

Impact on Student Learning: Scoring Rubric

Student: [REDACTED]

Semester: SP 09

EXCEEDS STANDARDS (STRENGTH)	MEETS STANDARDS (COMPETENCE)	ALMOST MEETS STANDARDS (DEVELOPING)	WELL BELOW STANDARD (WEAKNESS)
<p>• The student demonstrates strong competence in all categories of this artifact earning a 4 for each indicator.</p> <p>AND</p> <p>• The process to determine impact on student learning is clearly explained, feasible, and includes more than one domain of learning. (+2)</p> <p>OR</p> <p>• The analysis of the data is particularly detailed and insightful. (+2)</p> <p>OR</p> <p>• Detailed, rich explanations of how the data impacted instructional decisions are included. The explanations serve as a valuable guide to future planning as well. (+2)</p>	<p>4 ✓ An effective process to determine impact on student learning is clearly described and examples of the pre- & post-assessment tools are included. (3-4)</p> <p>4 ✓ Examples of student work that represent high, moderate, and low change are included. (3-4)</p> <p>4 ✓ The data from the pre-test and post-test are organized in tables &/or charts (3-4)</p> <p>4 ✓ A well-written analysis of the data is provided. (3-4)</p> <p>3 ✓ An explanation of how the findings of the pre-test impacted instructional decision-making of the unit is included. (3-4)</p> <p>3 ✓ An explanation of the how the findings of the post-test could impact future planning and instruction is included. (3-4)</p>	<p>• Process to determine the impact on student learning is appropriate but not effective. (1-2)</p> <p>• Examples of student work are included but representation is not identified. (1-2)</p> <p>• The data from the pre-test and post-test are included in a disorganized fashion that is challenging for the reader to navigate. (1-2)</p> <p>• A superficial analysis of the data is provided. (1-2)</p> <p>• A superficial explanation of how the findings of the pre-test impacted instructional decision-making of the unit is included. (1-2)</p> <p>• A superficial explanation of how the findings of the post-test would impact future planning and instruction is included. (1-2)</p>	<p>• Process to determine the impact on student learning is omitted, incomplete, unclear, or inappropriate. (0)</p> <p>• Examples of student work are absent. (0)</p> <p>• The data from the pre-test and post-test are missing. (0)</p> <p>• A written analysis of the data is missing. (0)</p> <p>• An explanation of how the findings of the pre-test impacted instructional decision-making of the unit is missing. (0)</p> <p>• An explanation of how the findings of the post-test would impact future planning and instruction is missing. (0)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Scoring Guide:</p> <p>Strength: 26</p> <p>Competence: 16-24</p> <p>Developing: 6 - 15</p> <p>Weakness: 0 - 5</p> </div>

Faculty Signature: KB Reed

Rating: Competence Score: 22

Change = 62%

SP09

Impact on Student Learning

The outcome of this unit was to:

