

Decision Point 3

3.3.f

Hanover College
2011-2012

ELA *demp*

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
	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 ✓
	Addresses validity, reliability, and bias of pre and post test results	Addresses validity, reliability and bias of the pre-post test	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 ✓

Pre- and
Post- Test
Results

September

2012

Miss M.

New Washington
High School

In comparing the pre- and post- tests, I found some interesting patterns that occurred. First, I noticed that more students read the directions on the pre-test than on the post-test. This shows me that the students must have noticed the same format on the post-test as it was on the pre-test and they bypassed reading the directions and forgot about the request of putting a characteristic of themselves on the back of the paper. Even though I reminded the students to read the directions, they took the test without reading the directions based on the results. Secondly, I noticed that the females in fifth period struggled more on the post-test than they did on the pre-test. The males in fifth period did worse on the post-test than they did on the pre-test as well but, their results were not as dramatic as the females' results. These results show that the fifth period has a low rate of understanding of the material. The IEP students all increased their scores except for one student who remained at the same score level for both tests. This tells me that the material covered and the techniques used were successful enough for them to gain knowledge from to better the scores. I do believe that the instruction needed to be differentiated more for the IEP students in that their scores did not move drastically. My goal for my IEP students for the post-test was to at least score one point higher on the post-test than on the pre-test which did not occur. Thirdly, I noticed that the students did in fact improve; however, a few students did fall short of their pre-test score based on the overall result of the tests.

The outcome of the pre- and post- test was not what I had hoped for the results to be when I calculated the class's results. I wanted to see a drastic improvement on their post-test to make sure that the material covered in class was soaking in as active learning. However, there was a slight improvement in the class and this shows me that the students did in fact learn from my lessons that I taught. I also had other forms of informal assessments that also showed me that the students were grasping the material. Therefore, I would like to conclude that my pre- and post-test could have been delivered more appropriately with a variety of ways of testing the students. For example, I could have aligned my test with a standard for each question instead of aligning the entire test with one standard. This standard was "7.a. Literary Criticism: learn appropriate literary terms and apply them to increasingly challenging texts." This standard focuses on literary criticism in which appropriate literary terms are used and applied to challenging texts. This pre- and post-test assessed the students' ability to understand the following terms: flat, round, static, and dynamic characters, as well as characterization with physical description, name analysis, and attitude and appearance as the focal point of the lesson. I also included the words narrative, protagonist, antagonist, and character on the pre- and post-test but the students' ability to answer that question, question number four correctly showed me that they did not need to relearn these concepts because they demonstrated that they knew the terms. I had one question that actually used words that did or did not mean the technical term and the students were to choose the correct answer based on whether the term was the correct term and if the appropriate word choice was accurate for the given sentence that was missing a word. This was question number two on the pre- and post-test and several of the students had a hard time answering this question correctly on the quiz. However, this question aligned very accurately to my standard for the who pre- and post-test assessment and it was the most missed question which showed me that my students have a hard time applying examples and literary terms in context and that on the test there should have been more questions like question number two in order to see which literary terms were more familiar to the students. I could have also varied by multiple choice, fill in the blank, and even true or false. These variations tend to different testing styles and could have shown me which testing style is more favored. By implementing these in my pre- and post-test I could have received more accurate data that pin pointed specific learning difficulties and material that were not understood clearly.

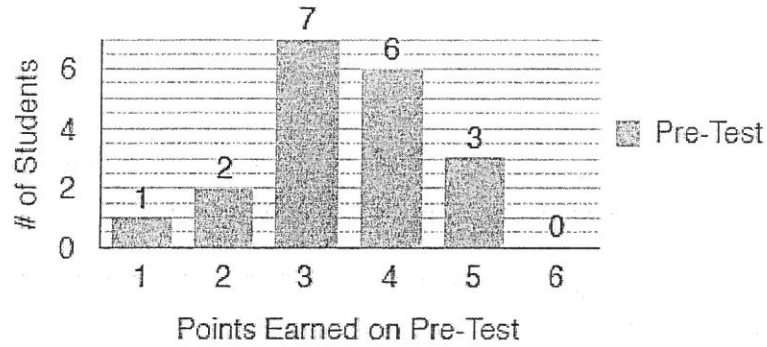
Both the pre- and post- tests were valid even though they could have been improved upon which is what I plan on doing differently in the future. The words and language used on the pre- and post-test were pertinent to the characterization unit. Therefore, the words are accurate and they do fulfill a meaning in the classroom. When the students took the tests in class, I walked through the aisles to make sure questions and concerns could be addressed and to make sure there were no "wandering eyes." I believe that reliability of the test could have been better as described above as far as allowing for every question to be paired up with a standard.

