

Annotation & Evaluation

Go Back

Agey, Anasstasja 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

Comments from Evaluator: Your most recent submission includes both a lesson plan and a detailed analysis of the results of pre-assessment data and post data related to your lesson on probability. It is evident from this submission and the supporting annotation that you are able to not only analyze student assessment data, but also use it to plan instruction. You have now reached the fulfilled level.

ANNOTATION

1. Type and description of evidence(s) (e.g. assignments, activity)

Type of Evidence: Individual Assessment Project

I completed the Individual Assessment Project in Spring 2008 for my Reading and Learning to Read course. The assignment was to administer five literacy assessments including Letter Identification, Running Record, Concepts about Print, Writing Vocabulary, and Sentence Dictation to a K-2 student. I administered the battery of authentic assessments to a child in my Level I internship Kindergarten class who was classified as Limited English Proficient. In addition to implementing the assessments, I also analyzed the student's strengths and weaknesses and created a series of suggestions for future instruction that I shared with her teacher.

2nd evidence: Updated 11/7/08
 These evidences are my own selection. I have submitted two lessons that were taught in a combined 4th/5th grade classroom in Pasco County. The first, a science lesson plan was implemented during my Level II internship. Enclosed at the end of the lesson is a traditional assessment: a multiple choice quiz. The multiple choice quiz consists of three questions related to the concept of photosynthesis and how it works.
 The second lesson plan, a geography lesson, was also implemented during my Level II internship and consists of an alternative assessment. The alternative assessment requires the students to create a product and provide short answers about landforms.

Updated 4/14/04
 Probability Lesson: This lesson was part of an integrated data analysis unit completed during Spring 2009 in my final

internship. This lesson was designed to teach third grade students the language of probability and apply their knowledge of the terminology. In addition to the lesson, the centers extended from the lesson and the results of the pre-test, lesson quiz, and post-test are enclosed.

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?)

1st evidence: The evidence addresses AP 1 because the assessments administered to the child were used to help design suggestions for future instruction tailored to her individual needs. Using a variety of assessments helped me better understand what the student's needs were. I used the data I collected about her letter recognition, ability to decode text, fluency, and writing skills to propose a plan for instruction. Based on her performance, I was able to use the gathered evidence to determine that she was an emergent reader. At this juncture in her school year, the expectation was that she should be reading more authentic text to enter first grade at the instructional level. Though she had superior letter recognition skills, she could not read beyond a level one basal text and heavily relied on pictures for meaning. The data also indicated that she needed assistance recognizing the vowel sounds when writing words and some clarification or background knowledge in regard to academic language. She entered the classroom in January and by April had not made any reading progress. I suggested that her teachers work with her one-on-one or during small group time to differentiate vowel and consonant sounds and assist her with finding meaning in text, rather than relying on pictures for information. Because the student was classified as Limited English Proficient, I tried to utilize the assessments in a manner that would also facilitate her cultural and linguistic needs. Her communication skills are fluent; however it appears that she struggles with academic language because she had difficulty understanding the directions of the assessments when I would read them to her. Therefore, her cultural and linguistic needs can be satisfied through helping her select texts that are relevant and interesting to her, but most importantly at the instructional reading level. Her cognitive needs can be met by building academic language skills to better understand directions and instruction. Her social, emotional, and physical needs can be met by planning instruction to help her utilize these skills in meaningful ways through cooperative learning groups/pairs and one-on-one attention. It is critical that her teachers continue to observe and informally assess her to determine what else can be done to help her move beyond letter and sight word recognition and become a reader who searches for meaning in words.

