

## VI. Analysis of Student Learning

### Part I

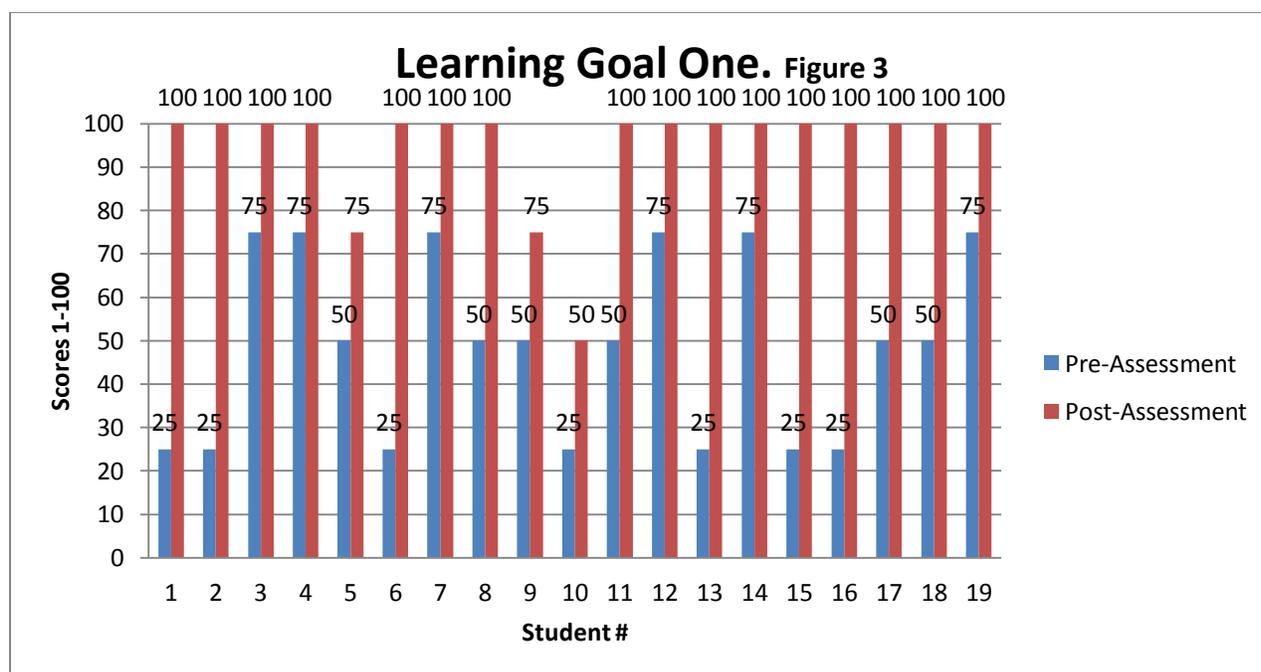
#### Learning Goal One

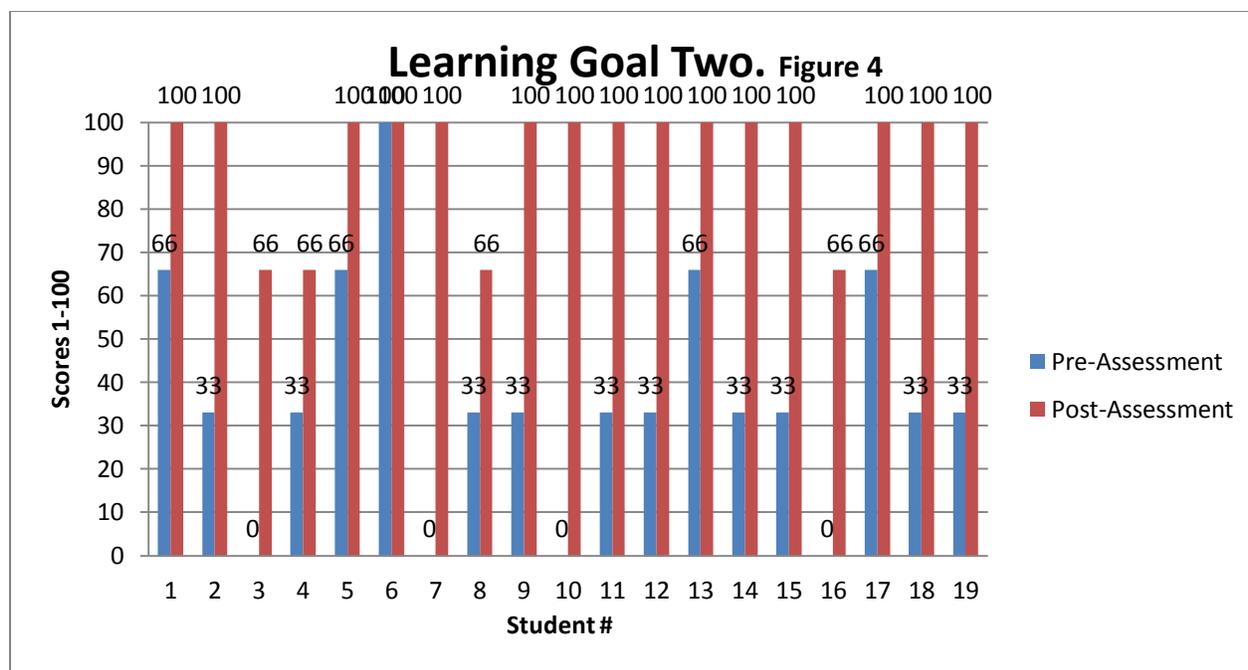
Learning Goal One	Pre- Assessment	Formative Assessment	Post-Assessment
Analyze and recognize the five main causes of the American Civil War.	Anticipatory Guide	Lecture, Teacher questioning, Student/Teacher discussion	Exit Slip/ Reaction Guide

