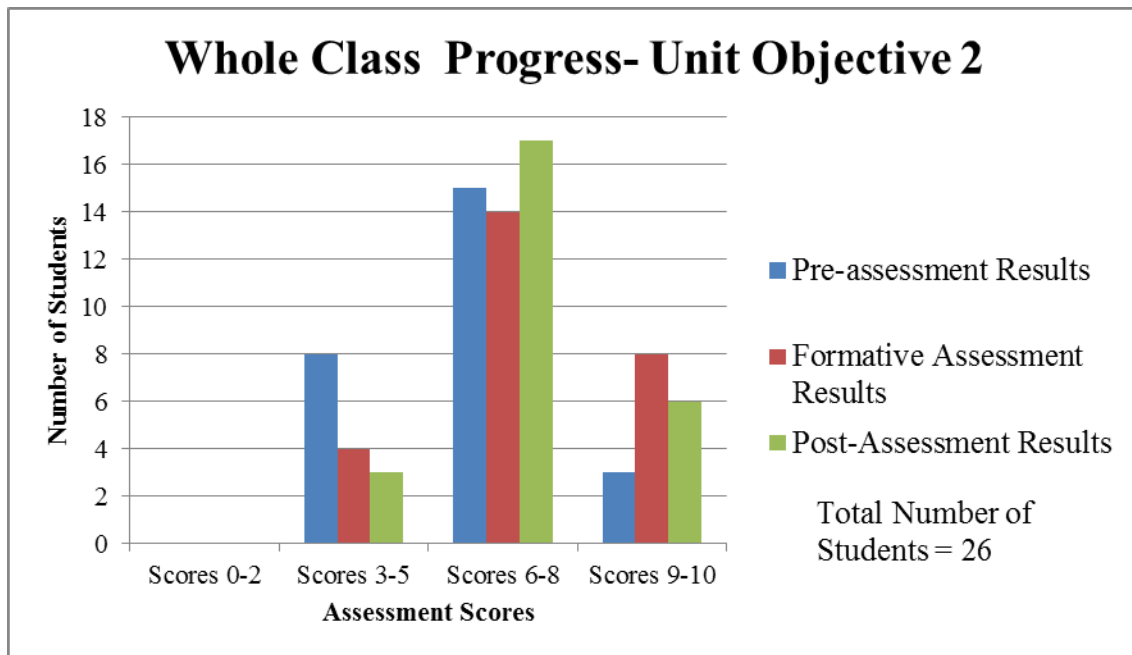


VI. Analysis of Student Learning

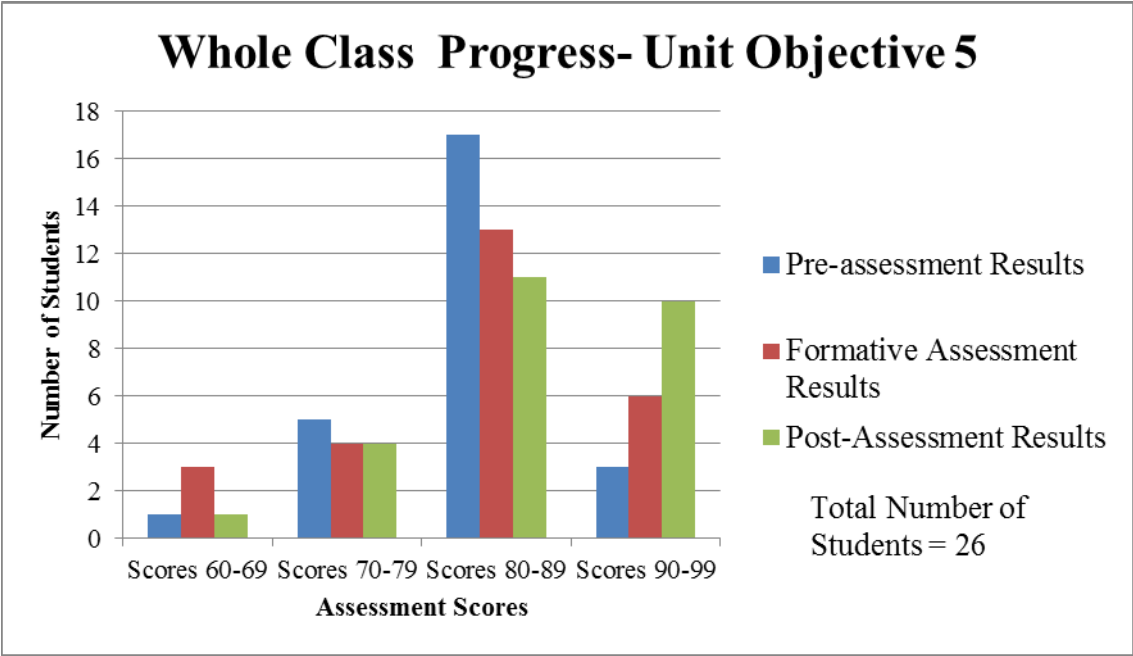
Part 1:

A. Whole Class

Unit Objective 2- Whole Class			
Scoring Range	Pre-assessment Results (Anticipatory Guide)	Formative Assessment (Anticipatory Guide)	Post-assessment Results (Test)
0-2	0 student(s)	0 students(s)	0 student(s)
3-5	8 student(s)	4 student(s)	3 student(s)
6-8	15 student(s)	14 student(s)	17 student(s)
9-10	3 student(s)	8 student(s)	6 student(s)



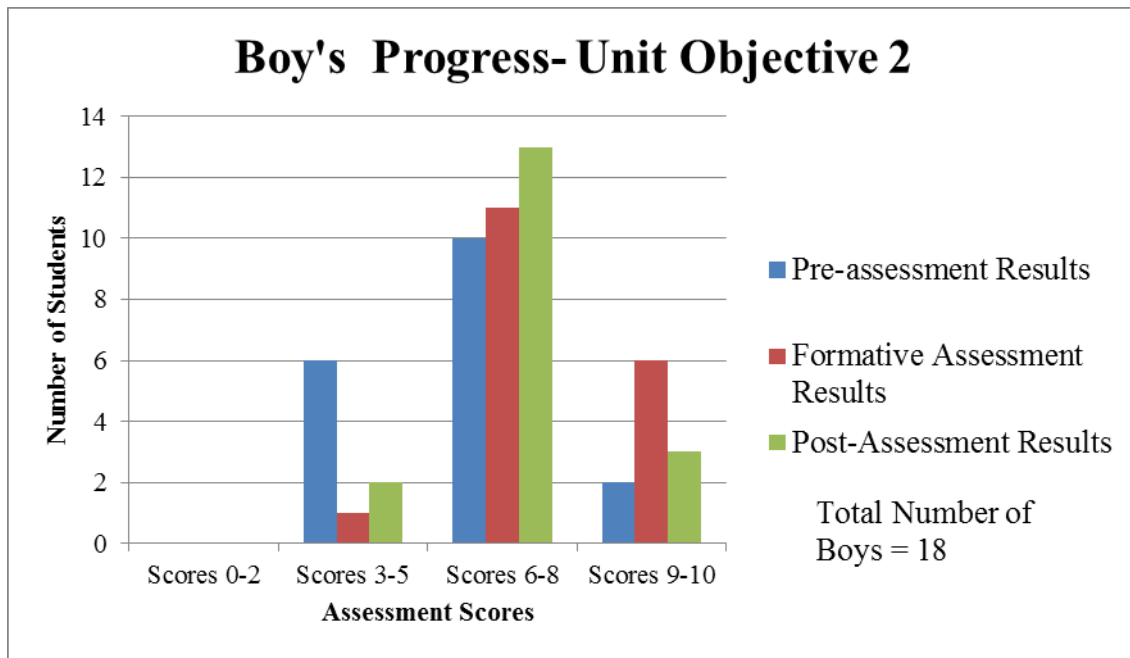
Unit Objective 5- Whole Class			
Scoring Range	Pre-assessment Results	Average of Formative Assessment(3 Take-home Quizzes)	Post-assessment Results
60-69	1 student(s)	3 student(s)	1 student(s)
70-79	5 student(s)	4 student(s)	4 student(s)
80-89	17 student(s)	13 student(s)	11 student(s)
90-99	3 student(s)	6 student(s)	10 student(s)



