

Candidate Effect on Student Learning - Acceptable

(Taken from TCWS "Readiness to Teach -Acceptable")

Teacher Candidate: _____0256676_____

0-Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate demonstrates the methods and skills needed to meet the needs of most learners.	High quality of the indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

III. ASSESSMENT PLAN RUBRIC

Rating

- | | |
|---|-------------|
| 1. VISUAL ORGANIZER FORMAT: Clearly presents how assessments fit the whole plan. | <u>1. 4</u> |
| 2. (VO)MULTIPLE FORMS OF ASSESSMENT: Assessments are varied, including pre and post. | <u>2. 5</u> |
| 3. (VO)OBJECTIVES W/ASSESSMENT: Clearly presents how objectives line up with assessments. | <u>3. 5</u> |
| 4. (VO) RATIONALE FOR ASSESSMENT CHOICE: Choices match the overall objectives. | <u>4. 5</u> |
| 5. (VO) ADAPTATION BASED ON STUDENT NEEDS: | <u>5. 4</u> |
| 6. RATIONALE IN NARRATIVE: | |
| 7. SCORING PROCEDURES | <u>6. 5</u> |
| 8. PROFESSIONAL WRITING | <u>7. 5</u> |
| | <u>8. 5</u> |

IV. DESIGN FOR INSTRUCTION RUBRIC

- | | |
|---|-------------|
| 1. USE OF PRE-ASSESSMENT DATA. | <u>1. 4</u> |
| 2. UNIT VISUAL ORGANIZER. | <u>2. 4</u> |
| 3. LESSON PLANS. | <u>3. 5</u> |
| 4. ALIGNMENT with LEARNING GOALS AND UNIT OBJECTIVES. | <u>4. 4</u> |
| 5. CLASSROOM CLIMATE. | <u>5. 5</u> |
| 6. USE OF TECHNOLOGY. | <u>6. 4</u> |

7. PROFESSIONAL WRITING. 7. 4

V. INSTRUCTIONAL DECISION-MAKING RUBRIC

- | | |
|---|------|
| 1. RETHINKING YOUR PLANS FOR A GROUP OF STUDENTS. | 1. 5 |
| 2. REVISIONS for a group of students based on analysis of student learning. | 2. 4 |
| 3. EXPLANATIONS OF MODIFICATIONS: Group. | 3. 4 |
| 4. RETHINKING YOUR PLANS FOR AN INDIVIDUAL STUDENT. | 4. 5 |
| 5. REVISIONS for an individual student based on analysis of student learning. | 5. 5 |
| 6. EXPLANATIONS OF MODIFICATIONS: Individuals. | 6. 5 |
| 7. PROFESSIONAL WRITING. | 7. 4 |

VI. ANALYSIS OF STUDENT LEARNING RUBRIC

- | | Rating |
|--|--------|
| 1. ALIGNMENT WITH SELECTED UNIT OBJECTIVES. | 1. 5 |
| 2. CLARITY AND ACCURACY OF GRAPHS AND DATA. | 2. 4 |
| 3. INTERPRETATION OF DATA. | 3. 5 |
| 4. EVIDENCE OF IMPACT ON STUDENT LEARNING. | 4. 4 |
| 5. INSIGHTS ON EFFECTIVE INSTRUCTION AND ASSESSMENT. | 5. 6 |
| 6. PROFESSIONAL WRITING. | 6. 5 |

III. Assessment Plan

<u>Assessments</u>	<u>Objectives Addressed</u>	<u>Rationale for Assessment</u>	<u>Adaptations</u>
1) <u>Pre-assessment</u> World Map Pre-test of Continents and Oceans	Objective 1	World map pre-test-blank map chosen to assess students prior geographical knowledge of continents and oceans	As much time needed for pre-test Some students will be provided with a word bank or some will have an option to use a word bank
2) <u>Formative Assessment</u> Continents and	Objective 1		

