

Annotation & Evaluation

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Bowers, Melissa				
AP1 - Assessment				
Status: Evaluated				
EVALUATION				
	Emergent	Bridging	Fulfilled	Proficiency Level
<input type="checkbox"/> Insufficient <input type="checkbox"/> Inappropriate	<input type="checkbox"/> 1.E.1 Demonstrate the knowledge of traditional and alternate assessment strategies <input type="checkbox"/> 1.E.2 Identify tools used in the collection of data from both traditional and alternate assessment strategies that address students' cognitive, social, linguistic, cultural, emotional and physical needs	<input type="checkbox"/> 1.B.1 Select tools appropriate for collection of data from traditional and alternate assessment strategies <input type="checkbox"/> 1.B.2 Use tools necessary to collect data from traditional and alternate assessment strategies that address students' cognitive, social, linguistic, cultural, emotional and physical needs	<input checked="" type="checkbox"/> 1.F.1 Critically analyze data gathered from traditional and alternate assessment strategies <input checked="" type="checkbox"/> 1.F.2 Use the data to develop an instructional plan that matches the students' cognitive, social, linguistic, cultural, emotional and physical needs.	<input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input checked="" type="checkbox"/> Fulfilled
<p>Comments from Evaluator: Your most recent submission includes a reflection of the "bubble math assessment" tool which you utilized to learn more about your students' attitudes toward math. This reflection along with the lesson plan and annotation documents your ability to use to data to develop instructional plans to meet the many different types of learning needs. You have now reached the fulfilled level on this AP.</p>				
ANNOTATION				
1. Type and description of evidence(s) (e.g. assignments, activity)				
<p>The assignment that is used to serve as evidence for AP #1 is the LEP Analysis: Part I that was done as part of the class FLE 4316 – Language Principles and Acquisition. This assignment required me to spend 12 hours in an ESOL classroom and to evaluate and assess one ESOL student more closely. I worked with a 5th grade preproduction/early production girl. During the time spent with this student, I was looking for different mistakes and problems she was encountering speaking English. This analysis focused on three areas of the English language – phonology, morphology, and semantics. For each area I analyzed three different issues this student was having and introduced different strategies to help her overcome her difficulties in speaking English. UPDATED 11-3-08 The second evidence I provided is my Analytical Reading Inventory (ARI) done in the course RED 4511. This assignment shows that I performed a reading assessment on a student, a 3rd grade low-reader named Kyle. This was an Individual Assessment Project where I worked with Kyle one on one. This project enabled me to get to know many aspects of Kyle's life to help for later assessing. The ARI began with a reading survey that asked questions such as what books they like and why, what makes them select the books they do, etc. It also asked about strategies they use before, during, and after reading. After this, I showed Kyle many lists of words, and he was to just read each word in the list. Each list is a different reading level. Next Kyle made sentences from words he chose from each list. From this, I was able to determine the reading level Kyle was at, and I was also able to choose two appropriate level passages for him to read. As he read, I listened and watched for miscues, and I noted down each to use later for assessment and reflection. UPDATED 3/27/09 My third, fourth, and fifth evidences submitted are 1) a weekly reflective journal turned into my supervising professor for my Final Internship, and 2) the thought bubble activity two of my students did, and 3) a lesson plan I implemented after completing this thought bubble assessment strategy. I discuss many topics throughout the reflection, but one in particular is about a unique assessment strategy I had my children do. After my students didn't do as well as I thought they would on</p>				

various math tests and assessments, I provided them an activity to help assess their thoughts and feelings about math. They were instructed to draw, in the blank face, how they feel about math. For example, if they didn't like math, they could draw a frowny face. In the thought bubble, the children were told to treat it like a diary, and tell me honestly how they felt about math. I ensured them that nobody would read their writing except me, and I wouldn't tell anybody. The provided lesson plan shows how I implemented a math lesson after analyzing the data gathered from my thought bubble assessment to better teach my students. This evidence reflects on my experience doing this kind of assessing to help my teaching, and also what I learned from doing this.