#### Learning Goal Two

Learning Goal Two	Pre-Assessment	Formative Assessment	Post-Assessment
Assess how and why northern slavery differed from southern slavery.	Anticipation Guide/ Discussion Prompt: What is Rhode Island known for, historically and presently?	Think, Pair, Share	Newspaper Article/Reaction Guide

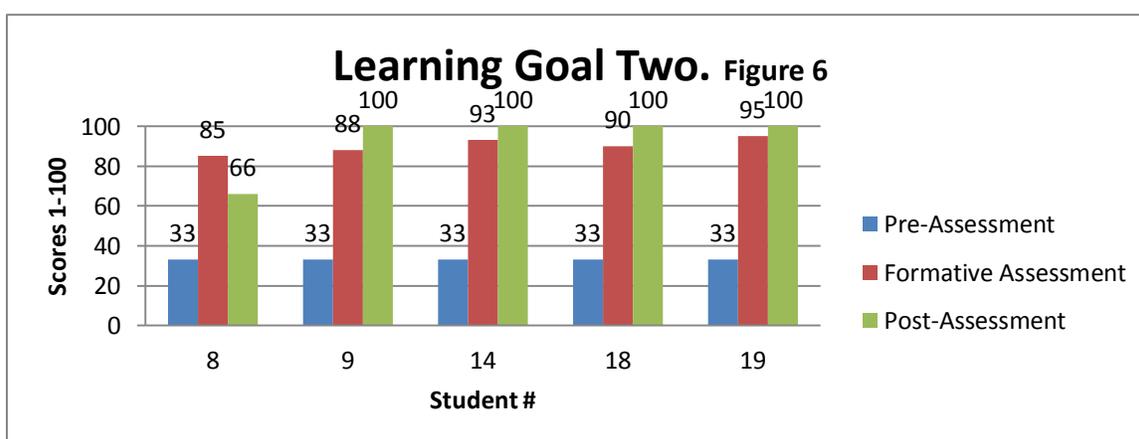
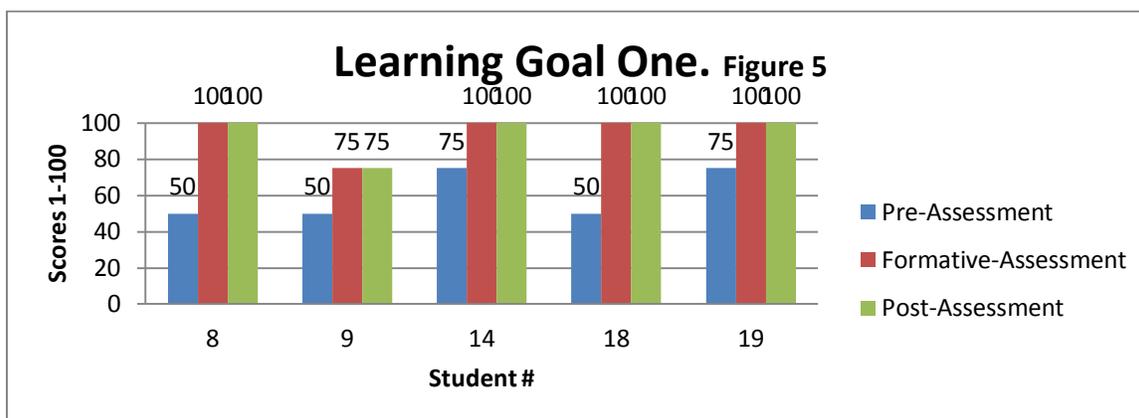
### Whole Class