<p>Oceans interactive web based game</p> <p>Student participation</p> <p>3) <u>Post-Assessment</u> World Map of Continents and Oceans quiz</p>	<p>Objective 1</p>	<p>Ongoing assessment of recall and recognition</p> <p>Quiz chosen on Continents and Oceans to show knowledge and comprehension</p>	<p>Varied levels of the web based games available to students</p> <p>Preferred seating for students with Autistic-Spectrum Disorder</p> <p>Table of contents notebook to assist students in organization</p> <p>Extended time given for students that have IEP's with extended time for tests or quizzes</p>
<p>1) <u>Pre-assessment</u> Admit Slip-What is geography and why is it important?</p> <p>2) <u>Formative Assessment</u> Oral questioning, asking students to brainstorm ideas about the 5 themes of geography</p> <p>Graphic organizer for the 5 themes of geography</p> <p>Create a collage of words on wordle.net using 50 words to represent or describe the 5 themes of geography</p>	<p>Objective 1 & 2</p> <p>Objective 2</p> <p>Objectives 1 & 2</p> <p>Objectives 1& 2</p>	<p>Admit slip chosen to assess students prior knowledge of geography and to activate brainstorming ideas about geography</p> <p>Oral questioning-on-going to Assessment chosen to reveal understanding, concepts and skills</p> <p>Assessment chosen to reveal student comprehension and knowledge</p> <p>Assessment chosen to reveal understanding, concepts and skills</p> <p>Media literacy component to assess meaningful learning</p>	<p>Student led and centered discussion</p> <p>Wait time on answering Guided questions</p> <p>Table of contents notebook to assist students in organization</p> <p>Group work on brainstorming ideas to allow</p> <p>Preferred seating for students with Autistic-Spectrum Disorder</p> <p>Students work in pairs cooperatively to learn from others</p> <p>Modeled activity on wordle.net to ensure student understanding</p> <p>Wordle program chosen to accommodate the visual and creative learners</p>

<p>Student participation and literacy component</p> <p>3) <u>Post-assessment</u> Sharing-out of Wordle collage on 5 themes of geography on Smart Board</p>	<p>Objectives 1& 2</p> <p>Objectives 1& 2</p>	<p>and to allow students to be creative</p> <p>Students participating in technology applies to meaningful learning</p>	<p>Varied participation: talking, group work, gathering information, writing</p>
<p>1) <u>Pre-assessment</u> Class discussion on political and physical maps-What is a physical map? What is a political map?</p> <p>2) <u>Formative Assessment</u> Graphic organizer T-chart- using World Atlas comparing characteristics of maps</p> <p>3) <u>Post-Assessment</u> Class Discussion on compare map differences</p>	<p>Objective 3</p> <p>Objective 3</p> <p>Objective 3</p>	<p>Assessment chosen to recall student’s prior knowledge</p> <p>Assessment chosen to compare and contrast physical and political maps</p> <p>Assessment chosen to activate student’s prior knowledge and to introduce political boundaries</p>	<p>Varied participation: talking, writing</p> <p>Wait time on answering</p> <p>Guided questions</p> <p>Graphic organizer/T-chart Class participation and guided teacher discussion</p> <p>Table of contents notebook to assist students in organization maps</p> <p>Preferred seating for students with Autistic-Spectrum Disorder</p> <p>Wait time on answering</p>

<p>1.) <u>Pre-Assessment</u> Blank map of the United States with the beginning letter of each state</p> <p>2.) <u>Formative Assessment</u> Filling in a blank map of the United States on Smart Board, a copy of the map, and United States Bingo game</p> <p>3) <u>Post-Assessment</u> 2 quizzes given on the political map of the United States</p>	<p>Objective 3 & 4</p> <p>Objective 1, 3 & 4</p> <p>Objective 1</p>	<p>Pre-test-blank map of the United States chosen to assess students prior geographical knowledge</p> <p>Assessment chosen to reveal student comprehension and knowledge</p> <p>Assessment chosen for the visual and kinesthetic learners</p> <p>Quizzes chosen on United States map to show geographical knowledge and comprehension</p>	<p>Extended time on map</p> <p>Each state has the beginning letter of the state to help students in remembering the states</p> <p>Varied classroom setting: groups</p> <p>Extended time given to students to figure out the state and to find it on the bingo card</p> <p>Manipulative used for the kinesthetic learner</p> <p>Smart Board used for the visual learner</p>
--	---	---	--

Assessment Rationale

The rationale for the assessments requires basic skills and mental procedure beyond recall. The assessments require students to comprehend knowledge and to gather information. The pre-assessments, allow me, as well as the students, to discover what is already known in terms of geographic information. It is critical to recognize prior knowledge, so students can engage in questioning, formulating, thinking and theorizing, in order to construct new knowledge appropriate to their level. Ongoing or formative assessment throughout the learning process is critical, because it directs the teacher and student as to where to go next. Formative assessment plays an important role in feedback on what the student has learned.

Activating student's knowledge with formative and summative assessments assists both teachers and students about student understanding. Tying information together such as classroom discussion of what students learned is key in the assessment process. It is important to know what the students learned as well as what they did not learn. Instructing students to share-out their information and to explain what they learned to their fellow classmates, is another form of formative assessment. Having them re-teach what they learned is a way to retain the knowledge they gained.

