

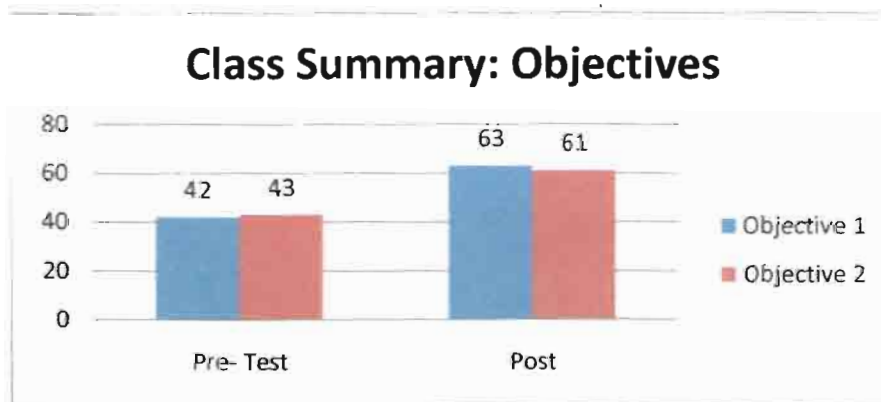
Analysis
Of
Student Learning

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I had given 20 students both a pre-test and a post test. However, 3 of the students due to absences were not counted for this analysis. These students are Geometry A students. They are expected to move at a faster pace than the regular geometry class.

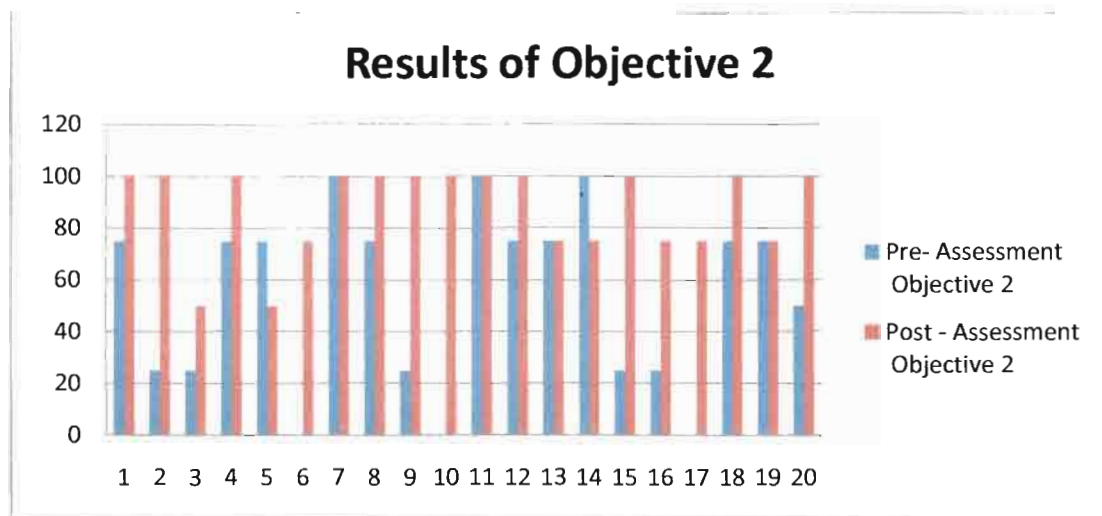
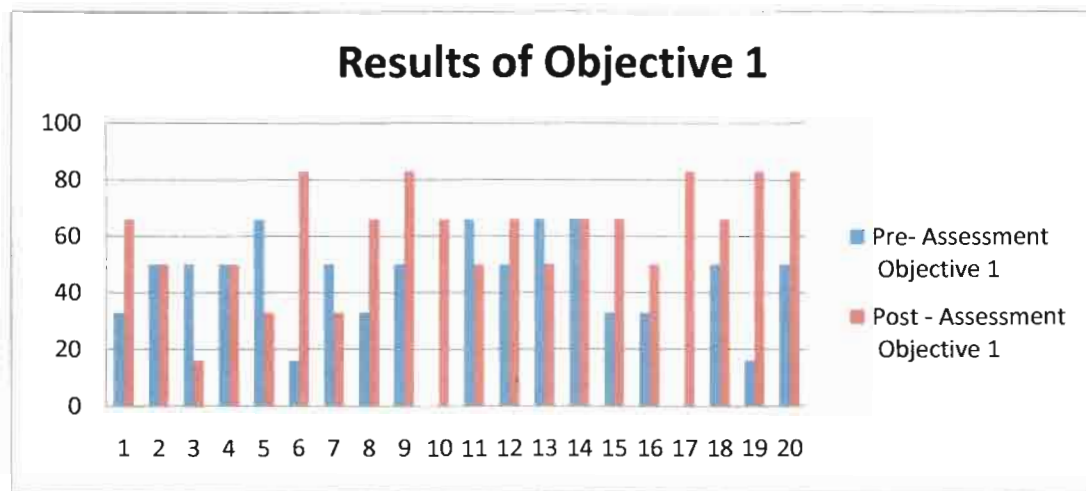
However, the result of the pretest proves otherwise. It showed that these students have little to no understanding about rigid transformation. In fact, the class average for objective 1 was 42% and the class average for objective 2 was 43% on the pre-assessment test. This is probably due to guessing since all the pre-assessment questions were multiple choices.