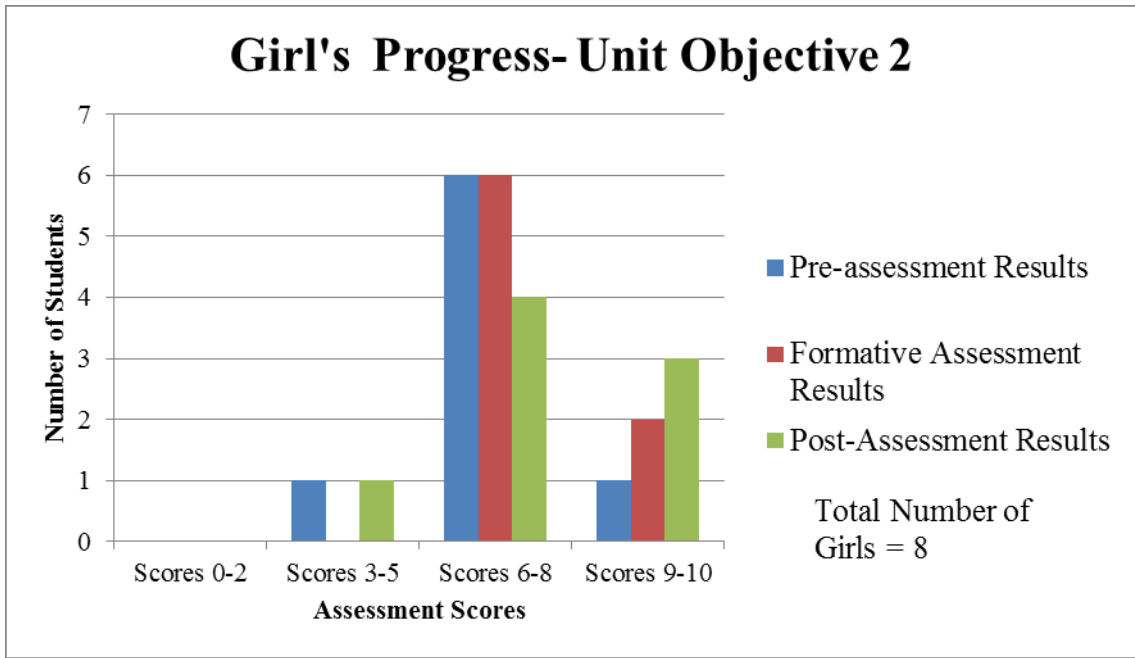
According to the graph titled Whole Class Progress-Unit Objective Two the data indicates that a large percentage of the classroom population was able to meet the unit objective. As a class, students made significant progress from the pre-assessment to the post-assessment with four students obtaining higher scores in the formative and post-assessment. In terms of unit objective five, the class also made significant progress from pre-assessment to post-assessment. The fact that there was an increase of seven students who scored in the 90-99 range indicates that the class as a whole made significant progress towards unit objective five.