Pre-Assessments with Adaptations

For Learning Goals 2 and 3 the students will be pre-assessed and asked to locate and label the geographical locations of the seven continents and four oceans on a map. The purpose of this pre-test is to discover how much geographical knowledge the students have and need to further this unit (Appendix A). The pre-test is a map of the world and the students will be instructed to locate and label the seven continents and four oceans. As an adaptation, I decided to use a matching form of pretest rather than just giving a blank map because of the student's learning abilities. Having this pre-test will inform me as to how much time I need to spend on teaching this information. I will allow as much time needed as another adaptation. The importance of this unit is to lay the foundations of geography and for students to understand and explain specific geographical locations. I will be available to all students if they need my assistance.

Another pre-assessment used in this unit is admit slips, asking the students, *what is geography and why is it important?* And the other for a different lesson on physical features is, *what is a natural border?* These pre-assessments are aligned with Learning Goals 1 and 4. An admit slip assesses students prior knowledge and also can act as an introduction to the day's lesson. The admit slip also is design to activate brainstorming and to gage student's knowledge. Class discussion, in terms of pre-assessment provides teacher an opportunity to clarify and provide any new information. For Learning Goal 3, the students will be prompted with a question on the Smart Board, *what is a physical map and what is a*

political map? Class discussion gives students opportunities to share their ideas, perspectives, and viewpoints. This will also let me know how much information they know about maps, which will inform me how much time I need to spend on the differences between the two.

Another pre-test will be administered for a pre-assessment for Learning Goal 1 is a blank map of the United States (Appendix B). As an adaptation, I put the beginning letter of each state in the state's location. This modification may prompt student's prior knowledge on United States geography on a political map. This pre-test will determine how long I will need to spend on the political map of the United States.

Formative Assessments with Adaptations

The use of formative assessment is so important to student learning. It is an interaction between student and teachers that allows an understanding of knowledge gained. Using questioning as a formal assessment about the 5 themes of geography allows for an opportunity for deeper thinking. Expanding learning through questioning and brainstorming expands and reveals the degree of understanding. This discussion is aligned with Learning Goal 1 and 4. Employing class discussion provides teacher an opportunity to clarify and provide any new information. The graphic organizer used for Learning Goals 3 and 4, is an assessment chosen to see how the students organized their thoughts (Appendix C). They are used to provide visual support that will assist the student in learning and understanding what is being taught. The organizer will assist in the summative assessment as well in organizing what they learned and conveying that in their Wordle assignment.

For Learning Goal 1, I will use a bingo game as a formative assessment (Appendix D). This will act as a review for the students and will determine how ready they are for the post-assessment, which will be a quiz on the United States political map. The bingo game is a manipulative used to accommodate the kinesthetic learner. The Smart Board will be used as a technology piece in this lesson. I will have a blank map on the Smart Board, as I point to a specific state, the student's will be instructed to look for the state

name on their bingo card. An adaptation I will use is wait time in between pointing to states, so students have time to find the state on the bingo card and process the information.

A vocabulary list on physical features will be aligned with Learning Goal 2. The students will match the vocabulary word with the definition (Appendix E). Learning the vocabulary before they learn how to read a physical map will assist them in the map reading process. Understanding the physical features and knowing the definitions is aligned with the local city's curriculum. As they learn the vocabulary, they will move on to the physical features of the United States map (Appendix F).

Post-assessments with Adaptations

There will be two quizzes given for post-assessments, one on the world map and the other on the United States map (Appendix G and H). Both quizzes will be aligned with Learning Goals 1 and 4. After the post-assessment quizzes are completed, it will illustrate to me student learning. Extended time will be provided as an adaptation for students who need extra time to take either quiz.