I was pleased with the result of the post test because the class has improved 21% for objective 1 and 24% for objective 2. In fact, it took the student 5 to 7 minutes on the pretest, but it took them 20 to 25 minutes on the post test. This showed that the students went from guessing to actually trying on the test. Most of the students are now able to accurately perform rigid transformation on and off the coordinate plane across context. Most of them are also able to determine what types of transformation occur within a given problem with an explanation.



Out of the 20 students being tested, 5 students improved dramatically on the post-test. They are student number 2, 6, 10, 17, and 19. These students are good students who worked

hard to improve their grades. In fact, student number 17 struggles a lot, does his homework and asked questions. He has increased his score from 0 to 83% for objective 1 and from 0 to 75% for objective 2. Furthermore, student number 2 whose has attention hyperactive deficit disorder has shown 25% improvement on objective 2. Unfortunately, there is no improvement for objective 1, but this could be due to the fact that he guessed correctly on the pre-assessment.



Moreover, 6 out of the 20 students being tested have dropped dramatically on the post-test. They are student number 3, 5, 7, 11, 13, and, 14. Student number 3, 5, 13, and 14 all depicts characteristic of students who will not do well on the test. Student number 3 has autism,

is rude, and does not take constructive criticism well. In fact, you have to give her a warning to make her calm down as well as accommodating the lesson for her. Student number #13 is very lazy, must be given a warning to do his work, and is motivated by one on one tutoring. As for student number 5, she is a quite student who does her work, but doesn't ask question when she doesn't understand something. Furthermore, student number 14 has difficulty understanding English. Therefore, his dropped in the score would be due to his lack of understanding of the English language.

On the other hand, I was surprise that student number 7, and 11 score dropped dramatically. These students do not at all exhibit any characteristic of students who will fail a test. In fact, student number 7 is one of the top students in the class. He has dropped 17% on objective 1 and showed no improvement on objective 2. As for student number 11, he is a student who does not do his homework, but does well on a test. This result could be due to the guesses that were made on the pre-test which are higher or equal to their post test scores.

In, fact pre-test score for objective 1 would not be appropriate to use to determine success because most of the students guess on questions related to this objective. As for objective 2, these would be more appropriate to use to see improvement because only 2 students score went down for this objective. In addition, if I have told the students to write down I do not for questions they cannot answer, the results would have been more accurate.