

Pre/post Assignment for Student Teachers
Summary of Data (April, 2012) and Examples from
Elementary Student Teacher and Secondary History
Student Teacher
Raw Data Report for 2013 Program Completers

Pre and Post Test Assessment Summary Winter 2012 Student Teachers/Junior Methods

Observations and items to highlight:

1. The majority met the target range, but at least a third did not.

2. The method met percentage is very much the same for elementary and secondary

3. Secondary Methods candidates did far better than student teachers

4. Procedure #8 still seems to have some confusion as to the meaning.

5. We have added to this assessment based on the winter retreat. As we move forward and understand it better, this may account for the large gap between fall and winter.

Addressing last term's changes for improvement

1. Sync language in the rubric to language in the procedure, and make it clearer.
 - a. Much progress since identifying it as an area of improvement.

2. Help students understand procedure #8

- a. There is definite progression with this improvement from last term, more notably in the elementary data.

Suggestions for improvement:

1. Better training and guidance with this assessment to adjunct instructors or outside EDU faculty who mentor student teachers.

2. Officially cite a score of 3 as "met target."

3. Determine what is met target as an entire assessment. Do candidates need a (3) on all categories, only 4?

4. Perhaps making this assessment and others during student teaching, part of the normal seminar schedule, would help with understanding of the assignment. It appears as though many have the opportunity to complete the rubric, and fully understand the general idea behind it, but fail to fully realize how to reflect on it given the rubric.

Elementary Student Teaching Totals

Score of 1 or Incomplete	Score of 2 or Descriptive and Limited	Score of 3 or Plausible and Insightful	Score of 4 or In-depth and Sophisticated	
No alignment with 5-12 student objectives	Implicit alignment with student objectives	Evidence of alignment with student objectives	Explicit explanation of student objectives met or not met	
	7	3	3	
1	2	5	5	
	Addresses patterns and differences between pre and post results	Addresses strengths and weaknesses in student learning	Addresses patterns in individual results and for students with special needs or cultural differences	
2	2	4	7	
	Addresses validity of pre and post test results	Addresses validity of the pre-post test	Addresses adjustments to be made in the pre-post assessments	
2	2	4	5	
		Addresses ways to adjust test, instruction, or curriculum for poor performers	Addresses new strategies for improving student learning for individuals, subgroups, or whole class	
Elementary Totals: 5 (9.6%)		11 (21.2%)	16 (30.7%)	20 (38.5%)

Total Elementary Winter 2012	Met Target: 69.2%	Target Not Met: 30.8%
Total Elementary Fall 2011	Met Target: 94%	Target Not Met: 6%

Secondary Student Teaching Totals

Score of 1 or Incomplete	Score of 2 or Descriptive and Limited	Score of 3 or Plausible and Insightful	Score of 4 or In-depth and Sophisticated
No alignment with 5-12 student objectives	Implicit alignment with student objectives	Evidence of alignment with student objectives	Explicit explanation of student objectives met or not met
2	Addresses patterns and differences between pre and post results 1	Addresses strengths and weaknesses in student learning 3	Addresses patterns in individual results and for students with special needs or cultural differences 2
1	Addresses validity of pre and post test results 1	Addresses validity of the pre-post test 2	Addresses adjustments to be made in the pre-post assessments 2
1	2	Addresses ways to adjust test, instruction, or curriculum for poor performers 2	Addresses new strategies for improving student learning for individuals, subgroups, or whole class 1
Secondary Totals: 4 (16.67%)			
4 (16.67%)			
8 (33.33%)			
8 (33.33%)			

Total Secondary Winter 2012
 Total Secondary Fall 2011

Met Target: 66.66%
 Met Target: 100%

Target Not Met: 33.34%
 Target Not Met: 0%

Combined Secondary and Elementary Student Teaching Totals:

Score of 1 or Incomplete	Score of 2 or Descriptive and Limited	Score of 3 or Plausible and Insightful	Score of 4 or In-depth and Sophisticated
No alignment with 5-12 student objectives	Implicit alignment with student objectives	Evidence of alignment with student objectives	Explicit explanation of student objectives met or not met
2	7	4	6
1	Addresses patterns and differences between pre and post results 3	Addresses strengths and weaknesses in student learning 8	Addresses patterns in individual results and for students with special needs or cultural differences 7
3	Addresses validity of pre and post test results 1	Addresses validity of the pre-post test 6	Addresses adjustments to be made in the pre-post assessments 9
3	4	Addresses ways to adjust test, instruction, or curriculum for poor performers 6	Addresses new strategies for improving student learning for individuals, subgroups, or whole class 6
Overall Totals:	9 (12%)	15 (20%)	24 (31%)
			28 (37%)

Overall Total Winter 2012
 Total Elementary Fall 2011

Met Target: 68%
 Met Target: 94%

Target Not Met: 32%
 Target Not Met: 6%

Secondary Methods (English, Math, Art, History, Government)