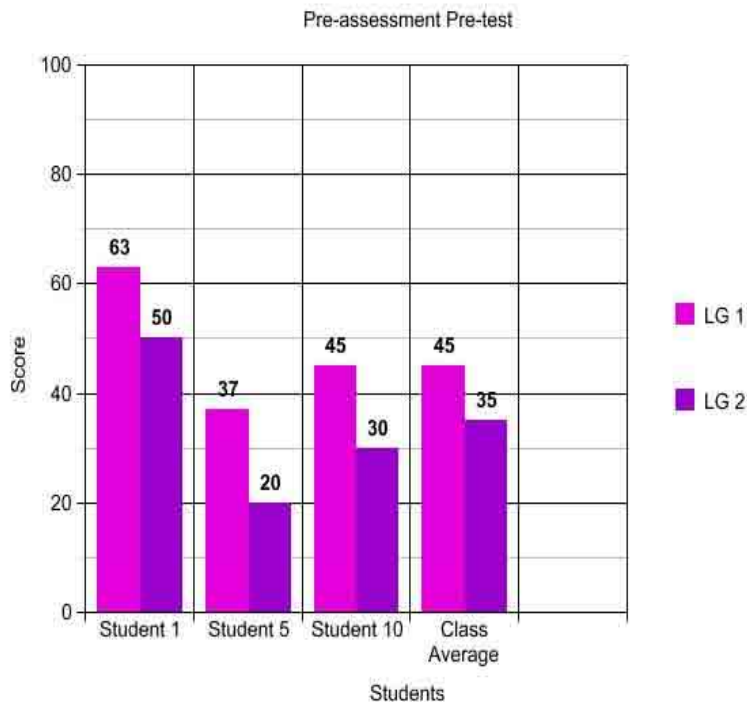
Another post-assessment used, is a computer program called Wordle. It is a collage of words that the students create on computers. The students will create a word collage representing what they learned about the five themes of geography. This post-assessment, when completed will illustrate meaningful student learning and is aligned with Learning Goals 1 & 4. Another post-assessment, will be a game called the fly swatter game. This is a vocabulary game used to assess student learning. I will use this game to assess student's comprehension of the physical features vocabulary. This post-assessment will align with Learning Goals 1 and 2. To add some manipulative for the kinesthetic and visual learners, the students will create a map locating and labeling physical features on a blank map using Fruity Pebbles and colored pencils. This post-assessment will align with Learning Goals 2 and 3. The students will be able to be creative through this assessment and apply meaningful learning. A rubric will be given to students for this map assignment (Appendix I). A quiz will also be given for a post-assessment on the

physical features of the United States to reinforce learning (Appendix J). Extended time will be provided as an adaptation.

Results for Pre-Assessments for Design for Instruction

The purpose of this unit is to allow students to learn and understand geography. The unit begins with world geography and is an introduction to continents and oceans. I administered a world map pre-test to gain knowledge on what students knew in terms of the earth's geography. From this pre-test, I was able to assess student knowledge on the earth's geography. More than 50% of the students were unable to locate and label the continents and oceans correctly on a world map. This pre-test informed me how much time I needed to spend on the Earth's geography. The graph below illustrates 2 of the student's assessment and the class average for Learning Goal 2 and unit Objective 1 (Figure 1).

Figure 1



The results were clear in the pre-assessments for both map pre-tests administered to students. As shown in Figure 1, I needed to teach the Earth's geography and the political geography of the United States. The class average was below 50% in both pre-assessments. The Earth's geography is less

information; therefore I have allowed two days for Objective 1. For Objective 4, the results for the class' average were less than 50%. The student's need more time to learn the political geography of the United States. Admit slips are designed to activate brainstorming and to measure student's knowledge. Class discussion, in terms of pre-assessment provides teacher an opportunity to clarify and provide any new information. For Objective 2, I administered an admit slip with the prompt, *what is geography and why is it important* (Appendix K). This enabled me to measure student understanding about geography and allowed me to introduce the five themes of geography. The results were more than I anticipated. Many of the student's understood the general meaning of geography. Another prompt I used to engage students and pre-assess student knowledge, was the prompt on the Smart Board asking students, *what is a physical map and what is a political map?* This pre-assessment was aligned with Objective 3. This allowed me to gauge how much knowledge student's had and how much time I needed to spend on the different maps. From this prompt, I was able to assess from our class discussion that this was an introduction to the different types of maps. Most students did not know the difference or did not know the meaning of a political or physical map. The graphic organizer chosen for this lesson, helped student's organize the information that I taught. The result for the pre-assessment aligned with Objective 4 was an admit slip prompting the student's knowledge on natural borders (Appendix L). The student results were again very low. Most students' could not answer the prompt and seemed very confused by the question. This once again, allowed me to assess how much I needed to teach about the physical features on a map, with the concentration of the United States.

Alignment with Learning Goals for Design for Instruction

This unit will teach students about different landforms, physical regions, maps, natural resources, and climates of the United States. Learning Goals 1 and 2 are aligned with the Geography Standard 1 and 4, which focuses on the interconnectedness of physical features and human characteristics and cultures. Introducing students to the basic concepts of geography will help students understand and connect geography with history. Learning Goal 3 is aligned with local Standard 1. In my design for instruction, students will gain knowledge of physical and political maps as well as compare the two. Learning Goal 4

is aligned with the Geography Standard 1, 3 and 4. The five themes of geography help students understand and correlate geography with historical and current events that they will learn throughout the year. This unit is laying the groundwork and acts as a stepping-stone to their historical path of learning. This unit emphasizes the importance of location, place, movement, interaction, and region. It demonstrates the connection and illustrates how certain features and/or characteristics affect people, places, and events.

