

**Portfolio Artifact: Unit Assessment
Grading Rubric**

	Exemplary	Acceptable	Unacceptable
Content <ul style="list-style-type: none"> chart detailing how RIBTS 9.1, 9.2, 9.3 and 9.4 were met 	Chart indicates comprehensive methods were used to meet RIBTS 9.1, 9.2, 9.3, 9.4. (3 pts)	Chart indicates many methods were used to meet RIBTS 9.1, 9.2, 9.3, 9.4. (2 pts)	Chart indicates few methods were used to meet RIBTS 9.1, 9.2, 9.3, 9.4. (1 pt)
<ul style="list-style-type: none"> analysis paper discussing reflections of own teaching and modifications made to instruction (RIBTS 9.5) 	Analysis of teaching is in-depth and reveals extensive understanding of the relationship of teaching to children's learning. (3 pts)	Analysis of teaching reveals sound understanding of the relationship of teaching to children's learning. (2 pts)	Analysis of teaching reveals scant understanding of the relationship of teaching to children's learning. (1 pt)
<ul style="list-style-type: none"> unit assessment sheet: assessment of children in terms of unit objectives and analysis of children's strengths and weaknesses 	Objective chart is complete. Analysis of strengths and weaknesses indicates comprehensive understanding of assessing children in relationship to objectives (3 pts).	Objective chart is complete. Analysis of strengths and weaknesses indicates sound understanding of assessing children in relationship to objectives. (2 pts)	Objective chart is complete. Analysis of strengths and weaknesses indicates scant understanding of assessing children in relationship to objectives. (1 pt)
<ul style="list-style-type: none"> unit assessment sheet: instructional implications 	Includes comprehensive instructional implications that show clear connections to the identified strengths and weaknesses. (3 pts)	Includes many instructional implications showing clear connections to the identified strengths and weaknesses. (2 pts)	Includes few instructional implications and/or may have weak connections to the identified strengths and weaknesses. (1 pt)
Expression/Voice <ul style="list-style-type: none"> Paper demonstrates focused, thoughtful composition, phrasing, and structure Audience is clear and effectively addressed throughout the essay 	Well-focused essay with evidence of thought in composition, phrasing and structure. Audience is clear and is effectively addressed. (3 pts)	Essay is focused and shows evidence of skill in writing. Voice may shift and audience may not be clear throughout. (2 pts)	Essay is poorly expressed with little attention to language and sentence structure. (1 pt)
Conventions 1) Uses correct grammar and mechanics, and appropriate word usage 2) Paper is well-organized and flows well	All conventions are addressed. Paper contains fewer than three spelling, punctuation, or grammatical errors. (3 pts)	Most conventions are addressed. Paper contains no more than four spelling, punctuation, or grammatical errors. (2 pts)	Some conventions are addressed. Paper contains five or more errors in spelling, punctuation, and/or grammar. (1 pt)

Total Points 12

Date 12.12.08 Rating: Exemplary (18-16 pts) _____ Acceptable (15-12 pts) _____

Unacceptable (Below 12 pts or an unacceptable rating in any category) _____

Revision #1 date: _____ Rating: _____

Revision #2 date: _____ Rating: _____

B Content
B Form

Dr. Raymond M. Galt
Instructor signature)

* Any artifact earning an Unacceptable rating must be revised.

RIC Candidate:

Date: December, 2008

Rhode Island Beginning Teacher Standards

Standard Number 9 (ACEI Standards 1, 2.3, 4, 5.1, 5.2)

Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

- 9.1 gather information about their students (e.g. experiences, interests, learning styles, and prior knowledge) from parents/guardians, colleagues, and the students themselves.
- 9.2 use a variety of assessment strategies and instruments (e.g. observation, portfolio, teacher made tests, self-assessments) that are aligned with instructional content and methodology.
- 9.3 encourage students to evaluate their own work and use the results of this self-assessment to establish individual goals for learning.
- 9.4 maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues.
- 9.5 use information from their assessment of students to reflect on their own teaching and to modify their instruction.

Using this chart list the ways you met indicators 9.1, 9.2, 9.3, and 9.4.

9.1	9.2	9.3	9.4
*spoke with class teacher *prior experience with students from afterschool program *observations *interaction with students	*observations of work *class discussions *math journal answers *pre-assessments *post-assessments	*class discussions *math journal questions *responses to entries	*class teacher reflections *co-teacher interactions *professors comments *self-reflections

Analysis paper

Connecting to indicator 9.5:

A critical piece of learning to teach mathematics to elementary students is assessing the effectiveness of your own instruction in relationship to their learning. Examine the assessment sheets you completed and reflect on your own teaching. What have you learned about your own teaching based on what they learned? The following questions should guide your thinking:

- How did students perform? What instructional modifications resulted from your assessment of their performance?
- What did you notice about students' attitudes towards math?
- What connections can you make between their attitudes and their math learning?
- What did you learn by examining students' writing?
- What did you learn about your own questioning?
- What did you learn as you listened to the questions students asked?
- Were there student questions or responses that forced you to change any of your lessons?
- What individual and group accommodations did you make while teaching this unit?
- What aspects of your teaching were most effective? Why?