2nd evidence: Updated 11/7/08

2nd evidence: I am submitting these two lesson plans to compare the validity of traditional and alternative assessments. The first assessment, the multiple choice quiz was designed to check if students were able to apply what they learned in the Photosynthesis lesson. 60% of the students scored a three out of three on the quiz, while those who scored a two or less missed the same question. The question that was missed by these students was: Plants expel blank and humans expel blank. The correct answer was plants expel oxygen and humans expel carbon dioxide. Generally, they would answer the opposite: that plants expelled carbon dioxide and humans expelled oxygen. This shows a possible lack of understanding of the word expel. These students understand that plants use carbon dioxide and humans oxygen which was the likely reason for them misunderstanding the question. A multiple choice assessment requires students to show their skills by answering questions that may be fundamentally flawed or easy to confuse. This makes traditional assessments less valid because it does not truly measure what they students know, but how well they can interpret the question. In certain circumstances, traditional assessment has its merit because the teacher needs to know if their objectives are being met. However, in this lesson a traditional assessment was not effective because I did not directly and specifically test what I taught. For example, in the objectives of my lesson, I said that 85% of the students should be able to determine how light energy is used to create food for plants, compare and contrast how the structure of plants helps the plant obtain a food source and demonstrate the process of photosynthesis by identifying components of a plant on a two-dimensional model or graphic organizer detailing plant structure and function. These were done in the lesson as guided practice, not as an assessment. The second assessment, creation of a product and short answer, was designed to authentically assess what students had learned about landforms. Knowing that they were having difficulty articulating and describing landforms, I decided to have them create their own. They were required to create and label three landforms such as mountains, plains, and plateaus. In addition to this product creation, they were to answer what is called a 3-2-1 or ticket out the door short answer informal assessment. The short answer questions provided a written product in their own words about the kinds of landforms, examples of landforms, and differences between landforms. I feel that alternative forms of assessment better meet the needs of a diverse classroom population. Alternative assessments allow students to express their knowledge in a way that meets their cognitive, social, linguistic, emotional, and physical needs. For example, the creation of the product and the museum walk students did after everyone finished their product met each of the aforementioned needs because students were able to critically assess each other's landforms (cognitive), talk about them (social and linguistic), support each other's efforts and hard work (emotional), and allowed them to create with their hands and move around the room to see the different interpretations of mountains, plains, canyons, plateaus, and basins (physical).

Updated 4/14/04

3rd evidence:

I am using the probability lesson to meet the Accomplished Practice of Assessment. The evidence shows that I can critically analyze data from traditional and alternative assessment strategies to develop an instructional plan to meet students cognitive, social, linguistic, cultural, emotional, and physical needs. This introductory lesson was designed for a brief unit on probability. Students took a Pasco County District generated pre-test that incorporated state benchmarks and grade level expectations for learning the concept of probability. Knowing the required testable benchmarks and grade level expectations helped me better plan for this lesson. The results of the pre-test gave me baseline data to chart and analyze student growth in regards to increasing their learning. I have a variety of students at a range of ability levels and students who are classified as ESE and ESOL. My goal in this lesson was to provide every single student with the background knowledge to succeed in the probability unit. Success was measured by how much they grew at the end of the unit. The pre-test results indicated that most of the students had limited background knowledge in probability. After teaching the lesson and analyzing the results of the informal mini-assessment, I felt that students needed more practice applying the vocabulary. Therefore, I developed an instructional plan. I created probability centers to help them relate to the vocabulary they were learning in a meaningful and enjoyable way. After the completion of the unit, students did a much better job on the Pasco County District generated post-test. Nearly all students experienced growth. The goal of this lesson and the centers was to ensure that students would make significant learning gains. This lesson, the centers extended from it, and the data compiled from each assessment indicate that I can use data to from both formal and informal assessments to create an instruction plan that meets the students cognitive, social, linguistic, cultural, emotional, and physical needs. For example, their cognitive and cultural needs were met because I implemented comprehensible input during the lesson to facilitate students use of vocabulary and higher-order language during centers. Their linguistic, emotional, and social needs were met because students were able to

interact meaningfully with one another using the language of probability in real-life situations and encourage one another to keep trying when they did not understand a direction or concept. Their physical needs were met because the centers provided opportunity for interaction and movement around the classroom, beneficial to kinesthetic learners. I knew that planning the acquisition lesson and centers from the resulting assessments would benefit students through out the data-analysis unit.

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- Assessment helps teachers customize and modify instruction for individual needs. When her teacher performed a DIBELS examination with her, it was apparent that her letter recognition during this formal assessment was concurrent with the results of my informal assessment. The battery of assessments I performed helped the teacher and I better understand that the student is an emergent reader because she does not know how to select texts that are appropriate or interesting to her. The student I analyzed needed more assistance with decoding words in context. She often relied on pictures to gain meaning from text. While this is a helpful skill for emergent readers, it is imperative that she begin to build background knowledge about words through text. This evidence acquired via the authentic assessments would help the teacher better plan instruction for the student's specific needs. Following the assessment, I spent a few additional weeks with the student during my internship and I worked with her during small group time to decode words in context in her basal text. Before the completion of my internship, though she was still at the level one instructional level, she began to realize that she was not reading the pictures but rather using them to help her understand the text.