I believe that when students are to have a pre- and post- test over material they will need to continue taking notes from the lesson and participate in in-class activities. I would add another activity that would help the students relate characterizations to them in the future since it is on the pre- and post-test. It allowed me to see how a pre- and post-test can be better made to target specific learning objectives for the future.

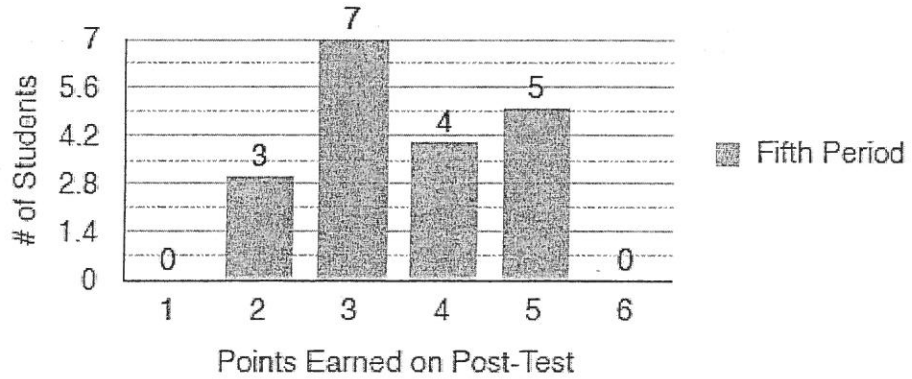
Relating to 7.a?

Results of Pre- and Post-Test

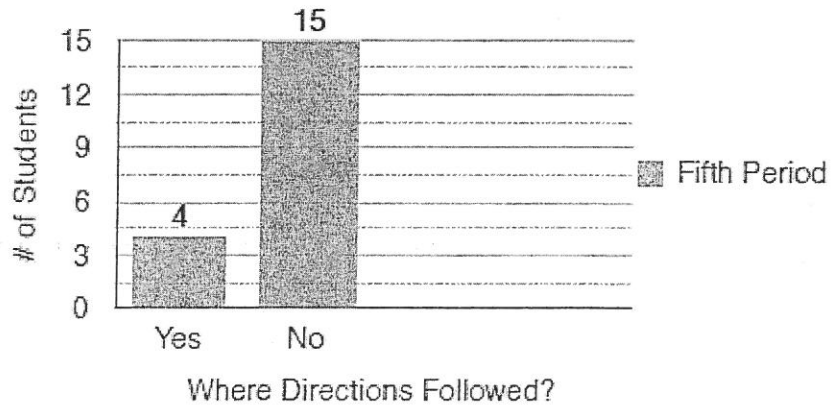
Results of Pre-Test for Fifth Period

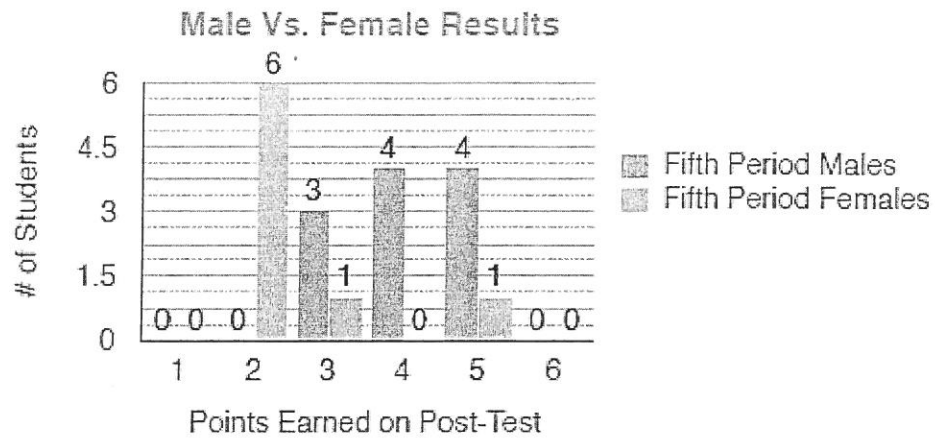


Results of Post-Test Based on Points



Results of Directions Followed





Information for data:

The data for my pre- and post-test was taken from Mr. Jones' fifth period ninth grade English class at New Washington High School. There were a total of nineteen students (11 males and 8 females) and out of the nineteen students there were four special need students who participated in both of my tests. After my pre-test was given, my post- test was given to the students after one full week of teaching and studying. My pre- test was five questions long and it entailed the students understanding of the characterization methods. The test was multiple-choice. In the directions, students were told to write a characteristic about himself that described him best as the sixth point of the test.

Pre-and Post-Test Results

New Washington High School

September 2012

Miss

The data for my pre- and post-test was taken from New Washington High School. The targeted grade was Mr. Jones' two ninth grade classes. There were a total of forty-one students who participated in both of my tests in both classes. There were twenty-four males and seventeen females in the classrooms and with approximately five special need students. My pre- and post-tests were exactly alike and they were both identical; the pre-test was given before the students knew the material and the post- test was given to the students after one full week of teaching and studying had been provided for the students. My pre- test was five questions long and it entailed the students understanding of the characterization methods. The test was multiple choice. In the directions, students were told to write a characteristic about himself that described him best as the sixth point of the test.

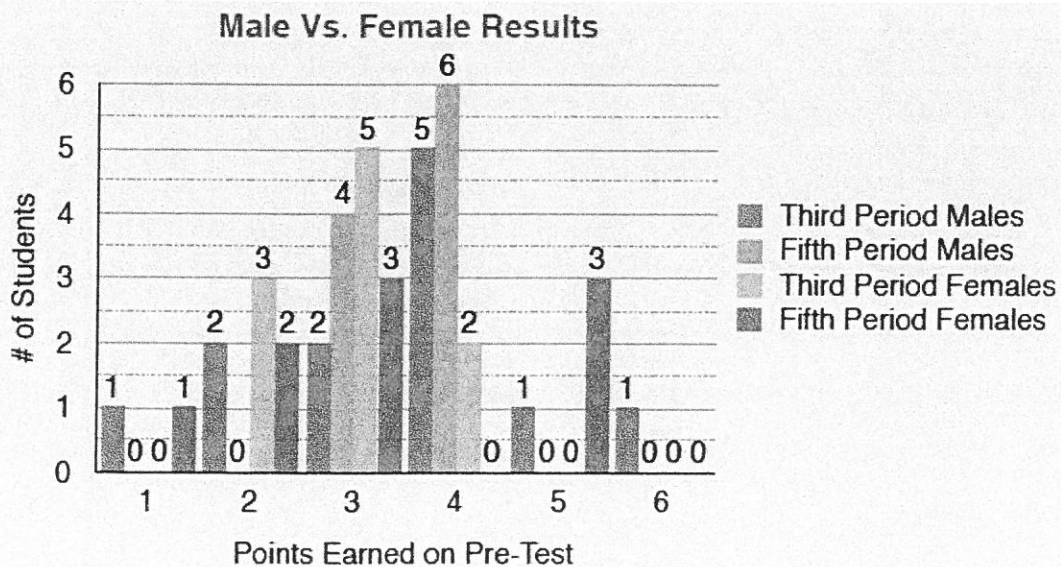
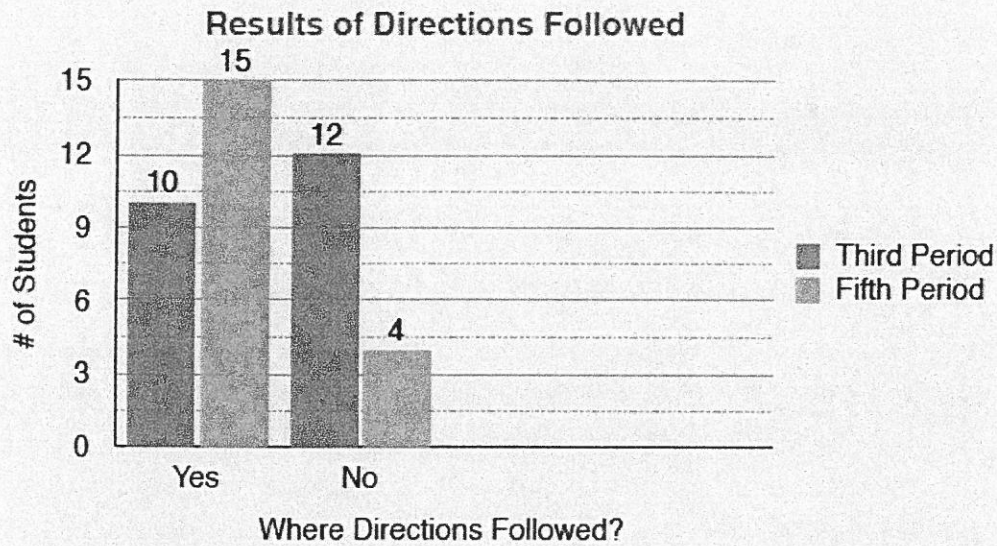
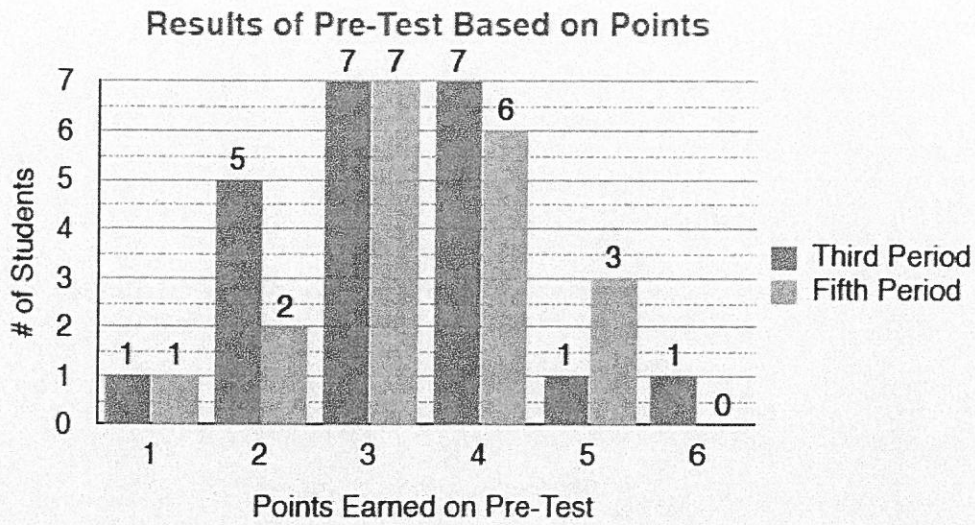
In comparing the pre- and post- tests, I found some interesting patterns that occurred. First, I noticed that more students read the directions on the pre-test than on the post-test. This shows me that the students must have noticed the same format on the post-test as it was on the pre-test and they bypassed reading the directions and forgot about the request of putting a characteristic of themselves on the back of the