Score of 1 or Incomplete	Score of 2 or Descriptive and Limited	Score of 3 or Plausible and Insightful	Score of 4 or In-depth and Sophisticated
No alignment with 5-12 student objectives 1	Implicit alignment with student objectives 1	Evidence of alignment with student objectives 3	Explicit explanation of student objectives met or not met 4
	Addresses patterns and differences between pre and post results 3	Addresses strengths and weaknesses in student learning 4	Addresses patterns in individual results and for students with special needs or cultural differences 2
1	Addresses validity of pre and post test results 1	Addresses validity of the pre-post test 1	Addresses adjustments to be made in the pre-post assessments 6
1	1	Addresses ways to adjust test, instruction, or curriculum for poor performers 2	Addresses new strategies for improving student learning for individuals, subgroups, or whole class 5
3 (8%)	6 (17%)	10 (28%)	17 (47%)

Secondary Methods Totals:

Overall Total Winter 2012	Met Target: 75%	Target Not Met: 25%
Total Elementary Fall 2011	Met Target: 87%	Target Not Met: 13%

Pre and Post Test Assignment

Teacher Standards:

- A. Increase understanding of strategies and skills for effectively assessing content-specific student understanding
- B. Understands characteristics, uses, advantages, and limitations of different types of assessments
- C. Understands measurement theory and evaluation of assessments for validity, reliability, and bias
- D. Understands circular process in planning instruction, assessment, and curriculum—adapts instruction and curriculum given student assessment results

Procedure:

1. Choose an upcoming topic, unit, or project and plan to give middle school or high school students a brief pre-test on concepts or skills to be taught before concepts or skills are taught. The pretest should not be a review of concepts or skills.
2. Administer pretest.
3. Teach topic, unit, or project.
4. Administer post test which should be exactly what the pretest was.
5. Analyze and collate student results from pre and post tests for ONE class of students. Look for patterns.
6. Determine if few, most, or all students showed improvement from pre to post test.
7. Determine which students would need additional instruction and which concepts and skills need to be reviewed, re-taught, or assessed in a different way. Consider students with special needs or cultural differences.
8. Critique pre/post test for validity, reliability, bias.
9. Determine what needs to happen next or what should be done the next time this pre/post assessment is used.
10. Write a one-page, single-spaced analysis of findings, given #5-9 above.

Suggested Rubric for Pre and Post Test Assignment:

Score of 1 or incomplete	Score of 2 or Descriptive and Limited	Score of 3 or Plausible and insightful	Score of 4 or In-depth and Sophisticated
No alignment with 5-12 student objectives	Implicit alignment with student objectives	Evidence of alignment with student objectives	Explicit explanation of student objectives met or not met
Addreses patterns and differences between pre and post results	Addreses patterns and weaknesses in student learning	Addreses patterns in individual results and special needs or cultural differences	Addreses patterns in individual results and special needs or cultural differences
Addreses validity, reliability, and bias of pre and post test results	Addreses validity, reliability, and bias of the pre-post test	Addreses validity, reliability, and bias of adjustments to be made in the pre-post assessments	Addreses new strategies for improving student learning for individuals, subgroups, or whole class

Does both

¢ _____



2. Write the value of the coins.

¢ _____



1. Write the value of the coins.

****STUDENTS MAY USE REAL OR PLASTIC COINS TO WORK ALL PROBLEMS.**

Teacher's Use Only

Indicator 15.7

Q1	Q2	Q3	Q4	Q5
(0 or 1)	(0 or 1)	(0 or 1)	(0 or 1)	(0 or 1)

Note: Proficient = 4 or 5 pts. per indicator

Name _____

Grade 1

**New Albany Floyd County
Mathematics (Quarter 3)
Post-Assessment Cycle 1**

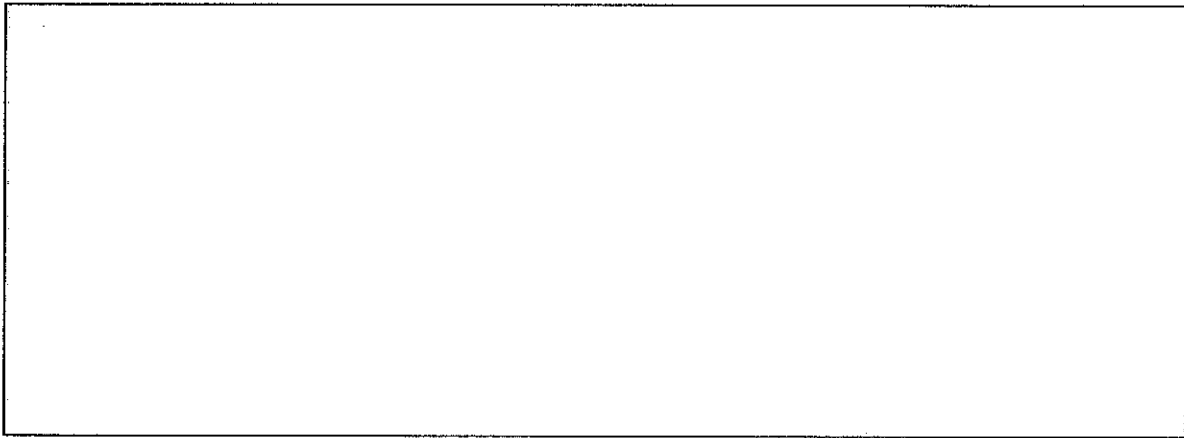
Teachers: Please read all items to your class.

