

Student 2

Professor Bartlett

ECED 425 Artifact

November 21, 2010

Assessment Analysis

Rhode Island Beginning Teacher Standards

Standard 9

Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan for future instruction.

9.1 Teachers select and/or design individual and group classroom assessments based on the strengths, limitations, and data provided by the assessment.

The first shapes lesson focused on familiarizing the students with the names and physicality of common shapes. My goal for the students was for them to verbally identify 3 out of the 5 shapes from the story. I assessed the students by holding up a shape and asking the students one at a time to identify the name. One student Caleb would not identify the shapes but from reading and interacting with the story I knew that he had some understanding and background of common shapes. For this student, after the lesson was finished, I pulled him aside individually and assessed him what the shapes were again. Caleb identified all the shapes without even taking a second to think. This child is very shy and produces better assessment results of what he actually knows in individual or very small groups. I have a boy, Trent, in my group who is still very young and I have a girl, Chloe, who is moving on to kindergarten next year. These two students are at developmentally different levels. I form my assessments based on standards and what I believe Trent will be able to achieve, along with leaving possibilities for Chloe to perform to her highest level.

9.2 Teachers identify and consider student and contextual variables that may influence performance so that a student's performance can be validly interpreted.

Students learn in a variety of ways. If students are being taught by a strategy that they do not understand, they will not learn the concept. I made certain in my numbers lesson that I was reaching all learners including: visual, auditory, and kinesthetic. The visual learners were supported by vivid illustrations in the book and number flash cards. The auditory learners were supported by the read aloud activity and the verbal identification and counting of numbers throughout the lesson. The kinesthetic learners were supported by the number hunt activity where they each got up and searched the classroom to find number flash cards. Each student was accommodated for the learning style specific to the individual which promotes student learning and a valid source for assessment information. One student, Caleb, on multiple occasions will not answer questions asked to him directly because he is very shy and not confident with himself in front of 4 or more students. In his case, I try to pull him aside after the lesson to allow for fewer variables that will influence his performance.

9.3 Teachers systematically collect, synthesize, and interpret assessment results from multiple assessments to monitor, improve, and report individual and group achievement.

After each literacy lesson at Child Inc. in West Warwick I reflect on my teaching and the students learning through analysis of the assessment results and anecdotal notes retrieved from observations. With this analysis I can monitor student achievement in the lesson along with monitoring my teaching abilities. I gather information about what the students learned and use to further my understanding of their development. Through multiple analyses of assessment results I can modify my teaching to provide the students with developmentally appropriate lessons. I will use student's assessments to monitor my own teaching as well. I used the assessments to gather information about each students learning style and accommodated the lessons there after to specifically meet the learning styles of each student. I also interpret assessment results during my lessons. During my lesson about the ABC's I modified an activity where the students were going to find a letter from their seat to a letter/group walk. I was responding to the student's need to move. The students were all able to reach my goal of identifying one letter within the classroom once I had them get up and move their bodies.

9.4 Teachers provide students with opportunity and guidance to evaluate their own work and behavior against defined criteria and use the results of self-assessment to establish individual goals for learning.

I provided the students with multiple opportunities to evaluate their own work and behavior during the lessons. The first lesson I had the students draw an experience they have had with friendship. I only had one child draw an instance of friendship but as I went around to each student's drawing asking them what they drew I would also ask each child "Do you think you did your best work drawing an example of friendship?" The students were evaluating their own work and whether or not it met the expected criteria. I used student's responses as assessment information to establish individual goals for future learning. Each student is unique and at different developmental stages which makes individual goals crucial to student achievement. As a teacher one cannot expect all children to meet expectations in the same ways. Teachers must allow for flexibility and multiple exposures to material in order for all students success with the topic.

9.5 Teachers use assessment results to provide students with timely, helpful, and accurate feedback on their progress toward achievement goals.