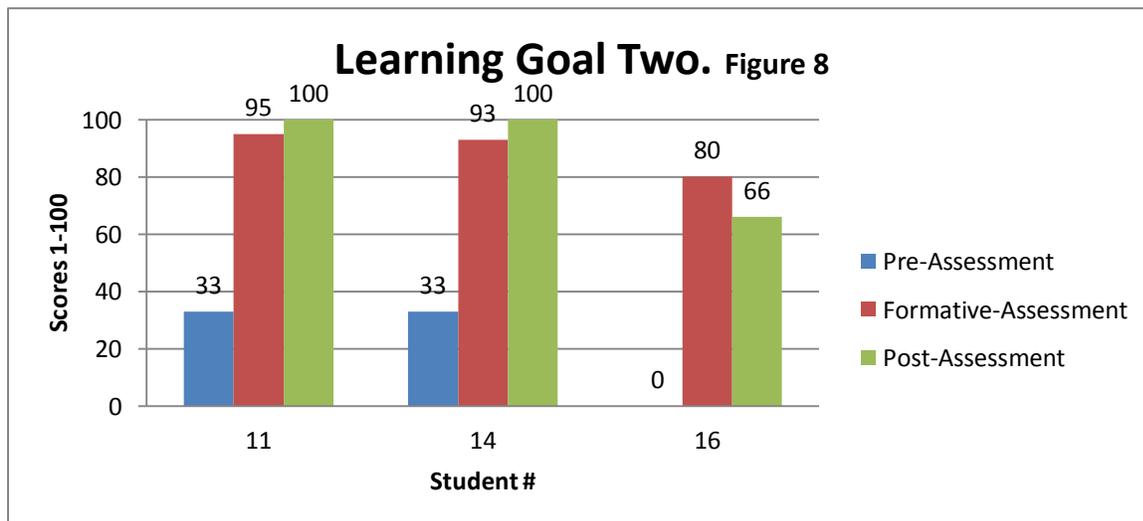
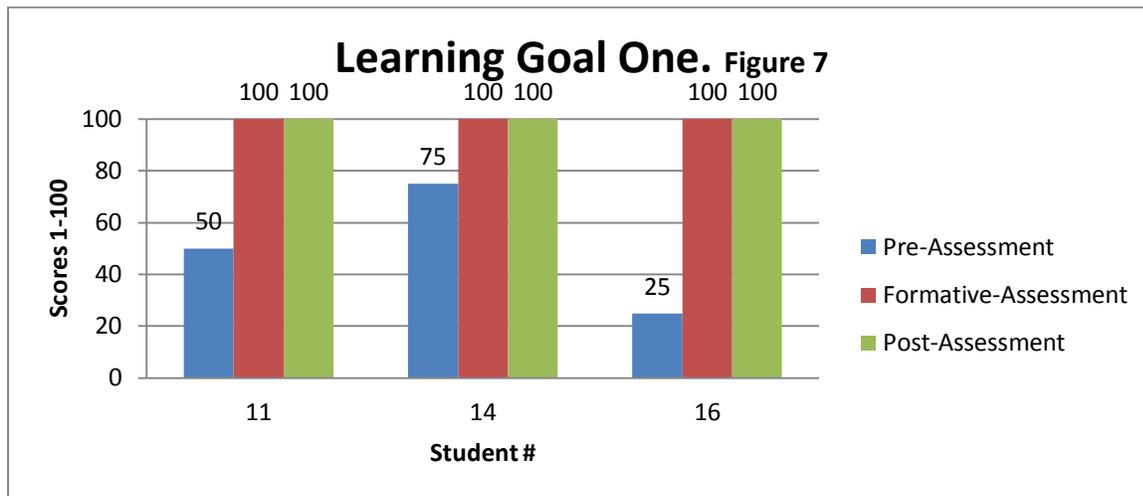
While looking at the bar graphs (Figures 3 & 4) for Learning Goals One and Two, it is evident that the class had a more difficult time mastering Learning Goal Two than they did Learning Goal One. The data explains that four students had trouble fully comprehending Learning Goal Two while three students were not able to fully master Learning Goal One. Four students in a class of only nineteen did not meet the standard, indicating that over twenty percent of the class did not fully comprehend the learning goal; a percentage that I am not comfortable with as an educator. However, the graphs do display that the students encompassed more academic growth referring to Learning Goal Two, rather than Learning Goal One. The pre-assessment explains that the students contained less knowledge regarding Learning Goal Two than Learning Goal One. (Figures 3 & 4)