B. Gender

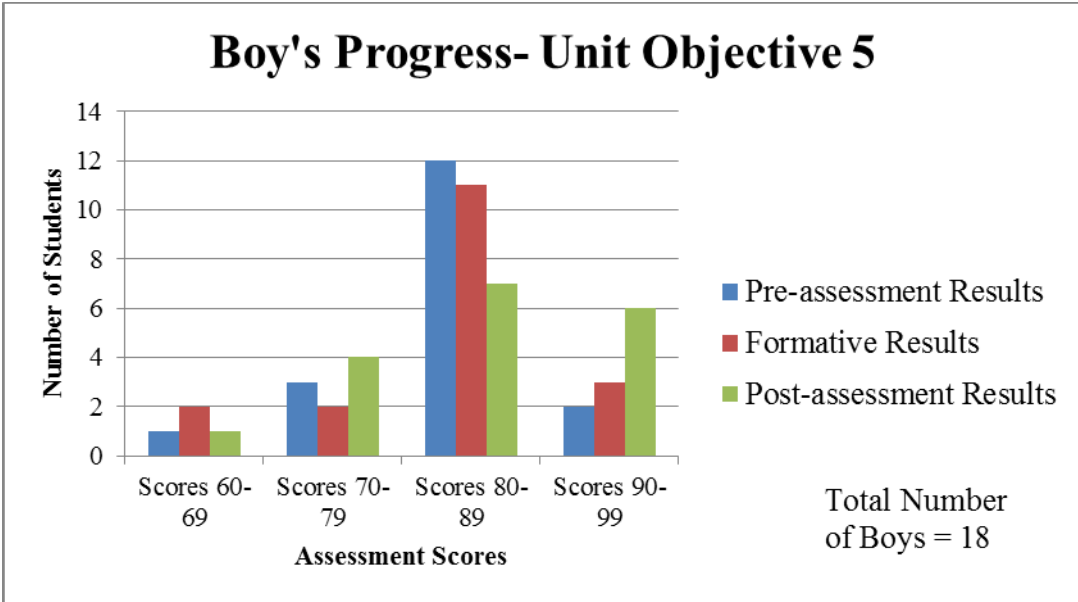
Unit Objective 2- Boys			
Scoring Range	Pre-assessment Results (Anticipatory Guide)	Formative Assessment (Anticipatory Guide)	Post-assessment Results (Test)
0-2	0 student(s)	0 students(s)	0 student(s)
3-5	6 student(s)	1 student(s)	2 student(s)
6-8	10 student(s)	11 student(s)	13 student(s)
9-10	2 student(s)	6 student(s)	3 student(s)



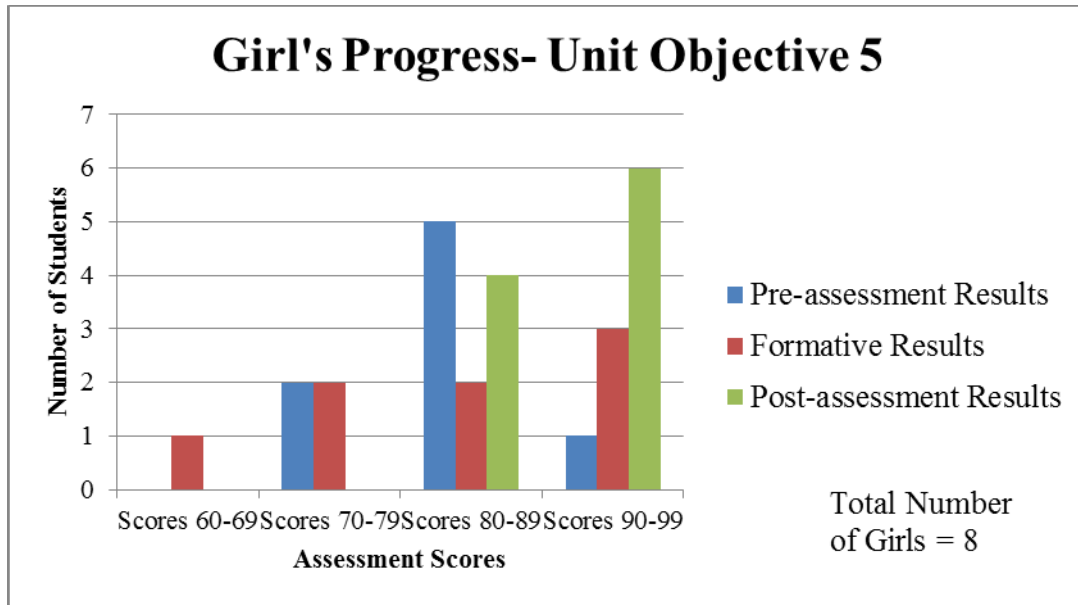
Unit Objective 2- Girls			
Scoring Range	Pre-assessment Results (Anticipatory Guide)	Formative Assessment (Anticipatory Guide)	Post-assessment Results (Test)
0-2	0 student(s)	0 students(s)	0 student(s)
3-5	1 student(s)	0 student(s)	1 student(s)
6-8	6 student(s)	6 student(s)	4 student(s)
9-10	1 students	2 student(s)	3 student(s)