From studying and analyzing student assessments of the first shapes lesson I realized that students did well with the previous shapes lesson but I knew that they still had more to learn about shapes and the vocabulary. I knew that providing the students with another lesson on shapes would be beneficial for their literacy and language development. I taught the second lesson on shapes two weeks after I taught the first lesson. I know that the students had previous exposure to shapes with their classroom teachers prior to my first lesson. I believe that the two week time gap was beneficial to assess if the students could recall the names of common shapes. This allowed for review of shapes along with building upon their vocabulary of common shapes and learning other ways to describe each shape. This two lesson exposure to the same material was guiding the students toward achievement goals of understanding the whole concept of shapes.

9.6 Teachers maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues.

I keep my assessments from each lesson organized in the same folder where I keep my graded lesson plans and reflections. Upon writing a new lesson, I review what the students have already learned and how I taught that succeeded in the past. I also review what other strategies I have not used yet to teach the students and try to implement the strategies in my next lesson. I also collaborate with Angel about student progress and strategies that worked well with my students and what did not work well. We will bounce ideas and suggestions for next time off of each other to help our own teaching success. After each lesson I share my assessment results with the classroom teacher, Ms. Debbie. A few times the classroom teacher made a copy of my assessments to gain knowledge of her own students. The classroom teacher will offer suggestions for the lesson in the future and ideas of what kinds of topics I could be teaching the preschool students that would be developmentally appropriate.

9.7 Teachers use information from their assessment of students to reflect on their own teaching, to modify their instruction and to help establish professional development goals.

For my assessment I asked the students to provide an example of an opposite. When initially creating this lesson I thought that this was a plausible assessment. But after reflecting on the lesson I see that this skill is more of a pre kindergarten/kindergarten skill. Three out of 6 students met the goal for the lesson. Looking back on the lesson I feel that it was a bit too difficult overall for this age and developmental group of students. It was challenging for the older children but did not grasp the younger ones. I learned that the lessons must be geared toward the youngest ability of students in order to make sure that I do not lose any students. On the other hand, I need to challenge the students who are developmentally advanced so they do not lose interest in the lesson. I learned that I needed to work on Standard 3 from the Rhode Island Professional Teaching Standards. Standard 3 states that teachers create instructional opportunities that reflect an understanding of how children learn and develop. Teachers create age-appropriate lessons and activities that meet the variety of developmental levels of students within a class. I did work on this RIPT for lesson 8 and gained an understanding of the students ability ranges and how I can pull each learner into the lesson.

Analyzed Assessments

3 Examples Attached

For my very first lesson with the group of preschoolers I read a story, Pete & Pickles, about friendship and asked the students to share one of their own experiences of friendship with the group through drawing a picture. The students are guided through instances in the story where Pete and Pickles are good and bad friends to each other. Then, the students were asked to draw a picture showing an act of friendship. The assessment I attached is in the form of student work. I had only one student produce an appropriate image. Caleb drew a circle attached to another circle with a simple line. I asked him what he drew and he said "this is me holding my sisters hand." His picture clearly demonstrated an act of friendship. All other students in the group drew pictures as well, just not having anything to do with friendship. Looking back now, I understand how hard of a concept that is for preschoolers to conceptualize and put on paper. I see now why the students drew whatever they felt like because what I had asked of them may have been too difficult developmentally for most of them. I learned about my own teaching during this lesson. I learned that I needed to provide the students with clear expectations before letting them interact with materials. I also could have modeled this activity to make it crystal clear in what I wanted from the students. I learned that children at this age are not developmentally ready to produce work on paper for every lesson. This is something I had to get used to because I like hard copies of student work. I like to show what the students have learned through concrete examples that I can pull out week after week to show student improvement. I understand now that preschoolers are not students that can be molded into

something that will spit out student work to show how well I'm teaching. I learned that student responses are very important and consist of most of my assessments starting with my second lesson.