### Sub-Group (Male Students)



The subgroup consisting of male students within the class was selected for three main reasons. First, there are only five male students in a predominantly female class. Second, all five male students were all extremely well-behaved students who were almost never disruptions within the class. Finally, all five male students received the same pre-assessment scores pertaining to Learning Goal Two. The data displays that every male students' scores, with the exception of student eight pertaining to Learning Goal Two, either remained consistent or increased from the formative-assessment to the post-assessment. Furthermore, all male students scores increased from the pre-assessment to post-assessment during the two Learning goals examined. (Figures 5 & 6)

### Individual (Case Study)



These three students were selected to display the learning of a high achieving (student #11), middle/average achieving (student #14), and lower achieving (student #16) learner. The data displays that as some other students, student “sixteen” had trouble achieving full comprehension of Learning Goal Two. The data from the two graphs also displays that student “fourteen”, who was designated as the average learner/achiever, scored just as well as the high learner/achiever. Pertaining to both learning goals, all three students increased their comprehension from pre to post assessment. In addition, all three students’ scores, except for

student “sixteen” regarding Learning Goal Two, remained consistent or increased from the formative-assessment to the post-assessment portion of the goal. (Figures 7 & 8).

## **Part II**

Overall, the majority of the students within the class contained a great deal of success in reference to Learning Goal One. In particular, many students were able to successfully meet the unit objectives of “SWBAT connect previous learned knowledge to the upcoming lesson with the use of an anticipation/reaction guide for the entire unit” and “SWBAT explain why slavery was intertwined in all causes of the war”. The students’ success can be attributed to the broad nature of the objectives, the engagement of the students during instruction, and the structured informal pre and post assessments that were aligned with each objective.

The broad nature of both objectives allowed students to include opinions, thoughts, and answers to the lesson with the freedom of not being ridiculed by their peers if they were to state an answer that would not be considered “mainstream” or socially accepted. The opinion based nature of this lesson allowed students to critically think about the topic without being stifled for an incorrect response, query, or opinion. This type of objective not only increases critical thinking on the part of the student but also increases a positive classroom environment which is conducive to learning. Furthermore, a kinesthetic form of brainstorming and condensing information allowed students to actually take part in the lesson; rather than being talked to by the teacher, students were able to participate in an accountable academic discussion where student opinions matter. The students were asked to come to the board and write their opinions, answers, and thoughts upon the board. Also, the use of an

