

Summative Assessment (C-8) Part 1

(District student assessment data may be substituted)

DIRECTIONS: To understand the range of learners in your class, give a summative assessment to your students. Collect the student responses and follow the process of analysis outlined below. **Attach a copy of the summative assessment and scoring guide.** Achievement Level Descriptions (ALD) are used by the Smarter Balanced Assessments Consortium and reflect levels of understanding in the Common Core State Standards.

- 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
- For students who scored below grade level or IEP expectancies, determine their level of performance as:
 - minimal** (ALD 1)
 - partial** (ALD 2)
- For students who scored at or above grade level or IEP expectancies, determine their performance level as:
 - adequate** (ALD 3)
 - thorough** (ALD 4)
- Record each student's first (last initial, if necessary) name in the respective performance level column below.

Minimal Understanding (0-5)	Partial Understanding (6-10)	Adequate Understanding (11-15)	Thorough Understanding (16-20)
ALD 1	ALD 2	ALD 3	ALD 3
Jason (3)	Tatyana (10)	Johnny (15) adequate	Nadya (20)
		Tabiatha (15)	Morgan (20)
		Itziar (14)	Camryn (20)
		Jayvin (13)	Joe (20)
		Jeannette (13)	Marcus (17)
		Gabby (13)	Sebastian (17)
		Carlos (12)	Sean (20)
		Ayleen (11)	Katelynn (18)
			Janellis (20)
			Troy (20)
			Isaiah (18) thorough
			Jayda (17)
			David (16)
			Hannah (20)
			Alex (18)
			Vanessa (19)

			Anais (17)
			Josh (18)
			Emmanuel (20) thorough
			Sarina (18)
			Gerson (17)
			Kevin (16) thorough

Date: 5/4/2016

Summative Assessment Reflection (C-8) Part 2

DIRECTIONS: Based on the summative assessment results, respond to the questions below. **Attach copies of the entry-level assessment responses for your three focus students.**

1. Review the Common Core State Standards or Content Standards identified on the Essential Components for Instruction document and describe the learning outcomes achieved.
<p>11.8 Students analyze the economic boom and social transformation of post–World War II America.</p> <p>11.8.1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.</p> <p>11.8.3. Examine Truman’s labor policy and congressional reaction to it.</p> <p>11.8.4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.</p> <p>11.8.5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.</p> <p>11.8.6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.</p> <p>11.8.8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).</p> <p>The outcomes: The students were able to work in small groups and address key concept vocabulary terms that deal with the economic and social transformation that America experienced in the Post-WWII America. After the pre-assessment results were analyzed, I planned to go over the content via lecture and guided lecture notes, but first the students practiced with the academic vocabulary by playing Charades.</p> <p>Out of the 32 students who took the assessment, ten of them failed to hit the 80% threshold that I had placed as a goal for them to hit. I was pleased to see that only two students found themselves in the “minimal” to “partial” understanding column. The disappointing factor was that I still had eight students who exhibited an “adequate” understanding of the 1950s terminology. As I gain more experience and continue to experiment with pre and post-assessments, I’m sure I will continue to grow and find better, more encompassing practices to gauge student learning.</p>
2. Reflect on the Essential Components for Instructions document. For students scoring in the categories of minimal or partial understanding, describe how the following may have impacted their learning:
a. Four Attributes of Formative Assessment
<p>As mentioned previously, I only had two students score in the partial and minimal range. One of which didn’t apply himself as he scored the same as the pre-assessment (3/20). The other student scored higher on the post-assessment, but could still have performed better. I think for the future, having more checks for understanding throughout the lesson,</p>

will allow students to benefit from the reinforcement of important concepts and unit vocabulary. Revisiting the concept objectives will help students demonstrate their growth and by offering more challenging tasks, proficient students can be catered to and challenged as well.