2. How did the evidence(s) address the Accomplished Practice? (Why are you using the evidence(s) to prove you met the practice and rubric criteria?)

This assignment addresses AP#1 in a number of ways. First off, it allowed me to devote all of my attention to one particular student's difficulties and needs, specifically with learning and speaking the English language. Because of this, I was able to assess and identify specific challenges this student was facing, thus developing several strategies targeted specifically to these challenges to improve student performance. During the time spent with my student I used formal and informal assessments with her. After she would read (either aloud or silently) from her reading book she would periodically take formal 'paper-and-pencil' quizzes (mostly multiple choice) to ensure that she comprehended what she was reading. However, the informal assessments I had her do were more beneficial to me for what information I needed to obtain for my case study. I had her read aloud from books several times and I would also simply talk to her about anything of her choosing- movies, TV shows, etc. I did this so I could hear her speak English and as I did, I was able to assess specific problems she was having. I gathered much information I learned in this specific class (FLE 4316), and also from other classes and my own personal experiences interning in the classroom with ESOL students. I then used this knowledge to develop strategies to help improve my student's English speaking abilities. For example, I frequently witnessed this student leaving off the alveolar voiceless fricative sound [s] at the end of pluralized words as she spoke ('I saw two dog' instead of 'I saw two dogs'). A method I used by observing my cooperating teachers when I was interning/observing was to point out the mistake and use several examples and say them aloud with the student, like saying 'one dog, two dogs' repetitively, so they would see and hear the difference. I used this type of strategy with my student as written in my evidence: take pictures of a single object then next to it show a picture of two of the same objects. For example, have a picture of a dog with the word 'dog' or 'one dog' under it, then next to it show two dogs with the words 'dogs' or 'two dogs'. Do this several times with different examples and pictures and maybe underline the 's' at the end of each pluralized word to not only focus on the lesson of making your words plural but also so the ending s is brought to her attention. This example is essentially the same as the first given strategy, but in this one you are intertwining visual and auditory learning at the same time. This way, this student can hear and see the differences in what she is presently saying incorrectly, to what is the correct way. This assignment shows that I spent much one-on-one time with an ESOL student and was able to successfully assess specific academic challenges she was having and provide several suggestions for instructional planning to improve student performance.

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This evidence meets AP#1 in many ways. The reading interview I did with Kyle shows his attitudes and feelings about reading and different types of books. This is relevant to assess because it helps me, as the teacher, choose reading selections and activities appropriate and interesting for Kyle to read and learn about. This is important to do for every student in the classroom. Assessing Kyle's knowledge as he read the lists of words also helped me to determine his reading level. This is important because if a student is reading something where the vocabulary is too advanced, the student will have very low comprehension of that piece of writing. Another reason that assessing students' reading ability of single words is because you can see exactly where the student is struggling, thus making lesson planning and teaching more appropriate and beneficial. Also, using the techniques for miscue analysis is a great tool in assessing students' reading skills and level. From this strategy, I was able to assess and analyze whether Kyle was at an independent, instructional, or frustration reading level. The strategies and knowledge I learned from doing this ARI, I gained great techniques and confidence in assessing students' reading abilities and using them to analyze the data I collected on them.