**New Albany Floyd County
Mathematics (Quarter 3)
Post-Assessment Cycle 1**

3. Write the value of the coins.



4. Kim wants to buy a pencil for 29¢. Draw the coins she could use. Use at least 2 different coins.



5. Ben has 2 dimes, 1 nickel, and 4 pennies. He wants to buy a pencil for 32¢. Does Ben have enough money to buy the pencil?

yes

no

I decided to do my pre/post assessments in math class. At the school that I am doing my student teaching pre/post test are used very frequently. Each quarter will have cycles that start a new topic for the students to learn. Each cycle last about 3-4 weeks depending on how hard they think the topic will be. This also covers the standards of learning for that time period. My pre/post assessment was on counting money.

While giving the pre test, we could tell that all of the students were struggling. The results proved for this to be true. Nineteen out of the twenty-two students in my class were classified as red after taking the test. This means that they got a two out of five or lower. Because of these results, it was hard for me to split my students up in acceleration groups in which we hit hard on the red group, medium on the yellow group, and try to help the green group accelerate to a higher level. After going over the results multiple times, my mentor teacher and I based the grouping not only on the pre-test, but on the students previous grades in math class as well. We figured that this would give us a better idea on how the students will pick up the material. We also decided to wait a week and give the students their Friday assessment and use these results as well to decide on the intervention groups. This helped us tremendously. After looking at all the results, we placed six students in the green group, eight students in the yellow group, and eight students in the red group. All of the other first grade teachers did the same thing with their

students and then we split up our classes based on the specific needs of each student. For example, some students had trouble labeling the money to count it because they could not tell which was a penny, nickel, or dime. Other students had trouble counting money because they did not know how to count by fives or tens. Therefore, from 1:00 to 1:30 every Thursday and Friday, the students would go to their assigned teacher and group and work on that specific skill. Because we have so many teacher assistants and other specialty teachers at Fairmont, we were able to split the student up into ten different groups. Each red group had about four or five students in it, while the yellow and green groups had more because they did not need as much intense instruction.

Because of this intense acceleration, we felt like the students were getting the extra help that they needed plus, they were all still getting the normal hour of math instruction throughout each day as well. Each Friday the weekly test results were getting better and better and this was reassuring us that what we were doing was working. At the end of the four weeks we gave the post assessment for cycle one. When the results came in, my mentor teacher and I could not have been happier. Every student in the class besides two was classified as green. This means that they only missed one question or got every question correct. The two students who were not green were classified as red still. Both of these students happened to be English Language Learners who have been struggling with many concepts throughout the year. We are currently pushing to get both of these students tested for other disabilities as well along with their language barrier because we feel as if there is something else that is preventing them from learning at the level all of the other students seemed to reach.

To make sure that all students were doing their best and own work factors of

validity, bias, and reliable were all taken into account while giving this test. To make sure

that the test was valid I made sure to teach the standards that would be on the test prior to

the post test. The standard objective that was addressed was 1.5.7 Give the values of

collections of pennies, nickels, and dimes. I made sure that the test was reliable by moving

certain students to different tables and by having them all use their privacy fences while

taking the test. Also, I made sure to read the test aloud to every one so the students that

have a language barrier would have an equal opportunity to do just as well. Bias did not

technically play a factor into this pre/post test, but, one could argue that they more wealthy

students would do better because they are probably exposed to money more often than the

lower socio economic students.

Overall, we felt that our acceleration groups helped all of the first graders

tremendously, so we are pushing to keep these in place from 1:00 to 1:30 on Thursday and

Friday's. My mentor teacher and I were both pleased with the results and we hope that this

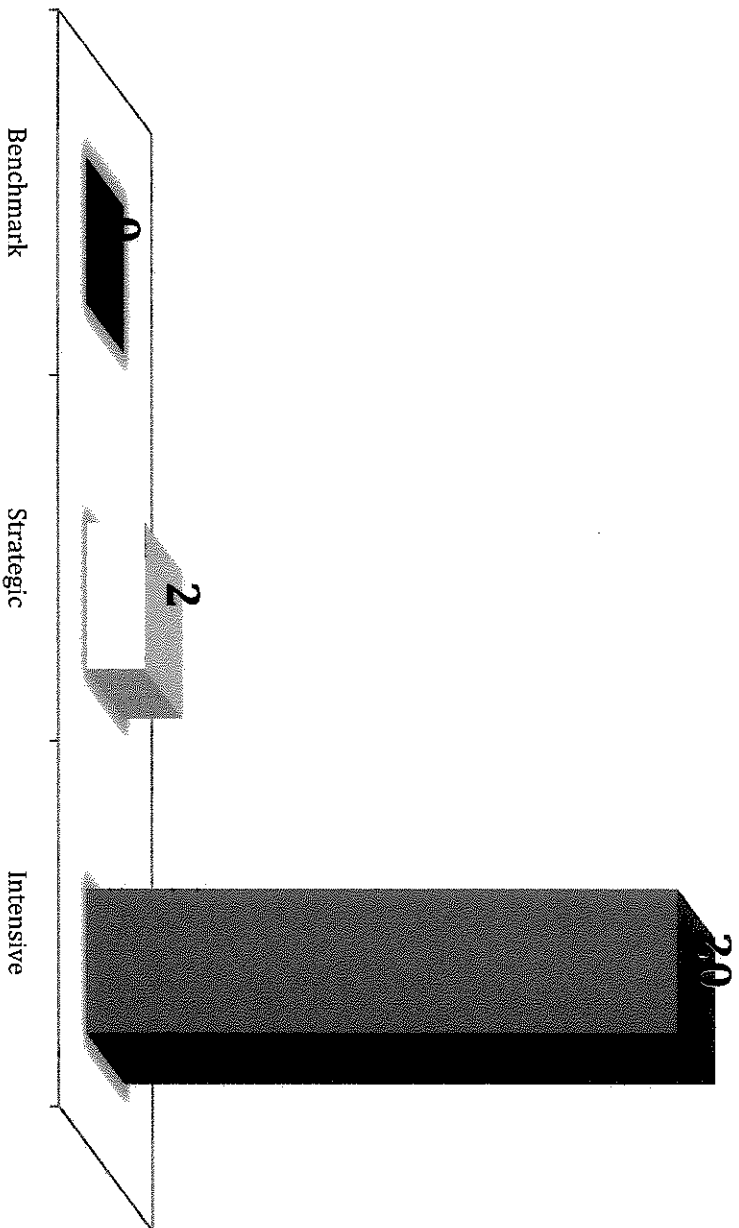
success continues throughout the rest of the quarter.