b. Relevance to real world situations

Students learned the relevance of the terminology in regards to its impact on the 1950s. Connections were made between the key terms and real world situations. Events and legislation of the 1950s such as the creation of NATO, NASA, the Federal Highway Act, Rock and Roll and the Korean War were discussed in class at great length. It's important to make relevant connections to modern day continuities in order to help show why it all matters.

c. Technology Integration

Students were asked to use various technological tools in order practice and master key unit material. Through the use of a classroom website, PowerPoint and the Charades app, students were exposed to, practiced with, and many mastered a thorough understanding of the material.

d. Other:

I really don't know how much of an impact the use of Charades had on the student outcome. To say it had a minimal impact would be justifiable. For future units, I plan to go further and use Kahoot or other various learning tools to showcase student learning. I can see Charades being used at a different point in the lesson, possibly after having some experience with the meaning of the words being covered prior to being practiced with next time. I felt the student learning could have been better had we used Charades after the lecture rather than before.

3. Based on the summative assessment results, respond to the following questions:

- a) What do you observe in each student's work?
- b) What does each student's work sample tell you about the effectiveness of the instructional strategies used?
- c) What are the next step(s) for each student and why?

Attach copies of the summative assessment responses for your three focus students.

Focus Student 1: English Learner

Kevin, my English Language Learner, showcased a big improvement from the pre-assessment to the post-assessment. He met the learning goal, the 80% threshold he went from 1/20 to 16/20 between the two assessments. To grow from having a minimal understanding to a thorough understanding in the span of a few weeks of covering the content, shows that something worked for this student to meet the learning goal. The assessment results mean that he understands a majority of the vocabulary, and due to the fact that he earned an 84% on the Unit Exam, it's safe to say that what I used to instruct must have worked. Kevin follows most of the instructions, but has to be reminded to complete tasks and finish his assignments. He has no issues with asking questions in class, the only issues he has exhibited are issues of turning in his work, complete, and in a timely manner.

In order to help Kevin further, he as well as a handful of other students that are in the same predicament of having a lower homework score than their peers, will greatly benefit from the use of more classwork this unit, which will allow me to monitor and assist them more than I have been able to in the past.

Focus Student 2: Special Populations

Johnny, my Special Populations Learner, demonstrated his understanding of the material by improving from having a partial understanding of the material, to being one point off of having a thorough understanding of the material. He initially scored a 6/20, but his 15/20 on the post-assessment in addition to his 83% on the Unit Exam demonstrate that he has the potential to do well, and that the practices I chose for instruction most likely served him well. Like Kevin, Johnny will benefit from turning in his classwork complete and on-time as well.

Focus Student 3: Choice

Emmanuel, my student of choice, demonstrated a 25% increase from the pre-assessment to the post-assessment as he was one of eight students to earn a 100% on the post-assessment. He earned an 81% on the 1950s Unit Exam, and almost

always turns in complete homework packets. Emmanuel might have more of a problem with the new deadlines I'll be imposing on this last unit of study, as he does have a tendency to be off task. Stating that the classwork is due at the end of the period might deter him from being off-task, but at the same time, it could hurt him as well.

4. Given the summative assessment interpretation, what additional interventions might you provide for students who did not meet the learning targets?

For the students who did not meet the learning goal targets I had set for them, I will definitely consider the implementation of more checks for understanding throughout future units. More opportunities to practice with and quiz one another through the use of learning tools/games like Kahoot/Charades, or even using the strategy of Think, Pair, Share more frequently throughout lessons should yield more positive results for all. For the eight students who exhibited an "Adequate understanding" of the material, the use of more of these strategies throughout the lesson could be the difference maker.

5. What needs might you anticipate for the students who exceeded the learning targets?

I anticipate that for the students who exceeded the learning target, opportunities need to be made for them to extend the learning. Asking students to find more meaningful connections between texts and events in the past, to more modern day events, allowing them to showcase a thorough understanding, a synthesis of it all, so to speak, would benefit the students who met/exceeded the learning targets.