UPDATED 3/27/09

This third evidence provided meets AP #1 in a number of ways. After completing this activity with my students, I was more easily able to assess their needs ranging from cognitive, social, linguistic, cultural, emotional and physical. Sometimes students aren't always so great with explaining their feelings with words, either written or spoken. Providing them an assessment opportunity to draw what their face looks like when they think about math helps me to see how they truly feel and can help me determine better ways of teaching my students. Also, allowing the students to write anything they wanted to tell me, about their feelings about mathematics, truly helped me to see what my students felt and thought, regardless of their performance in class. In the provided thought bubble worksheets, you will see that both students instinctively drew sad or angry faces. These two particular students I never would have thought would draw this. They obtained average to above average scores in math, so I never really figured they would have a problem with math. While this seemed like a fun activity for the students, for me it was a unique assessment tool that I will continue to use in the future as ongoing assessment. I was able to find out things about my students that a paper and pencil test could never show. I was able to critique and analyze these writings from my students and compare them with their performance in class (assessed by observation, class discussion, and written work). I have been able to develop instructional plans tailored to whole class, group, and individual instruction based on the students' cognitive, social, linguistic, cultural, emotional and physical needs, as shown in the provided lesson plan as evidence. I created a system of private conferencing, where as students are working, one at a time they will come over to me in a private area (mostly my desk), and basically we just talk all about the lesson and what they are doing. If they don't understand or need further help, I provide it at that time. If they want to ask me any questions or talk to me about anything (regarding the current lesson), this is their time. They show me what they've done so far on their assignment and I make sure they are on the right track. This private conferencing strategy has been very successful for my class. I have found they truly do open up more to me in private, and this also has made them more serious about their work because they now know that they are going to have to show it to me one-on-one. I never would have adopted this approach if I hadn't done the assessment activity with my students. The thought bubble activity truly showed me specific needs of my students, and I was able to develop activities that help meet these many needs.

3. Answer the question below that best fits your evidence

a - If your evidence involved your direct work with (P-12) students, answer this question: How did the evidence/s impact students' (P-12) learning? (How would/did the evidence(s) help students learn?)

b - If your evidence did not involve your direct work with (P-12) student, answer this question: How could the evidence/s impact students' (P-12) learning? How could the evidence(s) help (P-12) students learn?)

a. Taking the data I collected from the formal and informal assessments given to my student I was able to develop tailored strategies to help her with her specific problems. I was able to use these strategies directly on her after my case study was completed. For example, I initially presented the strategy described above in question #2. I made flashcards and together we would read each card, and say them aloud. We went through each card several times until I felt she could actually hear the difference when she spoke. After this, she would still make the same mistakes as she casually spoke; but now when she did she would notice each time she did it, and correct herself. I believe this is a great start to eliminating the problem completely. Proper assessment techniques can have a very positive effect on students. My ESOL student benefited very much from the techniques I developed for her because I was got the chance to assess her performance in reading and writing, where I was able to encounter the difficulties she was having.

UPDATED 11-3-08

a. My second evidence also shows that I worked directly with a student. The results of the ARI showed that the assessment was beneficial and can have positive results for him, and all students you assess. By analyzing the assessments you do during an ARI, I feel I can better prepare reading lessons for my students and make better reading selections to complement each individual students' reading level. An example of this is if an ARI assessment shows that a student is at the frustration level of reading, I would then choose a reading selection that is level lower than average to help them build reading and comprehension skills before moving on to something more difficult. Using these assessing and analyzing tools will help students become more confident and aware readers and eventually their reading skills will improve.

UPDATED 3/27/09

a. My evidence proves I have implemented this assessment strategy in the classroom with my entire Level III internship class. My students were individually impacted in different ways. I took the comments and drawings from each student and analyzed them one by one. After critically analyzing these assessments about their thoughts and feelings of math, I came up with several instructional plans to help my students develop to their fullest potential. I also believe the students learned something about themselves as well. They had probably never been asked to critique and analyze their own thoughts and feelings like that before. I had a student who wrote to me that he never asked questions during whole class instruction because he didn't want anyone to think he was dumb. I did two things with the entire class to focus on this issue. One is creating an environment of respect, cooperation, and being a good team player. If the learning atmosphere of the classroom is positive and encouraging, no student will feel intimidated to speak up when they need some clarification or further instruction. Another strategy I developed is giving the students to ask me questions one-on-one after I have implemented a new lesson. They can either come up to me and talk to me, or while I am teaching they can jot down notes about what they need extra help on or what confuses them, and show me their notes after I am done with my instruction. My provided lesson plan is evidence for this. The method of private conferencing I implemented in my provided lesson plan definitely had a positive impact on my students. This allowed them the chance to ask me questions without anyone else around. It gave them a chance for me to see their current progress on their assignments, and give them each pointers and encouragement. It also has helped them focus on the importance of doing satisfactory work, since they know I am going to be individually checking their performance. Another student told me she is fine when I am there to guide and scaffold their thinking and work, but as soon as she is doing homework at home, or doing a test individually, she forgets how to 'do' the problems. For this, I developed different ways of helping my students memorize different operations they need to know in order to solve problems. I also have helped them to memorize their addition and subtraction facts up to 20. Instead of spelling bees, I developed math bees, where I give them addition and subtraction facts, and they have to answer. These strategies and activities have definitely helped the students feel more comfortable working with numbers, it has helped them be able to easily determine which operation they would need to use for specific word problems. Therefore, according to their assessment results that they wrote to me, I have created several strategies specific to their cognitive, social, linguistic, cultural, emotional and physical needs, and taught them all different ways to feel confident about themselves in math.