Standard: 1.5.7 Give the values of collections of pennies, nickels, and dimes.

The students should be able to count money using pennies, nickels, and dimes.

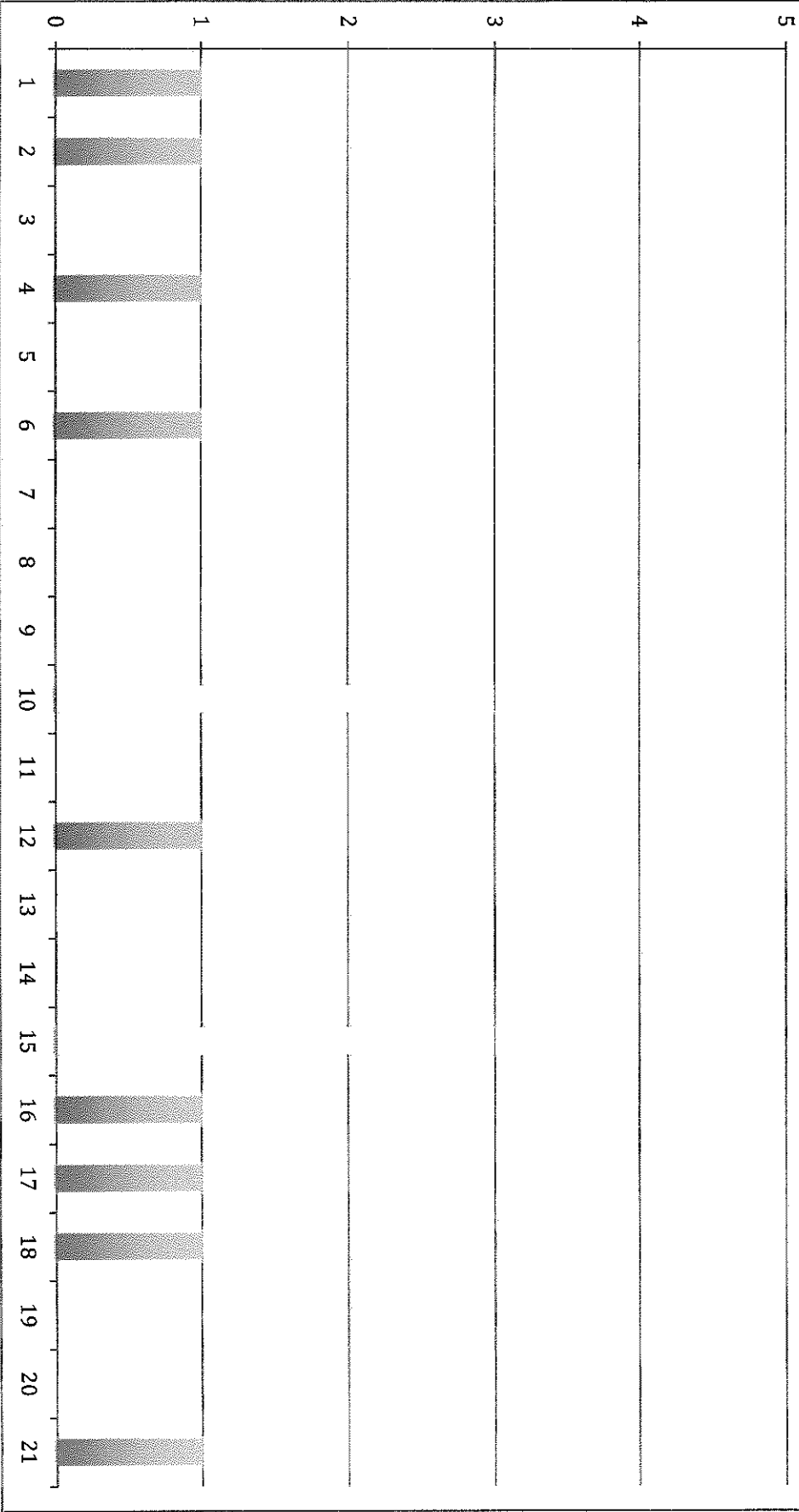
The students should be able to draw coins and label them.