My second assessment example is taken from lesson 4 which was about familiarizing the students with the names and physicality of common shapes. My goal for the students was to verbally identify 3 out of 5 shapes from the story read. The assessment strategy used was a checklist. Checklists, if created properly, can aid the teacher greatly during a lesson. Gathering assessment information is sometimes hard to do while teaching a lesson but with a handy clipboard and a format that works for the individual checklists can be a teacher's best friend. I happen to love checklists and found a format that is easy to use for me with the student's names bolded and squares to check off if each student identified a particular shape. With only 5, possibly 6 students, at this time the checklist I had created helped me assess my students during the lesson with ease. I did not feel that the checklist took away from my teaching or put me mind off track. The checklist was a quick glance and a swoosh from the pen to gather pertinent assessment information. During this lesson all 4 students met the goal and identified 3 out of the 5 shapes. I had two children identify all 5 shapes. An addition I could have done with these two students was to ask them if they could find and name any shapes that were not mentioned in the story. I was wrote comments and ? next to certain shapes if I was not 100% sure that the student knew the shape or if they just guessed the right one. A question mark would indicate that I should ask that student again what a specific shape was to gather assessment information. Teaching strategies such as modeling worked very well with the preschoolers. I used modeling when looking at and trying to figure out (while thinking out loud)

what a particular shape was. This provided a model to guide the student's thinking when it was their turn to identify and analyze a shape.

I learned that my strengths are that I incorporate many learning styles into my teaching to reach every learner. I learn in a variety of wacky ways and I am a firm believer in teaching all different styles to ensure that all students are able to interact with the teacher and with the content of the lesson. I also learned that higher level thinking questions come to me naturally when performing a read aloud. I am able to come up with questions on the spot that directly relate to the content of the lesson but are engaging for the students as well.

My third example of assessment is taken from lesson 6 which familiarized the students with the 26 letters and sounds of the English alphabet. My goal for the students was to practice the 1st letter in their name by finding one word from a chart/pictures provided that start with the same letter sound. I used a checklist as my assessment technique for this lesson. With the checklist created I was easily able to note which students identified a word from the chart/pictures that starts with the same 1st letter sound in their name. Before I assessed the students I had the students explore environmental print of food boxes to see if they could pick out any letters they knew. I loved this activity because it showed the students that letters are all around their environment. This also served as a springboard for other activities to follow this one. When the students were looking for a word that started with the same sound as the 1st letter in their name I had them individually come up to the board to take a closer look at the pictures. For some students I accommodated them by saying some of the picture names to help them figure out if it sounded the same as their name. I was amazed with the results of this

lesson. All of my students picked out a picture that started with the same sound as the 1st letter in their name. I wrote on my checklist the word that each student said for future reference. I learned that my students were more interested in literacy and letters than I thought they would be. I underestimated the curiousness of students at the preschool age. I have learned that this age or a little younger around the toddler age is extremely interesting. I want to expose children to literacy at a very young age to develop skills the students will use for the rest of their life.

RIC candidate: [REDACTED]

Portfolio Artifact Assessment Analysis

Grading Rubric

Analysis paper discussing implications and conclusions of own teaching practice and modifications made in teaching related to RIPTS 9	Analysis of teaching is thorough, thoughtful & clearly relates understanding of the relationship between teaching & student performance. Connections to strengths & weaknesses are clear and convincing. 7 pts.	Analysis reveals understanding of relationship between teaching effectiveness and student learning. Some implications to strengths and weaknesses are revealed. 5 pts.	Analysis shows little understanding of the relationship between teacher's performance and student outcomes. Includes few connections to strengths and weaknesses. 3 pts.
Expression	Paper demonstrates focused, thoughtful composition, phrasing & structure. Conclusions are strong & well supported in evidence. 7 pts.	Paper is focused and shows skill in writing in a professional manner. Evidence is apparent. 5pts.	Essay is poorly expressed and lacks sense of direction and professionalism. Little attention to sentence structure and language use is evident. 3 pts.
Conventions	Essay contains less than 3 errors in grammar, spelling, punctuation and mechanics. Word usage is appropriate. 7 pts.	Essay contains no more than 4 errors in grammar, spelling, punctuation and mechanics. Word usage is usually appropriate. 5 pts.	Some conventions are addressed. Paper contains more than 5 errors in spelling, grammar, punctuation or mechanics. Word usage is fair 3 pts.

Total Points 18

Rating: Exemplary (21-18) Acceptable (17-10) Unacceptable* (Below 10 or an unacceptable rating in any category)

Revision #1 date: _____ Rating: _____

Revision #2 date: _____ Rating: _____

Instructor's signature: S. Bartlett

Date: 12/3/10

*Any artifact rated unacceptable MUST be revised.