Linking cause and affect with geography and society, helps students look at our natural environment and connect it to the way we live, not only within history but how geography pertains to their everyday lives. Learning Goal 3 links with the curriculum Geography Standard 3 and 4. Gaining knowledge and skills that pertain to geography, involves learning about current events and how we, as a society, live with our environment. It connects how we depend on our environment, and how we have changed our environment.

The learning goals for this unit are appropriate and purposeful for 8th grade students. The learning goals line up with the local curriculum standards. Additionally, these goals instill and introduce the scaffolding the students will need to embark on the United States History they will learn throughout the 8th grade year. The student's prior knowledge of United States geography, is minor, and needs to be the starting point before learning Early Exploration and Colonization of North America. This unit will be the laying the foundation for the entire school year as well as future educational years. Extracting historical and linking geographical information is a skill that will help students better understand the world around us.

Classroom Climate

To ensure a positive and supportive learning environment, I will make adjustments to my unit as needed. I understand that adaptations and modifications will need to be made as we make our way through this unit. As I mentioned in my Contextual Factors, my student's will need me to modify and adjust as they learn this unit. I will make sure that the student's who have a difficult time with

attentiveness, are placed in the proper seating. If information needs to be broken down into smaller pieces or steps, I will accommodate my student's learning abilities.

My unit is also designed to accommodate the visual and kinesthetic learners. Knowing that my students are at a lower learning ability is the reason for my instructional design. It is well thought out and purposeful for the student's that I will be teaching. Having admit slips or writing prompts on the board is a way to ensure student's immediately get on task as they enter the room. Giving the student's a focus as they enter the room will assist in the attentiveness and structure of the classroom. I will also model work so that the students are clear in what is expected of them. The student's are going to create a physical map using Fruity Pebbles, to ensure that student's are clear on the assignment, I will show them a model of what the map should look like. I will also make sure that my instructions are clear and purposeful. This will promote and help with the learning goals that I have set up for this unit. Graphic organizers are another way to help students with clarity and thought. Another way I will model is, as the student's share-out their information they have found for their organizer, I will be sure to have one on the Smart Board so every student has the correct information.

Technology

The technology I will be using will primarily consist of the Smart Board that is connected to the computer. This will allow the students to visually see the maps, Power Points, web-based geography games, graphic organizers, geography bingo, and writing prompts. This technology is necessary because it will give the students a visual and interactive approach to learning. I find that the Smart Board is an effective tool to communicate ideas, knowledge and improves purposeful learning. The students will also use computers in the computer lab. Integrating technology in my unit is important for student engagement and learning process. Student learning varies within the classroom and implementing technology will assist me in reaching different student levels of learning. The use of this technology will allow me to achieve my learning goals and objectives for the unit.

.....

V. Instructional Decision Making

While student teaching and implementing this unit on geography, I had to modify and make a number of changes in order to accommodate my students. Deriving upon these modifications that I implemented was student responses or non-responses. I observed my student's verbal and nonverbal communication to determine my lesson plans. These cues allowed me to adjust my lesson for the entire class or individual students.

During a classroom activity, with the focus being the five themes of geography, I had to rethink my plans to accommodate student "ten". As I previously mentioned in Contextual Factors, student "ten" reads on a 3rd grade level. She is also a shy and withdrawn student. The students were instructed to share-out their Wordle collage in front of the class. Student "ten" looked frightened when I announced this part of the lesson the day before. As students were sharing-out their Wordle collages, I could see Student "ten" get more and more anxious. To accommodate student "ten," I allowed her to share-out her collage in her seat. I modified for this particular student because she clearly was feeling anxious and extremely nervous about standing in front of the class and having the focus on her. I adjusted my lesson in order to accommodate student "ten." When she did her sharing-out of her collage, she was still uncomfortable and had trouble with her oral speaking, but she was able to show the class and become a little more engaged than if she had to stand in the front of the class. I made this decision to help her slowly get comfortable with speaking in front of her peers. She often does not answer a question in class because she is so nervous. If I make small steps with her, she may become more comfortable in my class as well as others.