paper. Even though I reminded the students to read the directions, they took the test without reading the directions based on the results. Secondly, I noticed that the females in fifth period struggled more on the post-test than they did on the pre-test and that third period females did better on both tests. The males in fifth period did worse on the post-test than they did on the pre-test as well but, their results were not as dramatic as the females' results. Also, the third period males did better than the fifth period males. These results show that the fifth period has a lower rate of understanding than the third period class that is being taught the same lessons. There are more students with IEPs in fifth period than in third which also plays a role in the results of these tests. Thirdly, I noticed that my third period class was able to improve their scores so much that only two students failed the post-test. In fifth period, the students did in fact improve; however, a few students did fall short of their pre-test score based on the overall result of the tests.

The outcome of the pre- and post- test was not what I had hoped for the results to be when I calculated the classes' results. I wanted to see a drastic improvement on their post-test to make sure that the material covered in class was soaking in as active learning. However, there was a slight improvement in each class and this shows me that the students did in fact learn from my lessons that I taught. I also had other forms of informal assessments that also showed me that the students were grasping the material. Therefore, I would like to conclude that my pre- and post-test could have been delivered more appropriately with a variety of ways of testing the students. For example, I could have aligned my test with a standard for each question. I could have also varied by multiple choice, fill in the blank, and even true or false. These variations tend to different testing styles and could have shown me which testing style is more favored. By implementing these in my pre- and post-test I could have received more accurate data that pin pointed specific learning difficulties and material that was not understood clearly.