Updated 11/7/08

a- After I graded the multiple choice quizzes, I realized that while 60% of the students were able to use the information they learned and draw on it to interpret vague questions, the other 30% made one mistake because they were confused or misunderstood what the question asked. The 10% of students who answered one or less correctly generally have difficulty interpreting questions and often perform poorly on tests. Additionally, this traditional assessment did not meet the objectives of the lesson so it was not a valuable or helpful assessment to help me determine where to go next in helping students understand the process of photosynthesis. A better option for this lesson could have been a project, where students construct their own models of photosynthesis.

The alternative assessment of the geography lesson helped me better meet the needs of all of my students. I designed it to address each learning style (kinesthetic, visual, and auditory) and make the assessment process enjoyable for both of us. Each student was able to create and submit a project and answer three short answer questions in their own words. I felt this assessment included all students and made them all achievers of the lesson objectives. I felt that this assessment helped them learn better because students were able to create and feel landforms instead of just looking at them. Additionally, this assessment helped them appreciate and internalize the concept much better than taking a multiple choice quiz about landforms. When considering their products and reading their short answer responses, I realized that they had learned and had enjoyed the process rather than be worried about how they would perform on a test.

Updated 4/14/09

a- This lesson involved direct work with third grade students in my final internship course. This lesson impacted student learning because they were able to use the language of probability in a meaningful way and nearly all students increased their scores on the unit post-test. Prior to the lesson, students had limited background knowledge about the language of probability. This was indicated to me through the results of the pre-test. After teaching the lesson and letting students apply the terminology in centers, nearly all students increased their learning. Two students test scores increased by 50%! My ESE and ESOL students also improved their scores significantly. My non-English speaking student received a 25% in the pretest and a 50% in the post-test, indicating that his learning increased by 25%. My SLD/ESOL student at the intermediate fluency stage of language acquisition went from a 50% to an 88%! Students were also able to apply their new vocabulary to real-life scenarios thanks to practicing the terminology in centers. While I used the numerical data from the lesson to show that students overall learning had increased, their own feedback spoke volumes. For example, one student remarked to a classmate: It's unlikely that I'll wear a yellow shirt tomorrow since I don't have a lot of them in my closet; or in the coin toss center: There's an equally likely chance that I'm going to get a heads or tails because there's only two sides to the coin. Not only did their test scores improve, but their learning gains had been authentic because they could ascribe meaning to the terminology.

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)

I have learned that assessment is not only to obtain placement information for the student, but to authentically determine how the teacher can meet the student's needs. Assessment helps teachers ascertain what strategies they can utilize to help their student learn under the best circumstances. The data gathered in assessments can assist the teacher's diagnosis of the student's strengths and weaknesses to plan accordingly. During the process of completing this assessment with the student, I realized that determining student learning needs is the first step to planning effective instruction. When teachers recognize their students' individual needs, they are better able to assist students in reaching their optimal performance levels.

Updated 11/7/08

I have learned that alternative assessment is a more authentic way to address students learning styles and make testing achievable for all students. Often, traditional assessment with its one right answer format can create low self-esteem for students who have difficulty applying the skills they learned to interpret the test question. While they allow teachers to make a cross-section of student understanding and readiness in regard to the curriculum, traditional assessments cannot evaluate attitude and learning styles of students which is imperative to meeting their cognitive, social, linguistic, emotional, and physical needs. With informal or performance-based assessment student achievement is measured by meeting the objectives authentically. In an informal assessment, you cannot guess the right answer because there are many right ways to show your answer. Alternative assessments such as rubrics, checklists, and product creation may be more time consuming; but these assessments allow a vein of creativity in what is becoming a very formulaic curriculum due to high-stakes testing. It allows students to achieve without concentrating on their numerical scores or letter grades which can cause undue stress and anxiety about performance.

Updated 4/14/09

I learned that using data to implement an instructional plan makes the learning gains more valid. In order to improve student learning, it is important to make sure to keep track of their success. Using data resulting from a lesson in a to match the needs of students is essential because it ensures that learning gains are recorded and utilized to help improve overall student learning. If we do not have a baseline to start from it is very difficult to prove that learning gains have been made. If I had not used data from the pre-test to plan my lesson and resulting centers, I could not have known the extent of the background knowledge each student had. Armed with data from the mini-assessment after teaching the lesson helped me plan the resulting centers that helped students apply and extend the language of probability to real-life scenarios. In order to have achievement gains, the teacher must prove that student learning is increasing after each lesson. I feel that this accountability ensures student success.

Status: Evaluated **Last Modified:** 04/14/2009