I modified my lesson for student "nine" during the five themes of geography introduction. The students were instructed to respond to an admit slip. The admit slip asked the student's, *what is geography and why is it important?* I instructed the students to read their answers aloud. As I called on student "nine" to read her response, she immediately stated that she did not want to read her answer. My initial thought was to move on to another student and pass her by once again. But I thought that she needed to "come out of her shell" and participate in the lesson. As I rethought my plans quickly, I instructed the students to exchange their class work with the person next to them and then they were to

exchange the paper again to the person behind or in front of them. Having the students switch their responses around, allowed them to be more comfortable reading the information in front of them because it was not their own work. This decision I made assisted this particular student in terms of her confidence in reading aloud in class. I removed the pressure from her having to read her answer, which she thought was incorrect. She felt more comfortable reading another student's answer rather than her own. When I called on her to read what she had in front of her after the students exchanged their work, she was willing and more responsive in class.

Another instructional modification method I employed to assist the class as a whole, was to chunk information in my lesson. As I was teaching and saw the frightened and overwhelmed look on the student's faces, I instantly knew from their non-verbal cues, that I needed to modify my lesson. Another observation that I made was the assessment from the pre-test of the United States map. The students were not able to tackle and learn the entire blank map of the United States at once. My instructional decision making for this lesson was to chunk the information for the class; break it down into smaller parts. I drew a line and split the map in half so the map did not seem so big and scary. The class immediately looked relieved. My learning goal was for the student's to locate and label the states on a blank map of the United States. Assessing my lesson and goals, I realized they could still learn and complete this goal but I needed to break it down into smaller pieces. Because these reasons I was able to effectively teach these lessons.

VI. Analysis of Student Work

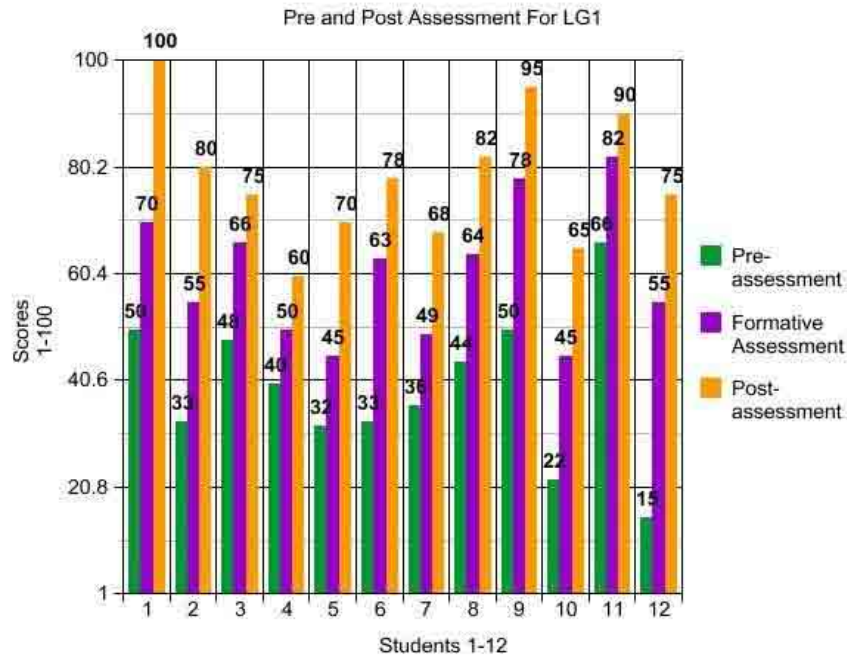
Pre-assessment of student's achieving learning goals designed for this unit allowed me to observe and assess from pre and post assessments. Giving the students a pretest to determine how much prior knowledge the students possessed in terms United States Geography was assessed in Learning Goal 1. This assessment was a quantitative assessment. The formative assessment enabled me to diagnose how much information they knew and it directed me as to where to go next. The post assessment for Learning Goal 1 was also a quantitative assessment and I was able to assess the effectiveness of my goal and student learning.

Learning Goal 4 pre-assessment was an admit slip which allowed me to gauge student knowledge of basic geography and its definition. The goal was to move to the five themes of geography and create a collage as a post-assessment for this learning goal. Student's tended to struggle with comprehension of the five themes of geography. The achievement of this goal for the student's was harder to reach because of their prior knowledge and learning skills.