Anticipation/Reaction guide allowed students to view what key factors were going to be discussed in relation to specific Learning Goals. This pre-assessment prepped the students on the key information in which they needed to be focused on in order to retain the information while inferring opinions. (See Appendix A)

It is evident from viewing student work and from the data compiled from the students' work that the students were most successful in meeting Learning Goal One and the underlying objectives within that goal. While viewing the Anticipation/Reaction Guide of students #11, #14, and #16 it was evident that these students were able to fully comprehend Learning Goal One, which was correlated with question numbers one, eight, nine, and ten of the unit pre/post assessment. (See Appendix A.2). Viewing the student responses to the unit post assessment provides you with the ability to recognize the full comprehension of Learning Goal One and its underlying objectives by high achieving (student #11), average achieving (student #14), and lower achieving (student #16) students. In addition, viewing the data figures of the entire class (figure 3) and the three selected students (figure 7) will allow you to view how all students positively progressed from the beginning of the unit to the end of the unit.

Unlike Learning Goal One, a large amount of students were not able to fully comprehend Learning Goal Two. In actuality, over twenty percent of the students within the class were not able to fully grasp Learning Goal Two and its underlying objectives. The objectives for Learning Goal Two consisted of "SWBAT create their own ideas about Rhode Island's role in the American slave trade," and "SWBAT identify how northern slavery differed

from southern slavery.” Although the students did perform well on the newspaper article assignment that was aligned with this Learning Goal, several students contained some difficulty pertaining to Learning Goal Two on the post-unit assessment. Their failures can be attributed to a lesson which had its root at the lower level of Bloom’s taxonomy and a lack of structure regarding the groups that the students were to participate in for this assignment.

First, the overall lesson was designed to meet the lower level of Bloom’s taxonomy and did not meet the higher order of thinking which is critical at the high school level. In order for students to retain important information for a long period of time, the information needs to be connected to their daily lives and learned in a manner in which it was extracted not provided. During this lesson, the information was provided to the students in a discussion as well as an article. In this case, neither form was suited for students to extract the information, it was suited to save time and simply provide the information to the students. If performed again, this lesson would be extended one to two class periods to allow the students to search for the information in different ways. Students would search for the information via technology such as the internet, or a different article which does not blatantly provide students with details, data, and personal accounts but rather provides the students with brief background knowledge in order to further research the topic themselves.

The second problem with the lesson performed was that I allowed the students to choose their own groups while completing the assignment. Allowing students with the ability to choose their own groups displays a lack of structure on my part. Rather than grouping

themselves with suitable partners who would boost them academically, the students aligned themselves with their friends and in most cases students who struggled in the same areas they did. Rather than having a higher achieving student helping a lower achieving student as I planned, the majority of the high achieving students were lumped together, while the majority of the lower achieving students were lumped together. Furthermore, the students were more concerned with discussing their social issues rather than thoughtfully completing the assignment. These contextual factors are evident within every classroom and it was my duty to recognize them while implementing my lesson. If this lesson was performed again, I would without a doubt be responsible for creating a heterogeneous atmosphere of mixed ability groups in which peer collaboration was essential for all students retaining the Learning Goal and objective.

Overall Learning Goal Two was somewhat of a failure, although it did contain some success. While viewing the data figures of the entire class (figure 4) and the three selected students (figure 8) you are able to view that the students did positively progress towards fully comprehending Learning Goal Two and its underlying objective. However, over twenty percent of the class did fail in fully comprehending the information. Viewing questions number two, four, and five of the of the post-unit assessment of the Anticipation/Reaction Guide will allow you to view how the three selected students performed pertaining to Learning Goal Two (See Appendix A.2) The higher achieving (student #11) and average achieving (student #14) were able to fully comprehend Learning Goal Two, while the lower achieving (student #16) and the other twenty percent of the class were not able to fully comprehend the goal and its underlying

objectives. However, the majority of students did perform well on the “Newspaper article” form of assessment that correlated with Learning Goal Two. (See Appendix B.2) A sign that the students were able to understand the material, just not retain it as positively as they should have.