Ms. Ricke's 1st Grade Quarter 3 Cycle 1 Pretest

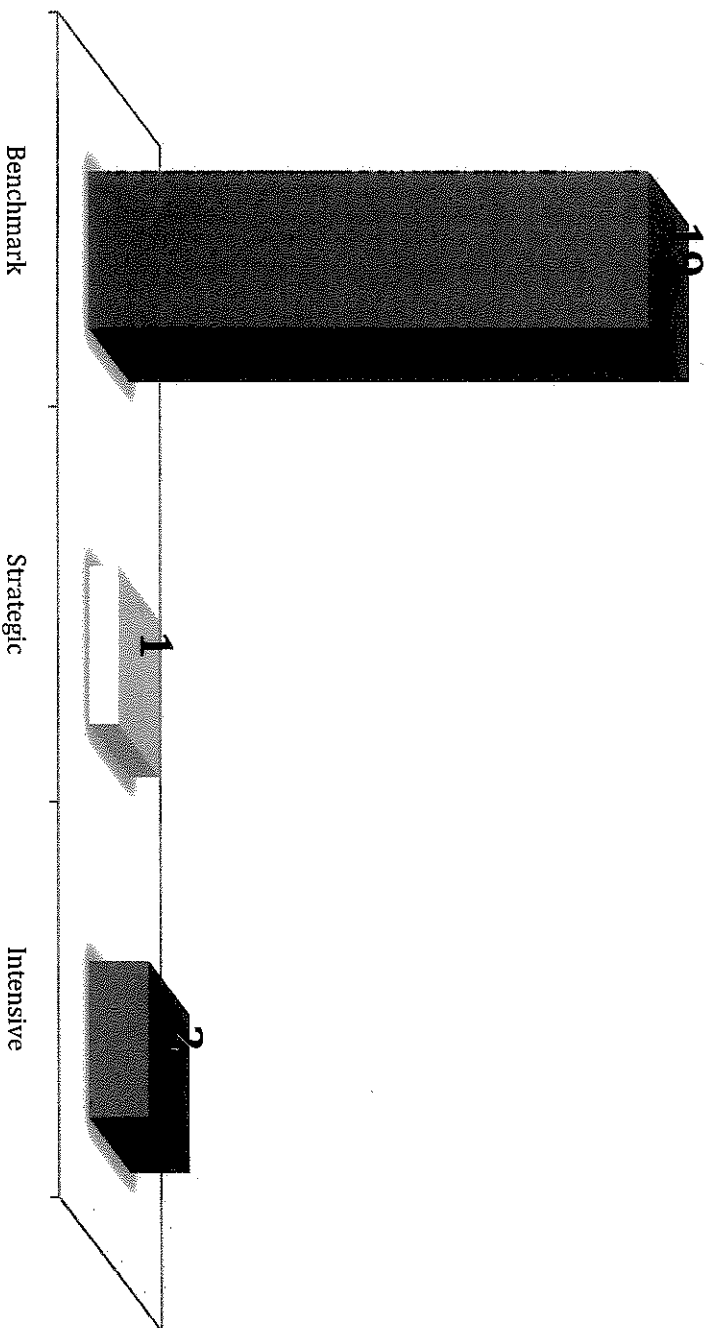


- Benchmark
- Strategic
- Intensive

Pretest Scores for Each Student Math Quarter 3 Cycle 1

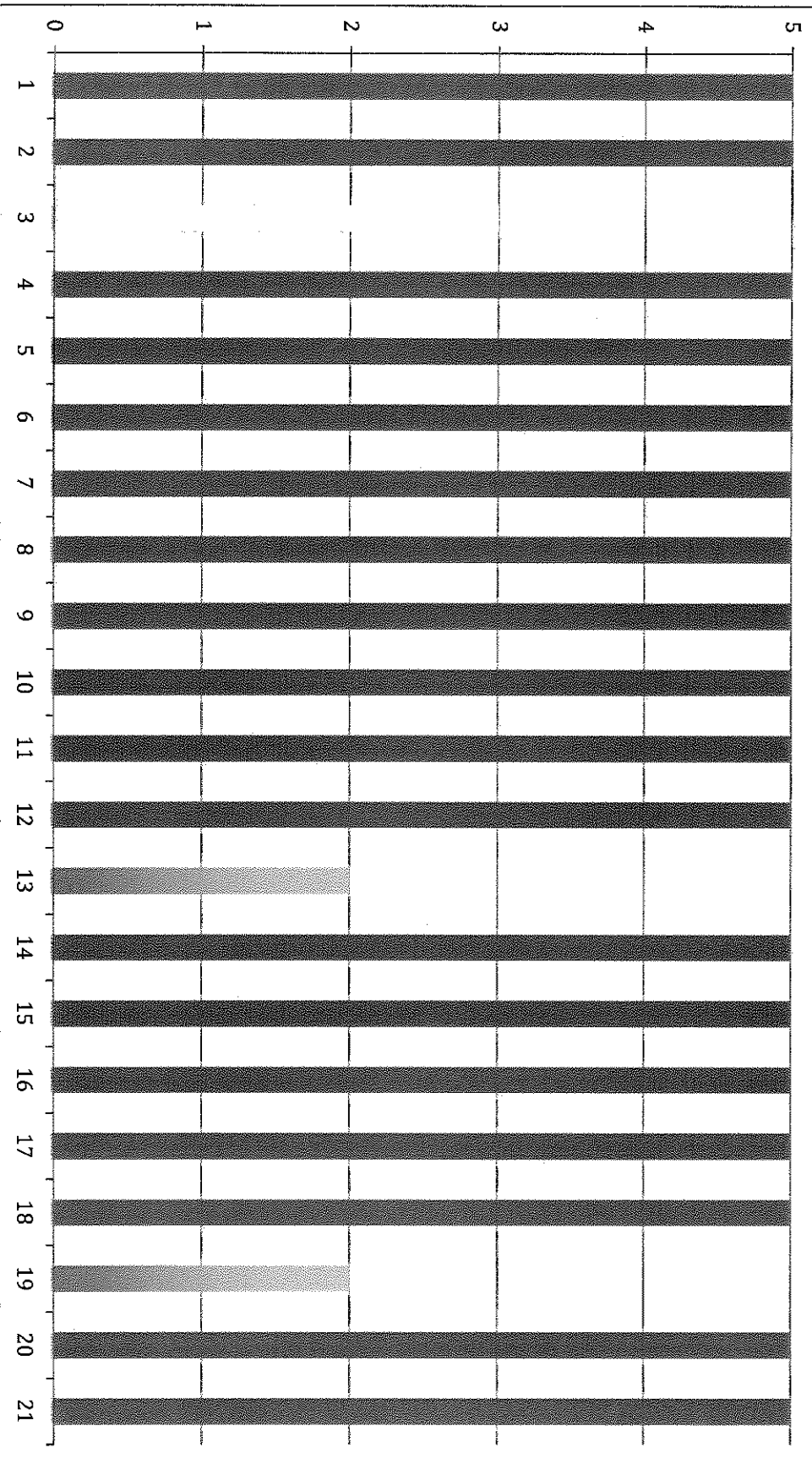


Ms. Ricke's 1st Grade Math Quarter 3 Cycle 1 Post Test



- Benchmark
- Strategic
- Intensive

Post Test Scores for Each Student Math Quarter 3 Cycle 1



Pre and Post Test Assignment

- Teacher Standards:
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 - B. Understands characteristics, uses, advantages, and limitations of different types of assessments
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Procedure:

1. Choose an upcoming topic, unit, or project and plan to give middle school or high school students a brief pre-test on concepts or skills to be taught before concepts or skills are taught. The pretest should not be a review of concepts or skills.
2. Administer pretest.
3. Teach topic, unit, or project.
4. Administer post test which should be exactly what the pretest was.
5. Analyze and collate student results from pre and post tests for ONE class of students. Look for patterns.
6. Determine if few, most, or all students showed improvement from pre to post test.
7. Determine which students would need additional instruction or which concepts and skills need to be reviewed, re-taught, or assessed in a different way.
8. Critique pre/post test for validity, reliability, bias.
9. Determine what needs to happen next or what should be done the next time this pre/post assessment is used.
10. Write a one-page, single-spaced analysis of findings, given #5-9 above.

Suggested Rubric for Pre and Post Test Assignment:

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Addresses validity of pre and post test results	Addresses validity of the pre-post test	Addresses adjustments to be made in the pre-post assessments	Addresses adjustments to be made in the pre-post assessments
		Addresses ways to adjust test, instruction, or curriculum for poor performers	Addresses new strategies for improving student learning for individuals, subgroups, or whole class

4

Pre-Post