Whole Class

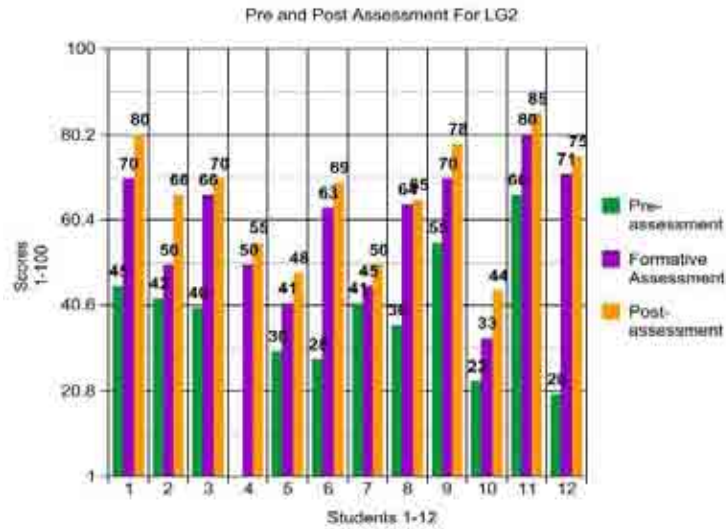
Learning Goal 1: *The students will be able to understand world geography and the effects of geography on society with an emphasis on the United States.* For this learning goal, I gave the students a pre-test, which was a blank map of the United States with a modification. 70% of student's were unable to fill out less than half of the map correctly. My learning goal was for students to understand the geography and political make-up of the United States. For the lesson, I used mnemonics to teach the political map of the United States. The use of mnemonics aids in student's memory. I also chunked the information and broke the map into two pieces so the students would learn the map more effectively. Throughout the formative assessment, and as I constantly reviewed the map with the students, they were able to retain the information and perform much better and reach the learning goal by the time they finished their post-assessment. 80% of the students scored a 70% or above on the post-assessment quizzes (See Figure 1). See Appendix M for examples of Whole Class work.

Figure 1



Learning Goal 4: *The students will be able to understand relationships between geographic factors and society.* For this goal I used an admit slip to pre-assess student’s knowledge about basic geography. The response to the question, *what is geography and how is it important*, showed more understanding than I expected. The formative assessment for this lesson is where the comprehension and understanding proved to be less successful. The graphic organizer used for this lesson helped students organize their thoughts. It was used to provide visual support that assisted some student’s learning and understanding. The student’s had difficulty transferring the knowledge that they gained from the lesson to then transfer ideas in the Wordle collage assignment. Student’s had a difficult time using words to express what they learned. More than 60% of the class averaged above 65% on this assignment (See Figure 2).

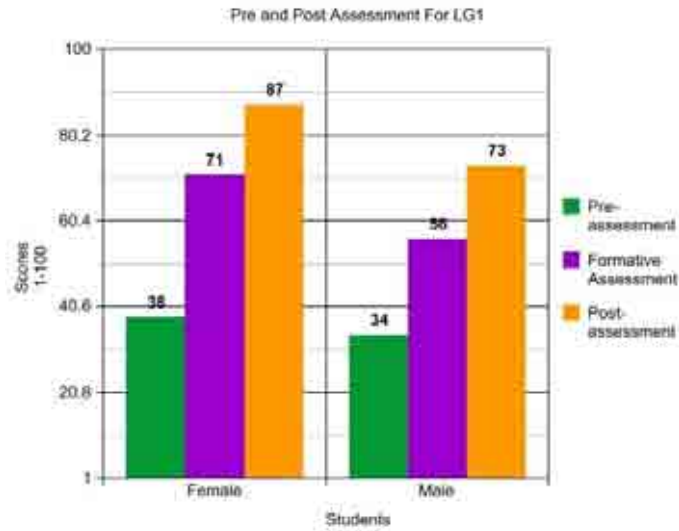
Figure 2



Subgroups

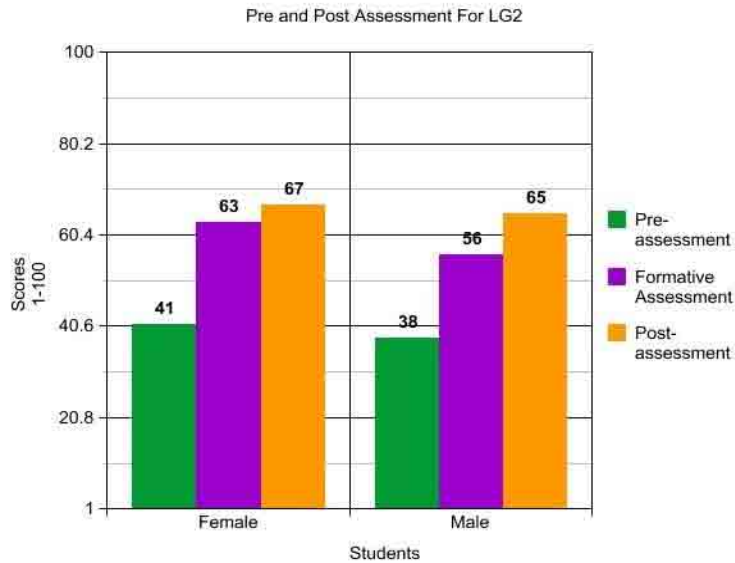
Learning Goal 1: *The students will be able to understand world geography and the effects of geography on society with an emphasis on the United States.* I decided to choose male and female as my subgroup because there is little diversity within the classroom. There are 3 females and 9 males in this class. 2 of the females in my class were the highest performing students and scored above 90% on the post-assessment quizzes. The male students in the class had some difficulty in both pre and post assessments. Overall most of the students, as I showed in Figure 1, scored above 70% in the post assessment. Considering the graph, the review game, and chunking the information, 66% of the female students were able to grasp the information and score above 90% on the post-assessment. 77% of the male students also improved and scored over 70% on the post-assessment quizzes (See Figure 3).