Unit Objective 5- Boys			
Scoring Range	Pre-assessment Results	Average of Formative Assessment(3 Take-home Quizzes)	Post-assessment Results
60-69	1 student(s)	2 student(s)	1 student(s)
70-79	3 student(s)	2 student(s)	4 student(s)
80-89	12 student(s)	11 student(s)	7 student(s)
90-99	2 student(s)	3 student(s)	6 student(s)



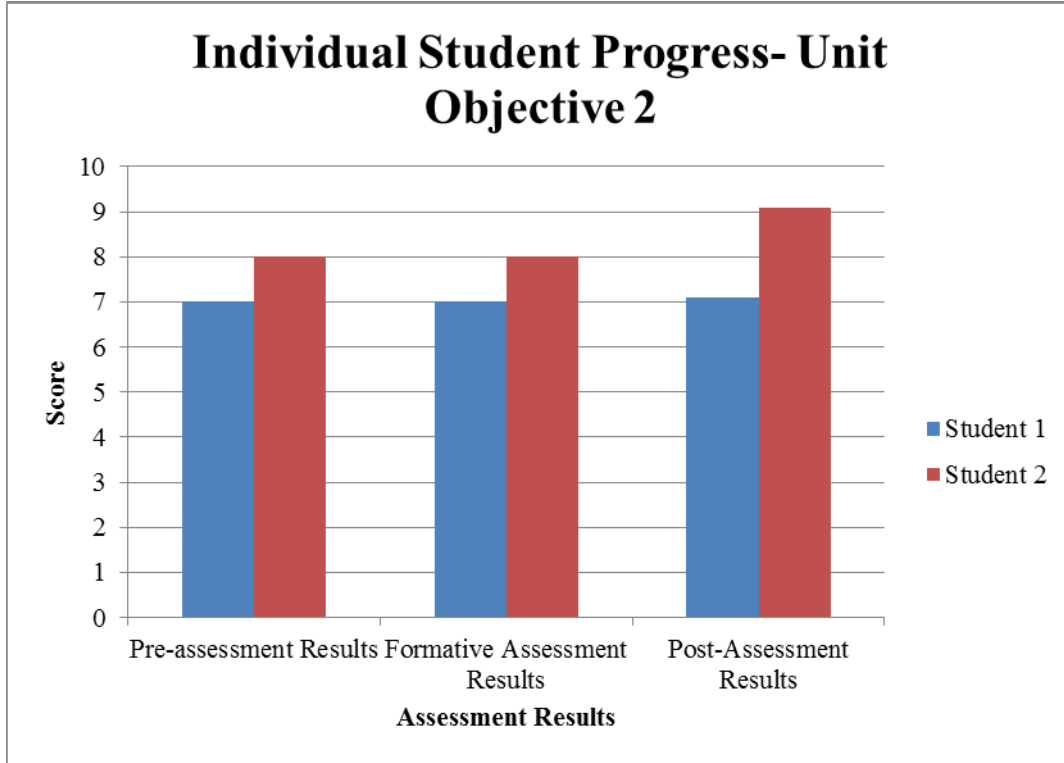
Unit Objective 5- Girls			
Scoring Range	Pre-assessment Results	Average of Formative Assessment(3 Take-home Quizzes)	Post-assessment Results
60-69	0 student(s)	1 student(s)	0 student(s)
70-79	2 student(s)	2 student(s)	0 student(s)
80-89	5 student(s)	2 student(s)	4 student(s)
90-99	1 student(s)	3 student(s)	4 student(s)