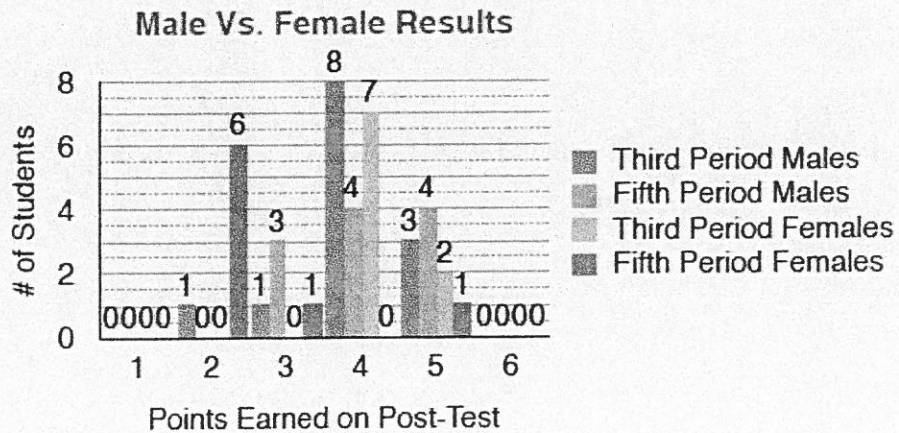
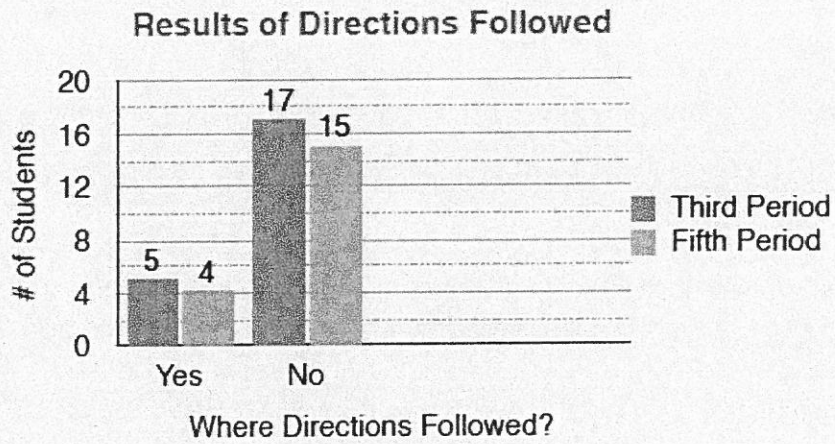
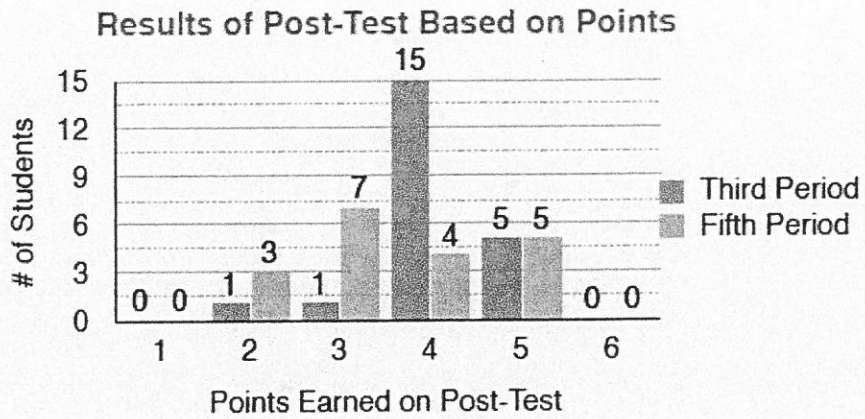
Both the pre- and post- tests were valid even though they could have been improved upon which is what I plan on doing differently in the future. The words and language used on the pre- and post-test were pertinent to the characterization unit. Therefore, the words are accurate and they do fulfill a meaning in the classroom. When the students took the tests in class, I walked through the aisles to make sure questions and concerns could be addressed and to make sure there were no "wandering eyes." I believe that reliability of the test could have been better as described above.