RIC Candidate

Unit Title: Graphs Date: 12/08

UNIT ASSESSMENT SHEET

Directions: Complete this chart for your unit. Show all different objectives in the entire unit.

Lesson Objectives	Students' Initials							
	KY	NI	JA	RO	AL	SA	KA	AM / CH
Define graph, data, analyze	4	4	4	4	4	4		3 / 4
Define types of graphs, bar, picto, circle, line	4	4	3	3	4	4		3 / 4
Identify type of graph needed in given situation	4	4	4	3	3	4		3 / 4
Organize, analyze, construct graph data	4	3	3	4	4	4		3 / 4
Answer inquiry questions about graphs	4	4	4	4	4	4		3 / 4

key
did the student meet the objectives ?
4 = yes
3 = partially
2 = no
1 = not observed

This does not match what Sally had (in terms of number of objectives)

Summary

Students' Initials	Strengths	Weaknesses	Instructional Implications
KY	Is able to complete journal inquiry giving evidence that he understands the content in most lessons.	Would benefit from more time reviewing the bar graph construction.	Spend time going over with student one on one to clear up any confusion.
NI	Is able to draw bar and circle graphs properly. States that the line graph was easiest for him	Missed some of the lessons. Needs practice creating a scale for graphs that matches data given.	Allow a peer to work with student to catch up on missed lesson. Give student review sheets and then go over with feedback.
JA	Is able to create and analyze graphs	Has hard time understanding the pie chart	Spend time going over the pie chart to determine where confusion stems from. Help to understand by walking through again.
RO	Is able to create and analyze all the graphs	Has hard time explaining the differences between charts	Review with student to give opportunity for more confidence.
AL	Is able to answer inquiry questions and identify graph components	Needs practice creating a scale for graphs that matches data given	Give student review and then go over with feedback
SA	Is able to answer all inquiry questions and identify graph components	Needs practice understanding creating scales for graphs that matches data given	Give student review and then go over with feedback.
KA	Is able to answer inquiry questions about graphs	Needs practice with creating scales that match given data	Review with student and give practice work.
AM	Is able to answer most inquiry questions	Appears to get confused when working in groups	have student work in groups but also allow individual time for any understanding
CH	Is able to answer most inquiry questions and create and analyze graphs.	likes to be leader of group and has hard time allowing peers to have this opportunity	explain importance of letting others take turns learning what she knows

My Effectiveness as a Teacher

My effectiveness as a teacher began by getting familiar with the Grade Level Expectation Standards for grade 5 mathematics. Once I had the topic to be taught, data analysis (graphing), I then focused on those objectives as my first step to planning my lessons. With those performance-based goals in mind, I used a variety of research materials as well as other educators' ideas to develop mine. The importance to create lessons that would both promote learning and be engaging gave this process a foundation. I also used many of my ELED538 class notes and examples to write the lesson plans. Once my topics were decided, I then learned how much legwork is involved in gathering the lesson materials and manipulatives. These 'behind the scenes' were challenging but needed to be prepared and ready before the lesson for it to run smoothly. It was hard to know what kind of learning styles I would be catering to since I didn't have prior knowledge about most of the students. It was helpful to speak directly to the classroom teacher about any one with learning differences. It was important during the first lesson to pre-assess the students' abilities and attitudes toward math. This information helped me to identify what content I wanted to teach, and how I would present it to the students. This included environmental factors such as grouping or individual work time as well as how it would be assessed. The students proved to have a wide span of intelligences and interests, so this part of planning proved to be quite a challenge. For my future classroom, I would have access to a clearer understanding of my students' learning ambitions^α through student reports, other teachers, and communication with parents.

When designing the lesson plans, it was important to have a theme that would get the students excited and motivated almost immediately. Carnivals seemed to be an experience of most children even if only from television shows or books. We gave a story line to each of the lessons about the owner of the carnival needing the students' help in making some business decisions.

Using these different aspects of the carnival became the basis for our analyzing information through the use of graphs.

