Analysis of Student Work (C-7)

DIRECTIONS: After the lesson observation, review student work from the lesson observed. Consider the standard(s) taught and the learning objective(s) and describe how your students performed. **Attach copies of the three focus students' graded/scored work. Remove last names for confidentiality.**

Overall student performance

Overall my students greatly improved from the pre-assessment to the post-assessment. In the pre-assessment I had 16 students score less than 50% on the vocabulary quiz. I was disappointed that one student regressed and scored two points lower than the pre-assessment, and I had two students score the same (3/20, & 17/20). The student who scored 3/20 simply didn't try for the second time in a row. I feel that my students performed better due to a number of different factors, the most obvious of which was that through various teaching strategies, students were able to prove that they either had an adequate or a thorough understanding of the content. I feel that the strategy I focused on, "Charades" did a fine job of exposing the students to terminology they might not have been familiar with, but it could defineitly have been better.

The 1950s Cold War terminology was input into the app and then the students had to guess the word while the others were describing it. I noticed that the students were not using academically appropriate language and I felt as if I could yield better results if the students had single sentence definitions in front of them to practice with. Before I gave this lesson to my 3rd period class, I had my 2nd and 4th period students do the same exact lesson in order to work out the kinks and to make it run smoothly. My 3rd period students were prompted to get themselves in small groups, download the app, and input the vocabulary terms. I made eight laminated worksheets and provided each group with a set of academically accurate definitions for each term, so as to eliminate the guessing and phrases such as "two words, first word is the name of a new video game that came out on XBOX (Fallout Shelter)". Students practiced with each other and were exposed to the terminology prior to covering the content located on the PowerPoint. My 3rd period class was, I felt, pretty engaged in the game and I think that through its implementation, it was one of the factors the led to the increased student performance.

I had seven students improve their scores by more than 10 points, I had one student go from a 3/20 to an 18/20, as well as another student who went from 1/20 to 16/20. From the first assessment to the second assessment, I went from two students with 100% to eight students with a 100%. All but one of my students who scored in the first column (minimal understanding 0-5) the first time around, move up at least one column.

I learned that while Charades is an effective learning game/tool to get students familiar with the vocab, I decided for the upcoming units to use Kahoot because I could address the class and jump in for teachable moments. Plus, I'm able to get the live results of how the students responded and that provides me with the data on what the students know and don't know prior to teaching the unit of study. It worked very well on my recent Vietnam Unit, and I found that the students were able to recall the correct terminology throughout the lecture as they followed along with their guided lecture notes.

Focus Student 1: English Learner

My English Learner Kevin, who scored the lowest the first time around, performed significantly better the second time around. I think during the pre-assessment Kevin simply didn't try as he missed very easy questions. He went from 1/20 to 16/20 and met the learning goal that I had for the class. I made sure Kevin was with a few students who were stronger in their content knowledge and weren't going to slack off. While the groups were playing Charades, I walked around and monitored to ensure that everyone was on task. I stopped by and paid close attention to Kevin's group because there was another one of my EL students in his group.

Kevin clearly can pass the class, and is more than capable of passing the class, it's his laziness that gets in the way. On the 1950s unit, Kevin earned an 84% on the Unit Exam and really impressed me. I pulled him aside to congratulate him and to ask what he did differently. He smiled and said "I studied☺". Unfortuneatley, I wish he would do his homework. He rarely does the vocabulary component of the homework packet, of which he can either choose to do flash cards or submit his vocabulary online using Padlet. His last two homework packets have received scores of (85/150) and (63/160). It's coming down to the wire, and I'm hoping he can

pull his grade up to a D- before the end of the semester, even though there should be no reason to earn anything less than a 70% other than lack of preparation or lack of effort. Kevin currently has a 53% in my class.

Focus Student 2: Special Populations

Johnny scored a lot better on the post-assessment than the pre-assessment. Initially, he scored 6/20 before we covered any of the content. He improved his grade by nine points to score 15/20, falling in the "adequate understanding" category. He's doing much better in my class considering he's no longer in a language arts class. With the exception of his most recent homework packet (100/160), he earned a 100% on the 1950s homework packet, in addition to earning an 83% on that unit exam. He's currently sitting at a 71% in my class despite failing last semester. I've seen a lot of improvement out of him, and he's working well with the students I have him sitting next to in the front row.

Focus Student 3: Choice

Emmanuel was one of the eight students to earn a 100% on the post-assessment, improving five points from 15/20 to 20/20. I chose this student because he has notoriously been a distraction to the class, asking questions at inappropriate times, disturbing other students, etc. His classmates have grown more annoyed as the school year has gone on with his attitude and disruptions. Despite all this, he's improved immensely from first semester. I made sure that he was in a Charades group that would be fine with his potential antics. I've limited the amount of disruptions he could pose by seating him strategically in the front corner or back corner of the class. Not very many students want to sit next to him.

Regardless, he has consistenly brought up his grade in my class and will most likely earn a high B or a low A in my class. He currerntly sits at an 87.5% in my class, and has received 288/300 points on his past two homework packets. He's earned 81% and 85% on the past two unit exams and I think I will get through the end of the semester without anymore disruptions from Emmanuel.