I believe that when students are to have a pre- and post- test over material they will need to continue taking notes from the lesson and participate in in-class activities. I would add another activity that would help the students relate characterizations to them in the future since it is on the pre- and post-test. I am overall pleased with this pre- and post-test finalization. It allowed me to see how a pre- and post-test can be better made to target specific learning objectives for the future.

Pre-Test Results

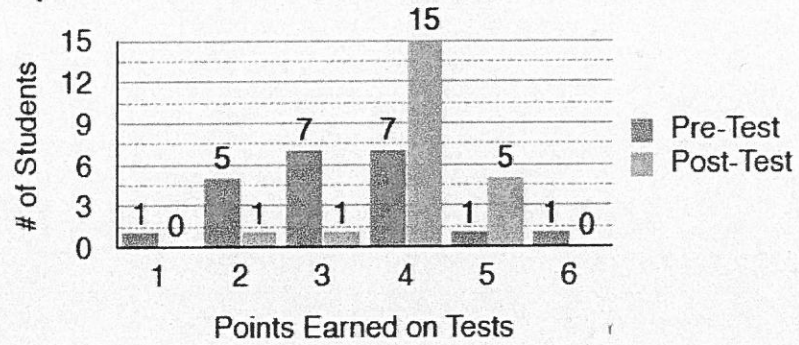


Post-Test Results

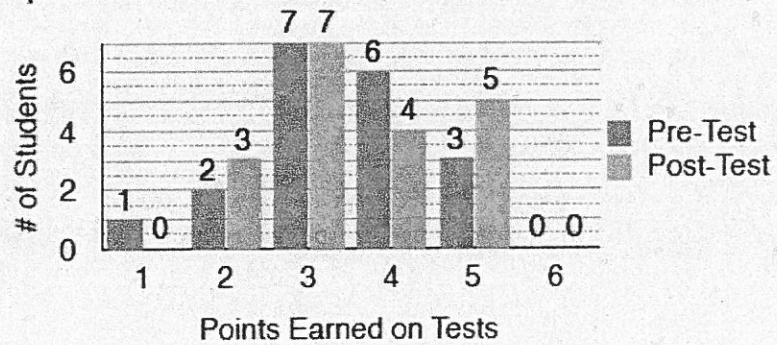


Comparisons of Pre- and Post-Tests

Comparison of Pre- and Post-Tests for Third Period



Comparison of Pre- and Post-Tests for Fifth Period



Reflection Analysis

Miss T

New Washington Middle/High School

Observation Completed by Mr. Jones

Formal Lesson Plan #1

Analysis of Teaching:

Waking up every morning at 6:00AM was not a traditional morning at Hanover College, but for me, it became a tradition quickly. I got ready for the big day ahead of me and hustled to my truck to get to New Washington Middle/High School at 7:45AM. Hair wet, papers printed, and a 20 minute drive, my first day of teaching my formal lesson became a flurry of a day. Finally arriving at the high school, I hastily walk into the building and head upstairs to Mr. Jones' room and unlock the door. I set all of my bags down onto my desk and log into my computer. Phew, I am there and now I just have to wait all day to teach my lesson. Seventh period tenth grade honors will come too slowly.

All day I was pretty relaxed about the formal lesson plan that I had planned for the tenth graders. I didn't get nervous until the last part of sixth period. The final bell rang and all of the students were quietly seated in his or her chair reading a book for sustained silent reading. I took the attendance and Mr. Jones allowed the students to read for at least five minutes. Just like any other day, Mr. Jones began class with showing the student's his humor for the day and followed with his S.A.T. Prep question of the day. This question of the day can be found on the website of the S.A.T. Prep URL. Everyday students get out his or her notes and jots down the lesson from what the question of the day teaches them. By the end of the semester, the students have a lot of experience reading test questions and analyzing them to get them ready for the real test that counts for them.

The lesson that I prepared for the students was based on the grammar of subject-verb agreement. When planning this lesson, I was teaching myself at the same time! I was nervous that I did not fully understand the material but I realized that it is an experience itself to teach something that I am not comfortable with myself. Therefore, some of my weaknesses are very apparent in this learning atmosphere.

Out of the six classes that I teach, there are at least one to two students who are need adaptations when it comes to particular course work in each class. Many of my students will be able to do all of the activities and in-class and out of class homework. When tests or quizzes are administered for the entire class, my IEP students do get an abridged version of the test or quiz. In this formal lesson plan the only work that would need to be adapted is the in-class worksheet. The way that I would adapt this worksheet is instead of having the student write five sentences to be graded. I would only have him or her write three sentences and follow the rest of the directions. This allows the student to not be overwhelmed but it keeps them on track with the rest of the class.