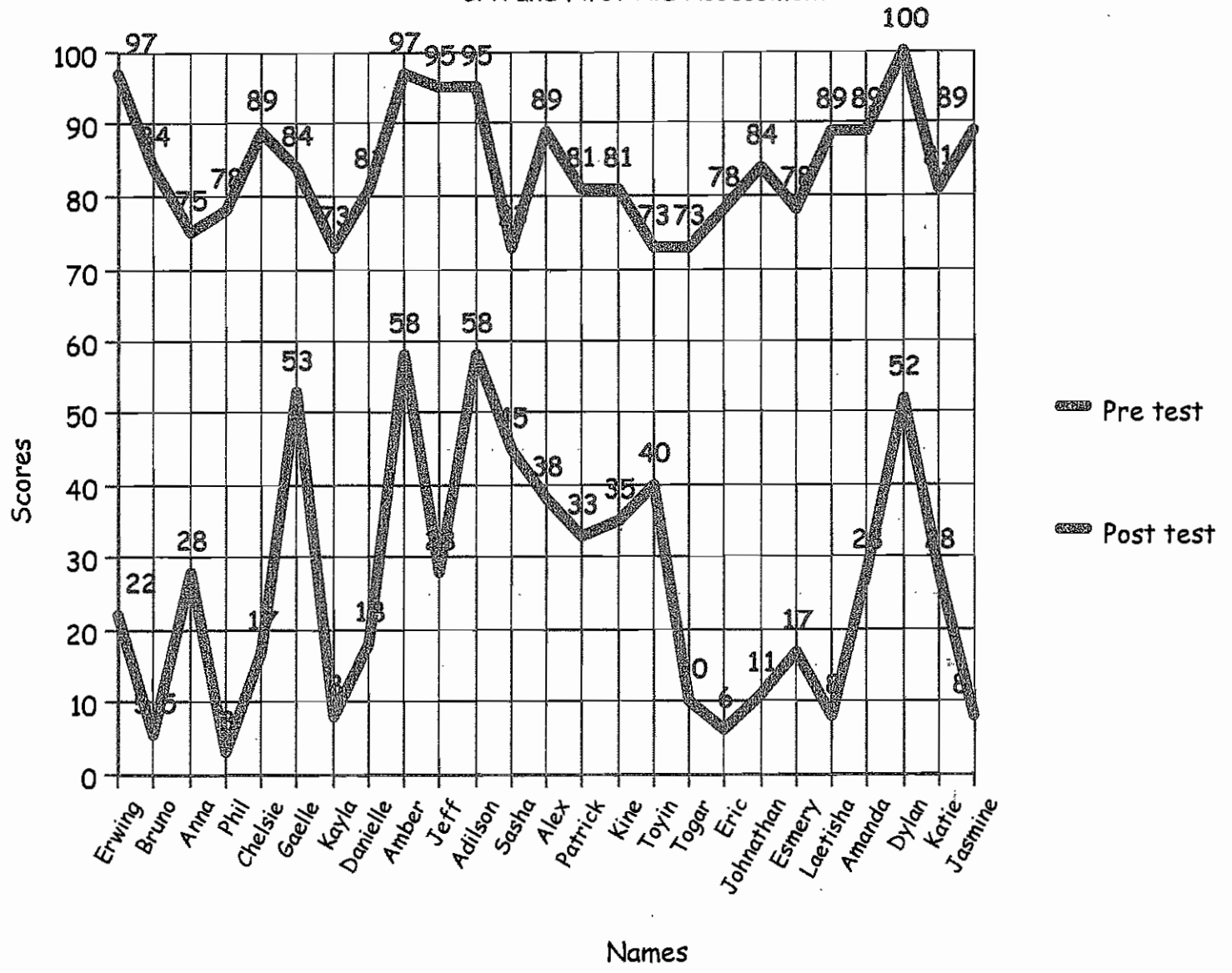
- Students will gain the knowledge, attitude and skills of CPR, Choking, AED, and first aid by the end of the unit.
- By the end of the unit students will complete an informational children's book about infant, child and adult CPR.
- Students will advocate for learning CPR by creating a cover page for their book about the importance of CPR.
- Students will be able to distinguish when and how to act in a variety of cases of potential real life emergencies by the end of the unit.

According to the post tests, students after participating in this unit are much more aware of signs, symptoms, and most importantly what to do in certain medical situations such as stroke heart attack, diabetes and allergic reactions. Also it is important to address how to prevent these, and what causes the medical situations to occur because it helps in comprehending the material. For example, learning CPR is one thing, but knowing how it works inside the body will give the students a deeper understanding and meaning to the topic. I will know what students have learned by giving them a comprehensive pre-test and then working from there. The average of the pretest in my class was a 26.

After the post test was given, I was amazed at how little information the students knew on CPR, choking, first aid and AED. After distributing and grading the pretest I knew I would need to cover all areas in detail and give students plenty of practice time and repetition in the subject taught, through informational and formal assessments to help me aid in their progression of understanding and learning the material. Many of them knew the answers to why people are hesitant to do CPR on a stranger so therefore I spent less time on this area. Whereas many of them did not know what lack of oxygen to the heart and brain was called, however by the end the turn out rate of those who knew the answer was almost 100% on this question. Many of them did not know what CPR stood for, but by the end they did. I reviewed and explained what CPR was in detail and also asked what it meant on a quiz question. The students also had to make CPR books which had them spell out the word on their cover sheets, so they knew the word after doing their books. Students were given a variety of visuals, handouts, books, media, and assignments to draw out what they have learned. Quizzes were one assessment, informal questioning throughout the unit, handouts, filler activities for extra credit, review games, scenarios, post test and their CPR children's books. Students were given plenty of opportunities and repetition to gain their knowledge on CPR, choking first aid and AED.

To sum up my findings on student learning the class average was a 26 on the pre test, and the class average on the post test was an 88. Every student increased in score dramatically on the post test by the end of the unit. Every student passed the post test, where as every student had previously failed the pretest. Students increased their knowledge by 62% by the end of the unit on CPR and first aid.

CPR and First Aid Assessment



CPR Pre and Post Assessment Test

	Pre- Test	Post- Test
Mean/Average	26	88
Medium	28	84
Mode	28	89
Range	3-58	73-100

Pre- test scores in order

3
5.5
6
8
8
8
10
11
17
17
18
22
28
28
28
28
33
35
38
40
45
52
53
58
58

Post- test scores in order

73
73
73
73
75
78
78
78
81
81
81
81
84
84
84
89
89
89
89
95
95
97
97
100

Avg.=26

Avg.= 88



Name: _____

CPR pre-test/post test

Please answer the following questions to the best of your ability. This is simply a pretest to help me to assess what you already know about CPR. This will count towards your participation grade.