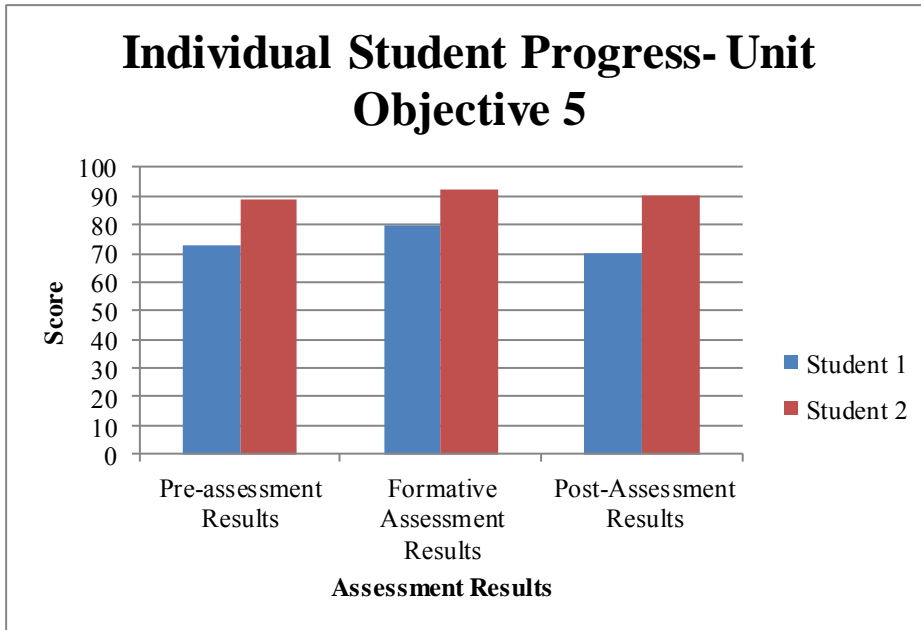
According to the data, the boys for the most part met both unit objectives but little improvement was made. For example, the data from the boy's progress toward unit objective five reveal that only four boys scored higher on their post-assessments in the 90-99 range while five fewer boys scored in the 80-89 range between the pre-assessment and the post-assessment. In terms of both unit objectives, it appears that the girls were more successful. The data from the girl's progress toward unit objective five indicates that five students improved their scores in the 90-99 range.

C. Individual Students

Unit Objective 2- Individual Students			
Student	Pre-assessment Results (Anticipatory Guide)	Formative Assessment Results (Anticipatory Guide)	Post-assessment Results (Test)
Student 1	7	7	7.1
Student 2	8	8	9.1



Unit Objective 5- Individual Students			
Student	Pre-assessment Results	Take-home Quiz Results	Post-assessment(Political Cartoon) Results
Student 1	73	80, 75, 85 = 80 Average	70
Student 2	89	82.5, 100, 95 = 92.5 Average	90



In terms of individual student performance in relation to both unit objectives, there was a clear distinction in the results between student 1 and student 2. Throughout the unit, student 2 performed significantly higher than student 1 with regards to both unit objectives. As the examples of student work demonstrate, the results of the formative assessments clearly indicate that student 2 was able to outperform student 1 as she was more receptive to the material. The results from the unit test also indicate that student 2 was more comfortable and receptive to the content compared to student 1. In general, both students performed consistently as both students did not show higher results between the pre-assessments and post-assessments.

Part II:

According to the data, students were successful in terms of meeting unit objective five. The data suggests that a total of twenty-one students were able to obtain a score of 80 or higher on the post-assessment. This outcome is likely attributed to the fact that this unit objective is receptive to the student values and attitudes toward the decision by the United States to pursue the policy of American imperialism. This outcome could also be attributed to the fact that the post-assessment was a hands-on-activity that required students to demonstrate their understanding of the material through the use of visuals.

Although the number of students that scored in the 3-5 range decreased from the pre-assessment to the post-assessment, three students continued to struggle in meeting unit objective two. This lack of success may have been attributed to the type of summative assessment used. Student achievement could have improved if students were required to trace the territories that were acquired by the United States through the use of a visual, such as a map. This would have been more effective and a better form of assessing student achievement given that the majority of the class is visual learners.

As mentioned above, there are areas in which the teacher candidate could have made modifications during the unit to enhance student achievement in relation to the unit objectives. With unit objective two student achievement could have certainly been improved through the use of different assessment instruments, such as having students trace the acquisition of territories on a map. The teacher candidate could also have delivered the content in a more clear and concise manner, especially for those students who struggle with these concepts. Restating unit objective two is also another idea that could enhance student learning throughout this unit to help ensure that all students stay on task and to connect their work to the larger goals of the unit. These

revisions could help enhance student outcomes in relation to the unit objectives given that they require students to identify more closely with the content and ideas within the unit.