To meet the requirements for this pre and post test assignment I chose a lesson from my Geography and History of the World class. This particular lesson was entitled "Factors Affecting Climate". It analyzed the effects that elevation, wind patterns, water current patterns, and other rare phenomena have on an area's climate. To teach this material I used a combination of three things. The first was a map of the world to show the students the various areas of the planet we were discussing. The second used was the textbook *Geography and History of the World*. The text was used to reference various points that were present throughout the lesson. The final resource used was a PowerPoint presentation over the material from the textbook. My pre and post test consisted of five questions that I felt best encompassed the material. The test was graded in a fairly simple manner. It was worth a total of ten points thus each question was worth two points. One point was awarded to students who answered the question with a somewhat relevant answer. Full credit was awarded to students who answered the question with the correct answer. The following information relays my results from the pre and post test assessment:

Improvement: I am pleased to announce that all 16 students improved their scores from the pre test to the post test. The most significant improvement can be observed in the three English Language Learners that are in the class. Two of the ELL students improved their score from 4 out of 10 to 8 out of 10. I think this four-point increase over the assessment shows that the visual aids used in the lesson must have been extremely effective. The other ELL student improved her score from 6 out of 10 to a perfect score. However it is worth noting that over the entire course she has proved to be at a significantly higher level than the other two students.

Areas of Review: Out of the 16 students in the class I identified four that still showed a relatively low level of understanding of the material. Each improved their score over the two tests however their scores were all at or below 6 out of 10. I found that one particular question was missed by all four of the above-described students. This question dealt with describing El Niño and its effect on North and South America. This question actually gave all students in the class a bit of trouble as only 12 students received full credit on it on the post test. To re-teach this concept I decided to go visual by showing them a short video complete with a simulation of El Niño. I believe that this video helped the class, however it is difficult to determine this due to the fact that no further assessment on El Niño was present in the chapter.