Figure 3



Learning Goal 4: *The students will be able to understand relationships between geographic factors and society.* For Learning Goal 4 and analyzing my data for my male/female subgroup, I was able to see the difficulty students had with this learning goal. I think the literacy aspect of the lesson was the most difficult portion for the students to comprehend and in turn transfer what they learned into their own words. Female students at pre-assessment scored as an average of 41%. 66% of the female students scored above 75% in the post-assessment. But the overall average for the female student's for the post-assessment was Wordle collage was 67%. As for the male students, at pre-assessment, they scored as an average 38%, the male students in the post-assessment score and average of 65% (See Figure 4).

Figure 4



Individuals

Evaluating student’s work as a whole is important, but it is also important to analyze individual work as well. Considering students and their individual learning abilities is essential when reflecting on student understanding. I chose to analyze student “one” and student “five” from Contextual Factors. I will supply examples of student work, please refer to Appendix N for student “one” and Appendix O for student “five.”

Student “one” is an energetic student, often off task, and has a hard time with following direction. Student “one” did complete all of her assignments. She is a visual and kinesthetic learner. Because this unit involved visual and kinesthetic accommodations; student “one” was able to keep interest in the lessons I designed. Although she does have some difficulty staying focused and remaining on task, she proved to be successful in both learning goals. Because of her inability to stay on task, to accommodate her needs I provided her assistance from the special education teacher that was in the room. When student “one” remained on task, she scored the highest in the class for her post-assessment for Learning Goal 1 at 100%. For Learning Goal 4 she scored 80% in her post-assessment assignment. In terms of the pre-assessment for Learning Goals 1 and 4 she scored above average. In addition, her formative assessments proved to be the same above average in the class, both scores were 70%.

Student “five” is a below average learner. His behavior in class is outstanding, but in terms of academics he is struggling. He scored below average on both pre-assessments for Learning Goals 1 and 4. For Learning Goal 1 pre-assessment, he scored 32% and for pre-assessment for Learning Goal 4 he scored 30%. He has a hard time staying focused and understanding and following directions. Because he has a difficult time with instructions, as an accommodation I would make sure student “five” was clear on what was expected of him. He often looked lost and unsure of what he was doing in class. He did complete all of his work but had trouble finishing it. His scores for the formative assessment for the two learning goals were 45% and 41%. He did improve with the post-assessment in Learning Goal 1 and scored a 70%, but for Learning Goal 4, he scored a 48%, which was not a big improvement from the formative assessment.

I think Learning Goal 1 was more successful in terms of my instructional activities. The activities that were designed to meet Learning Goal 1 and Objective 4 seemed to grab the attention of the student’s more than any other learning goal or objective. Using games as a review and implementing technology, made student learning more meaningful. Breaking the information down into smaller parts, also assisted student’s in their learning and I think it boosted their confidence as well. As they began to learn the information in smaller parts, they started to have fun with the knowledge that they were learning and began to take more interest in the geography of the United States.

I think Learning Goal 4 and Objective 2 proved to be the most difficult because the students had a difficult time grasping the information and transferring it into their own words. I thought the technology that I added to this lesson would spark more interest, but they were mostly frustrated with this assignment. I think this was also due to their learning abilities and their levels of comprehension. Given a chance to redo this assignment, I may have the students use pictures from magazines or newspapers to explain the five themes of geography rather than using words. The students had a hard time with this task, I think using pictures rather than words would improve post-assessment scores dramatically. I think too, had I shown more enthusiasm for this lesson, students may have been more motivated. Because we were

having a hard time as a whole, the mood in the class for this particular lesson seemed to progress to a negative environment.