During the first lesson, my co-teacher and I applied some important foundations that we would use in the future lessons. The Word Window was designed to display a glossary of the words we would be using for each lesson. I used a piece of plexi-glass as the window and in addition to decorating it to look like a ticket booth, applied two rows of Velcro. This enabled me to post the vocabulary and the definitions, written on separate cards also with Velcro, either together or separately on the window. This became a great opportunity for assessing the students' memory and understanding of the vocabulary words, as well as a visual word bank. Although I encouraged the students' to use this list during journal writing and orally questioning, not many did. In my future classroom I will refer back to this valuable tool more often and institute a fun way to use it like maybe a vocabulary bee.

The science journals were integral to communication with students I would not have[?] otherwise known about. For each lesson, a set of correlating questions were developed and pasted into the journal before class. At the end of the lesson, the students were given time to look through the previous lesson's teacher responses and to answer the current week's questions. This individual deskwork was time that I could most observe and assess students' growth and understanding. Any^x questions from students were presented and I was able to clarify and alleviate most confusion. Then after each lesson, I enjoyed looking over the journal answers and getting a clearer assessment of student understanding. I believe that through the journal experience, I was better able to create the next lessons inquiry questions that would help me to focus on the student's understanding of the lesson. While I liked this interaction with the student, I think if it were my own class, I would try to take additional time to have each student come to my desk so we could together go over their

answers more deliberately. I am fairly sure that the students also saw the importance of the journaling process for their own reinforcement as well as for my assessment. Having reflected on this first experience, I see how beneficial it will be in the future to be more organized and deliberate with journaling. Some things I will consider are ~~to~~ giving a new heading for each new content^x lesson and pasting the vocabulary words right in it so the student would have a reference to use in the future.

The key piece of my teaching and determining how the student^s were responding to my^x lessons was using the lesson objective chart and table provided by my professor. The chart key used a scale of 1 to 4 and I simply looked over my class observation notes, the student journals, and any student work that took place, which I then mentally averaged an assessment for each student. The table was a more intimate look at what I learned about each student's growth during that lesson. I should have used the objectives again as a benchmark to determine if the student accomplished the lesson goals. However, I failed to be organized enough to follow through on this component and now of course realize just how imperative this was for proper assessment of each student. In the future I will be sure to make this aspect of my teaching reflection a top priority because the learning and teaching, as well as the assessing of both, should mostly revolve around the lesson goals and objectives.

The self-reflection of each of my lessons was a definite help for the growth experience to me as a teacher. Being prompted to honestly describe both the positives and the things that needed improvement was revealing. For example, during the first lesson we mistakenly ran too short, and this forced us to improvise for the remaining time. This worked out okay and was later given kudos by the classroom teacher for this accomplishment. Truly it was a learning experience that as a teacher I must always come to class prepared with a lesson extension or something extra to do.

The classroom teacher diligently presented me with a feedback form after each lesson. She was direct yet encouraging in her comments. These candid forms will stay with me for the rest of my teaching career. They are representations of what I am capable of giving to a classroom as well as how far I have to grow. She gave sincere constructive criticism such as how my pacing of a lesson was too fast and left some students confused and needing further explanation. But she also gave encouraging affirmation such as telling me I handled students' inappropriate behaviors in a quick and direct manner. As a lifelong learner, every piece of educated advice is another step forward in my growth as a successful teacher.

You've done a good job describing aspects of this teaching experience, and recognizing parts that were effective. You don't do a number of things, though, such as describe how students responded over the course of your lessons, what you learned about yourself as you observed your partner, or how you'd summarize your overall effectiveness.

B Content
B Form

This is a beginning experience, and you acknowledge the value of feedback, but I don't get a sense of your own complete analysis of how you did/saw yourself. What were your strengths, weaknesses, and ways you see yourself needing to grow?

References

Burns, M. (2001). Teaching Arithmetic: Lessons for Introducing Multiplication, Grade 3. Sausalito, CA: Math Solutions Publications.

Ginsburg, H. Children's Arithmetic, 2nd ed. (1989). Texas: Pro-Ed, Inc.

National Council of Teachers of Mathematics (NCTM). (2000). Principles and Standards for School Mathematics. Reston, VA: NCTM.

Rhode Island Beginning Teacher Standards. (1998). Rhode Island Department of Higher Education: <http://www.ride.ri.gov/ride/teachadmin.aspx>

Rhode Island K-8 Mathematics Grade Level Expectations (GLEs):
<http://www.ride.ri.gov/Instruction/gle.aspx>

Corwin, Rebecca B. and Friel, Susan N. Prediction and Sampling. Dale Seymour Publications

Fey, Fitzgerald, Friel, Lappan, and Phillips. Data About Us, Statistics. Connected Mathematics.

www.geocities.com/smilecdg/graphingles.html