4. Reflect on what you learned about this Accomplished Practice? (Write a reflection about what it means to you now that you've selected evidence(s) and have written this annotation about it)

When I was just starting out as a student of the College of Education, assessment to me just basically meant an exam or test of some sort, like the FCAT. I figured assessments were given as a way to grade a student. Now, I personally find assessments most beneficial before a lesson is given, as demonstrated in this evidence. Assessing a student is crucial in finding out the academic potential of students. More specifically, assessments can help you to understand how a student thinks, feels, whether they 'get it', or they don't. Assessing what a student already knows before you start a lesson can help you direct your instruction to meet your students' current needs. Assessing after a lesson can help you see what your students have learned, and where you need to alter and strengthen your teaching strategies. Using both formal and informal assessments on your students is important when planning your instruction because the assessments will help you better understand your students' needs and your instruction will reflect that and help your students keep developing.

UPDATED 11-3-08

After, and even before, writing this annotation, I learned that assessment is the most crucial aspect to meeting students' needs and helping them develop. In the reflection in my ARI, you will see I wrote the following: "ARIs are a great form of assessing students true capabilities and motivation level. It can help you find ways to help the student also, which is what assessment is truly about." I believe this shows that by doing this ARI project, I was able to develop the knowledge and skills necessary to assess my students and analyze the results efficiently. When performing an ARI assessment on a student, you use multiple assessments throughout, which are the reading survey, listed word reading, and passage reading. I feel this is beneficial and also necessary because having more than one form of data to analyze can produce multiple perspectives of results for one student. One very important and challenging role of the reading teacher is to get each and every student EXCITED and MOTIVATED to read, and these ARI assessments have showed me great ways to get me to know my students' reading abilities by assessing them in different ways.

UPDATED 3/27/09

The thought bubble assessment evidence truly opened my eyes when it was implemented in my classroom. Not only did I find this a great way to assess my students' true thoughts and feelings, but after analyzing the data, you can find better ways to help push each student to their fullest potential. I have learned that teaching one way will not reach every child in your class. There must be accommodations, exceptions, flexible changes, and multiple strategies lined up and ready to use in order to help each and every child's unique learning needs. I am not able to meet every student's needs simultaneously; I can't stand up and teach a math lesson and fully reach each student. But, I have been able to develop specific strategies that are directly tied to my students' learning goals, which were determined by this evidence. I have developed lessons that involve one-on-one time, working cooperatively in groups, and writing in their journals has become a staple activity in not only math now, but most subjects. The lesson plan I provided as evidence is one example of the many strategies I have created and implemented with my class. My lesson plan shows my technique of giving each student a small amount of one-on-one time to give them a chance to work with me without the interruption or distraction of others. I definitely am an advocate for this type of strategy, and I have already started doing this in other subjects besides math as well. I have found this to be a great way

to help assess your students. To develop accommodations that work for them, and to help you and your individual student create a close, honest relationship to where they can tell you their honest thoughts and feelings is vital to give them the tailored education they need.

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