1. Explain when you would need to do CPR on a person.
2. Explain **ALL** the steps of how to do CPR on an adult
3. What does CPR stand for?
4. Explain **ALL** the steps of how to do CPR on an infant
5. Explain how to do the Heimlich remover on an adult
6. If someone is bleeding heavily what steps would you do to stop the bleeding?
7. How would you take care of someone who just burned their hands?
8. How do you care for someone with frost bitten hands?
9. What signs do you look for when someone is bleeding internally?
10. How would you care for someone with a head, neck, and back injury?

11. When you are giving CPR, how does oxygen get into the person's lungs if what you breathe out is carbon dioxide?

12. What does AED stand for

13. What is an AED used for?

14. What are three reasons why someone is afraid to perform CPR?

15. What are three signs someone is having a heart attack?

16. Lack of oxygen to the brain causes what?

17. Lack of oxygen to the heart causes what?

18. If someone is having a seizure what would you do after calling 9-1-1 to help the person?



Name: _____

CPR pre-test

Please answer the following questions to the best of your ability. This is simply a pretest to help me to assess what you already know about CPR. This will count towards your participation grade.

C= full credit, $\frac{1}{2}$ = half credit X= no points earned
Each answer correct is worth 5.5 points

1. Explain when you would need to do CPR on a person.
C= No pulse not breathing, unconscious and not breathing
X= Choking, heart attack, trouble breathing, unconscious
2. Explain **ALL** the steps of how to do CPR on an adult
C= Assess the scene, call 911, look listen feel, open airway pinch nose, 2 breaths, 30 compressions, 5 cycles, reassess.
 $\frac{1}{2}$ = If few are missing (5 or more)
X= If no answer or steps are completely off.
3. What does CPR stand for?
C= Cardio Pulmonary Resuscitation
 $\frac{1}{2}$ =Two words are correct out of the three
X= One word or no words are correct out of the three
4. Explain **ALL** the steps of how to do CPR on an infant
C= Assess, CPR first, call 911, look listen feel, open airway, pinch nose, 2 small breaths, 30 compressions using two fingers one finger width below the nipple line, 5 cycles, assess.
 $\frac{1}{2}$ = Using two fingers is not included in the description or half the steps are missing
X= Most steps are wrong
5. Explain how to do the Heimlich remover on an adult
C= 5 back blows, 5 abdominal thrusts
 $\frac{1}{2}$ = Back blows, abdominal thrusts number of them is not included, only one is included
X= No answer
6. If someone is bleeding heavily what steps would you do to stop the bleeding?
C= Wrap it and apply pressure
 $\frac{1}{2}$ = Wrap it
X= No answer
7. How would you take care of someone who just burned their hands?
C= Run under cool water, (stop cool and cover)
 $\frac{1}{2}$ =
X= Wash them with cold water, wrap it and call 9-1-1, run under warm water

8. How do you care for someone with frost bitten hands?

C=Move to warm area, soak in warm water

½=Try to warm them up, move them to a warmer place

X=Put in hot water, rub them warm, alcohol

9. What signs do you look for when someone is bleeding internally?

C= (one of the following must be mentioned) pale, clammy, white skin, dehydrated, throwing up blood, coughing up blood, weak pulse, bruising, swelling, swelling, redness, weak, fainting,

½=

X= headache, anger

10. How would you care for someone with a head, neck, and back injury?

C= Do not move them

½=

X= Anything that mentions moving the victim, splint

11. When you are giving CPR, how does oxygen get into the person's lungs if what you breathe out is carbon dioxide?

Credit only if this is mentioned= Your body releases some oxygen (percent does not need to be correct to get full credit)

12. What does AED stand for

C= Automated External Diffibulator

½= Two of the three words are mentioned

X= One or none of the three words are mentioned

13. What is an AED used for?

C= To shock the heart, bring back to life, restore heart to its normal rhythm

½= No pulse, no breathing

X=

14. What are three reasons why someone is afraid to perform CPR?

C= three reasons are mentioned such as; afraid, no knowledge, disease, sued, doing something wrong, others watching, assuming others will help

½= If only two are mentioned

X= 1 or none are mentioned

15. What are three signs someone is having a heart attack?

C= Chest pain, weak, headache, dizziness, anxiety, numbness in left arm, pale, clammy, shortness of breath,

½= Only two of the three signs are mentioned

X= One or none of the above are mentioned

16. Lack of oxygen to the brain causes what?

C= Stroke, brain damage

X= Heart attack

17. Lack of oxygen to the heart causes what?

C= Heart attack

X= Stroke

18. If someone is having a seizure what would you do after calling 9-1-1 to help the person?

C= Move everything out of the way, don't touch them

½=Moving everything out of the way is not mentioned in the answer!

X=Put something in their mouth, hold them down