Critique: I think the most significant problem I saw with my pre and post test was its difficulty. I believe that my pre test was far too difficult for underclassmen to complete. Most of the students failed to answer even half of the questions on the pre test. This most likely could have been corrected if I had noticed during the actual test by me simply saying, "make sure and answer all questions even if you do not know the answer". However I still believe most would have left at

details

least one blank. This can easily explain why each student improved from the pre test to the post test, as there were no blank answers the second time around. However I do not believe that there were any serious problems with my tests validity, reliability, and bias. The only bias that came into play was in my grading procedure. I am referring to the fact that it was my opinion whether a student's answer was worth no, half, or full credit. I believe that using either multiple choice or true false formed questions instead of written response questions could eliminate this bias. However if I had a second chance at this assessment I would not change the form of each question. The only improvement I would make would be to add a picture of how El Nino functions. I believe that this would help students remember the visuals that were used in my PowerPoint when taking their post test. Having said all this I think that the results of my pre and post test accurately portray the improvement that each student made throughout the lesson.

What happens next?: After showing the video simulation of El Nino the day

after the test the only re-teaching that took place with this content was present in

my chapter exam. As mentioned in the previous section the main improvement that I feel could be made to the pre and post would be to add a picture to the question about El Nino. I believe that I would make a few adjustments in the actual lesson over the content by adding my videos. I feel that this would help all students visualize the concepts that are being discussed. I think that visual aids are extremely effective especially when attempting to teach weather patterns such as those present in this lesson.

Pre-Post Test for Section 3-2

Name: _____



1. What effect does elevation have on temperature?

2. How do wind and water combine with the effects of the sun to influence Earth's weather and climate?

3. What is El Niño? What effect does it have on South America's weather?

4. What happens to global winds at the Equator?

5. What happens to winds after they release precipitation?

To meet the requirements for this pre and post test assignment I chose a

lesson from my Geography and History of the World class. This particular lesson was entitled "Factors Affecting Climate". It analyzed the effects that elevation, wind patterns, water current patterns, and other rare phenomena have on an areas

climate. To teach this material I used a combination of three things. The first was a map of the world to show the students the various areas of the planet we were

discussing. The second used was the textbook *Geography and History of the World*. The text was used to reference various points that were present throughout the

lesson. The final resource used was a PowerPoint presentation over the material from the textbook. My pre and post test consisted of five questions that I felt best encompassed the material. The test was graded in a fairly simple matter. It was

worth a total of ten points thus each question was worth two points. One point was awarded to students who answered the question with a somewhat relevant answer. Full credit was awarded to students who answered the question with the correct answer. The following information relays my results from the pre and post test

assessment:

Improvement: I am pleased to announce that all 16 students improved their

scores from the pre test to the post test. The most significant improvement can be observed in the three English Language Learners that are in the class. Two of the ELL students improved their score from 4 out of 10 to 8 out of 10. I think this four-point increase over the assessment shows that the visual aids used in the lesson must have been extremely effective. The other ELL student improved her score from 6 out of 10 to a perfect score. However it is worth noting that over the entire course she has proved to be at a significantly higher level than the other two students.

Areas of Review: Out of the 16 students in the class I identified four that

still showed a relatively low level of understanding of the material. Each improved their score over the two tests however their scores were all at or below 6 out of 10. I found that one particular question was missed by all four of the above-described students. This question dealt with describing El Nino and its effect on North and South America. This question actually gave all students in the class a bit of trouble as only 12 students received full credit on it on the post test. To re-teach this concept I decided to go visual by showing them a short video complete with a simulation of El Nino. I believe that this video helped the class, however it is difficult to determine this due to the fact that no further assessment on El Nino was present in the chapter.

Critique: I think the most significant problem I saw with my pre and post

test was its difficulty. I believe that my pre test was far too difficult for underclassmen to complete. Most of the students failed to answer even half of the questions on the pre test. This most likely could have been corrected if I had noticed during the actual test by me simply saying, "make sure and answer all questions even if you do not know the answer". However I still believe most would have left at

about 1/2 page next

least one blank. This can easily explain why each student improved from the pre test to the post test, as there were no blank answers the second time around. However I do not believe that there were any serious problems with my tests validity, reliability. The only bias that came into play was in my grading procedure. I am referring to the fact that it was my opinion whether a student's answer was worth no, half, or full credit. I believe that using either multiple choice or true false formed questions instead of written response questions could eliminate this bias. However if I had a second chance at this assessment I would not change the form of each question. The only improvement I would make would be to add a picture of how El Nino functions. I believe that this would help students remember the visuals that were used in my PowerPoint when taking their post test. Having said all this I think that the results of my pre and post test accurately portray the improvement that each student made throughout the lesson.

What happens next?: After showing the video simulation of El Nino the day after the test the only re-teaching that took place with this content was present in my chapter exam. As mentioned in the previous section the main improvement that I feel could be made to the pre and post would be to add a picture to the question about El Nino. I do not believe that the students struggled with the wording of the question on El Nino, but rather with the actual content. One major adjustment that I would make to this lesson would be to add a short activity where students would draw how El Nino functions on a map of North and South America. I feel that this would have helped all students visualize the concept rather than just read about it and look at a picture. Perhaps further time needed to be dedicated to this concept, and now that the lesson and chapter have passed it is easy to see that. However in the future I will now know that visual aids are extremely effective, especially when attempting to teach weather patterns such as those present in this lesson.

