1

(District student assessment data may be substituted)

DIRECTIONS: To understand the range of learners in your class, give an entry-level assessment to your students. Collect the student responses and follow the process of analysis outlined below. **Attach a copy of the entry-level assessment and scoring guide.**

1. Sort the student responses into two categories:
 - Students who scored below grade level or IEP expectancies
 - Students who scored at or above grade level or IEP expectancies
2. For students who scored below grade level or IEP expectancies, determine their level of performance as:
 - minimal**
 - partial**
3. For students who scored at or above grade level or IEP expectancies, determine their performance level as:
 - adequate**
 - thorough**
4. Record students' first names in the respective performance level column below.

Minimal Understanding (0-5)	Partial Understanding (6-10)	Adequate Understanding (11-15)	Thorough Understanding (16-20)
Ayleen 5	Tabiatha 10	Katelynn 12	Nadya 20
Tatyana 3	Vanessa 8	Isaiah 15 adequate	Camryn 18
Kevin 1 minimal	Alex 9	Sebastian 14	Joe 20
Gabby 3	Joshua 6	Jayvin 15	Janellis 17
Sarina 3	Johnny 6 minimal	Jayda 11	Marcus 17
Jason 3	Anais 7	Hannah 13	
Jeannette 4	Morgan 10	Troy 14	
	Carlos 10 minimal	Emmanuel 15	
	Itziar 9	Sean 15	
		David 14	
		Gerson 14	

Entry-Level Assessment Reflection (C-3) Part 2

DIRECTIONS: Reflect on the entry-level assessment, discuss the results with your support provider, and respond to the questions below. **Attach copies of the entry-level assessment responses for your three focus students.**

<p>1. Before instruction begins, what do the assessment results tell you about what your students understand and are able to do? For students to achieve at each of these levels, what do you think are some possible factors to consider?</p>
<p>Minimal Understanding:</p> <p>The assessment results tell me the level of entry students are at prior to instruction. This basically tells me everything that my students already know based on their prior knowledge of this material. Some of the factors that I plan to explore are: What can I do as an educator, to ensure that my students take it seriously and don't just guess? I would very much like it if my students learned from their mistakes and improved on their scores for the final assessments. A total of 7 students fell into this category based on the pre-test I administered to the class. The students were required to rely on only prior knowledge and making educated guesses when filling in the correct vocabulary terms to the definitions on the fill-in-the-blank quiz. Based on the results, I will keep a close eye on these students</p>
<p>Partial Understanding:</p> <p>The assessment with students with a partial understanding had the lowest amount of students compared to the other categories. For this group, I most likely will need to check for understanding frequently throughout the unit to ensure that this group does not fall behind and builds on their prior knowledge. Although most of these students were able to identify and define some of the key terms, there was still a lot of confusion and a lot of unanswered blank lines. Between this group and the minimal understanding group, I will need to focus on the literary terms and big ideas throughout the lecture, frequently checking for understanding. Additionally, I will provide my students with guided lecture notes as it allows them to listen more attentively and participate more throughout the lecture. This is just one of the accommodations that I plan on providing to these two groups of students.</p>
<p>Adequate Understanding:</p> <p>Most of my students fell into this category surprisingly, with the average scores in this group being 65-70%. For this group, attaining and reaching the goal for the class will be pretty easy, as answering three or four more questions correctly would push them past the 80% benchmark. Between the Kahoot and Charades vocabulary learning games I will have them play, I will try and differentiate my instruction, and challenge them to perform better on the upcoming post-assessment.</p>
<p>Thorough Understanding:</p> <p>I was thoroughly surprised that I had students in this category. Even though I only had four students fall into the thorough understanding category, a few of the students were surprises. One of the students transferred in from another teacher/class and I'm pleased to find that I have stronger students that have a strong background on material we have yet to cover in class. I don't need to re-teach any of the material to these students, but I will most likely try to challenge them to master the content by helping/teaching/pairing them with a student who was placed in either the minimal or partial understanding categories.</p>

2. How will you provide interventions for students categorized as *minimal or partial*? What additional support may be needed?

Students that have been categorized as minimal or partial understanding will be the students who I will pay closer attention to throughout the next few weeks of this unit. I will check for understanding before moving on throughout the lectures, and if a student exhibits some confusion or hesitation/uncertainty about an important concept that will tell me I need to re-teach that material, but before I do, I'll plan on pair-sharing by having all students discuss and explain said concept to a neighbor. While utilizing guided lecture notes, I plan on using visual aids and alternate forms of media to engage all students.

3. How will you differentiate for the students categorized as *adequate or thorough*?

Only a handful of my students fell into this category, which was surprising to me because I was not expecting four students to score 80% or higher on the first attempt. I even had two students receive perfect scores. I'm very pleased with this because I will most likely utilize these students and strategically place them around the class next to weaker students as I readjust my seating chart. I have plenty of alternative assignments which they are required to do for home work, and I will more or less use them to make my weaker students stronger. Teaching a concept to a peer can create a deeper understanding, as it's easy to understand something, but explaining it simply to another student makes the learning more meaningful.