Identification:

- Mr. ...
- Geography and World History
- GWH 3-2 "Factors Affecting Climate"

Instructional Information

- Period 2 (8:45-9:30)
- Teacher materials include: a world map or globe, the textbook, 16 copies of the Pre-Post Test, and a computer with projector to display completed PowerPoint on section 3-2
- Student materials include: the textbook, notebook paper, and a pencil or pen.
- Teacher Resources- *Geography and History of the World* (Teacher's Edition)

Types of Diversity Addressed

- This classroom contains an uneven division of gender. There are 13 girls compared to 4 boys.
- It is a mixture of freshmen and sophomores. The majority of the students are freshmen.
- The main diversity that must be addressed is the presence of ESL students. There are three bilingual students in the class that come from a Spanish speaking home.

Teaching Tools for Diversity

- In order to deal with gender differences in the classroom I use an unbiased approach. This simply means that I do not favor one group over the other and give the same opportunities to both boys and girls.
- The difference in age between students is only a year. This simply means that when reading written answers I keep in mind that some of the students have not had as advanced classes in English. Thus I try to not put a big emphasis on grammar and spelling when grading written response questions.
- In order to accommodate for ESL learners I have used a very simple mixture of technology and further explanation on notes. While giving my PowerPoint presentation I always tell students what to write in their notes word for word. I also tend to repeat important material. I mis enables every student to know what to write down and eventually what to study for their test.

Objectives:

- Standards addressed-

make sure you actually do this?
 Grammar
 boys

- Hand out "Guided Reading" for Section 3-3. Due 9-20 (Review Day)
- Post-Test will be administered in the next class period. (Sept. 16)
- 2.
- in their notes. Have them update graphic organizer with vocab. words from Section
- Give PowerPoint presentation over section 3-2. Remember to tell students what to write
- Administer Pre-Test over Section 3-2
- climate of most regions when they are pointed at.
- know about this region. By the end of the section they should be able to tell you the
- around the world are like by pointing to them on a map and asking what the students
- Before taking notes I will attempt to help students visualize what different climates
- type of terrain? What don't you like about this type of terrain?
- experience living this high up? Is it mostly warm or cool? What do you like about this
- Bellingr: "Imagine you live in a mountainous region. What difficulties would you

Lesson:

This section is fairly obvious in the way that it connects to the real world in that it is a study of the real world. Students will understand that weather, terrain, and where we choose to live are all affected by climate. Thus they will in turn think about their own climate and how it is formed. This will also be asked of them within the "Bellingr".

Connections:

- This section is fairly obvious in the way that it connects to the real world in that it is a study of the real world. Students will understand that weather, terrain, and where we choose to live are all affected by climate. Thus they will in turn think about their own climate and how it is formed. This will also be asked of them within the "Bellingr".
- 12 and GHW.12.1 will be assessed by the students' scores on the Pre-Post Test.
- Pre-Post Test: Effectively gauges students' progress over a short period of time. GHW.
- to make sure students are completing their graphic organizer and notes for the section.
- Vocab. Book and Notes. GHW. 12 and GHW.12.1 will be assessed by walking around

Assessment:

- Big Transferable Idea-Factors that affect our climate.
- on a Post-Test.
- Section 3-2. They will be able to effectively learn from my lesson to improve their score
- Behavioral Objectives- Students will use previous knowledge to complete a Pre-Test of

1. GHW.12 Students will examine the human causes of change to the environment on a global scale along with the impact of these changes on the lives of humans.
2. GHW.12.1 Analyze global climate change (sometimes called "global warming") and assess the validity of this idea, the variable climate changes it forecasts for different parts of Earth, and the implications of these changes for humans (political, economic, and health and welfare).

Handwritten notes:

1. GHW.12 → human causes cold / because of rivers / take down currents / be ↓

2. GHW.12.1 → I do not think you will raise standards

Pre-Post Test for Section 3-2

Name:

1. What effect does elevation have on temperature?

2. How do wind and water combine with the effects of the sun to influence Earth's weather and climate?

3. What is El Niño? What effect does it have on South America's weather?

4. What happens to global winds at the Equator?

5. What happens to winds after they release precipitation?

Pre and Post Test Assignment

Standards Theme	Student Objectives	Patterns	Measurement	RTI Strategies and
4	2	7	10	8
1	5	1	1	1
2	7	8	5	7
3	7			
4	2			

Group 2013 Elementary

16
16
16
16
59

Standards Theme	Student Objectives	Patterns	Measurement	RTI Strategies and
4	1	1	1	1
1	1		1	
1				
1				
2	1			

Group 2013 Math

1
1
1
4

Standards Theme	Student Objectives	Patterns	Measurement	RTI Strategies and
4	0	2	2	2
1	4	1	2	
2				
3				
4	6			

Group 2013 English Language

4
4
4
4
16

Standards Theme	Student Objectives	Patterns	Measurement	RTI Strategies and
4	2	2	1	2
1			1	
2				
2				
2				
7				

Group 2013 Social Studies History & Government

2
2
2
2
8

Standards Theme	Student Objectives	Patterns	Measurement	RTI Strategies and
4	1	1	1	1
2				
3				
4				

Group 2013 Visual Arts

1
1
1
1
1