In this lesson, a particular diverse culture was used in the in-class worksheet that students are required to encounter. The assignment is to, "look at the two pictures above. Pick one of the pictures and write five statements about the picture you choose. When you are finished writing your five complete sentences, circle all of the subjects and underline the verbs." The first picture is of a dandelion floating away in the sky and the second picture is of several Haitian girls sitting down for lunch to eat. All of the girls are looking at the camera and they are very serious with

great expressions that can help give the picture character. This in-class assignment is to engage the students in forming their own words to figure out how they themselves use their subjects and verbs with a hint of culture in the background.

I also was able to differentiate the way genders played a role in the classroom. Instead of always picking on one gender to answer questions during class, I rotated back and forth so that everyone in the classroom was engaged and not one gender was picked over the other. I was also able to use male and female subjects in many of my PowerPoint. By having different genders play a role in the examples, handouts, and worksheets, each student is able to relate to how the grammar structures are suppose to worked.

For those students who are learning English as their secondary language, I was able to read aloud the directions for all of the assigned, and I was able to have executed on the board. I also like to make sure I am floating around the room and checking in with each student as well as the ESL students in the classroom. By being readily available for the students when they are working on their assigned tasks, it allows for the students to feel more comfortable asking questions on how to do something or if their work so far is being done correctly.

My tenth grade honors class is a very well behaved group of students. They know what is expected therefore, they do not push their boundaries. If anything were to make my student's learning more difficult it would not be due to discipline. In order to eliminate bored students, I would encourage them to work on their assignment and that in about three to four minutes I would come back to check in on them and see if they need any help or questions answered. This strategy normally worked because the student knew that I would be coming back around and looking for progress. The students who do have learning difficulties are mentored by the aid in the classroom which helps the lead teacher reach to everyone else in the classroom.

There were a sparse variety of students from different ethnic backgrounds. The best way to encourage all students to be involved in the lesson and in the activities was to call on all students to answer questions or to do the example that was given on the promethean. Also, having the students write about one of the two pictures allowed students to see another type of ethnicity that is from another culture where students of color are of the majority. New Washington Middle/High is quite small and it reflects the small community that surrounds the school.

In order to serve my students well through teaching the lesson, I was able to tend to several multiple intelligences. I was able to provide visual depictions of practice writing through the in-class assignment for visual and spatial intelligence learners. I also was able to read the directions, the lesson, and have written visual words that were on the promethean, handouts, and worksheets for those students who are strong in the linguistic intelligence. To encourage students to move around and to interact with one another, I asked everyone to turn to their neighbor and to share their sentences and to check each other's work before turning the assignment in for a grade. This sharing of work allows for kinesthetic intelligence learners to move and have a type of hands on learning. Overall, this lesson ultimately challenged each other in their interpersonal and intrapersonal intelligences and figuring out for themselves which is their stronger intelligence.

In an effort to cater to those students who are exceptionally well with the ideas of the lessons, I was able to utilize them when asking the question "why" things are the way they sometimes are. These students were more than willing to give examples to the class and use other languages to help classmates understand why the English language uses subject-verb agreements. Making sure that these students were willing to do this was important but it created

an environment where the student was able to essentially teach what they know to the class as a whole and it gives them a challenge to see if they really understand their ability to answer grammar questions correctly.

I utilized the opportunity to have a computer that hooked up to the promethean in my classroom to deliver the lesson as a visual for those who learn better by seeing what is being taught. I was able to use my PowerPoint and YouTube as two resources for visual learners.

Some of the manipulative items that I was able to use in the classroom were the in-class assignment and their worksheet that was for homework for them to strive to work on subject-verb agreement outside of the classroom. I added the element of fun when I showed the YouTube video that explained the idea of the subject-verb agreement.

For those students who are better listeners, I read all of the rules of how to use proper subject-verb agreements as well as the examples. Students who learn better through reading and writing were given the opportunity in this lesson. Grammar can be taxing on students but with varied strategies, students can learn it with a much lighter feeling of being overwhelmed with information.

The students did work together in pairs. Working with pairs, students were able to form sentences using proper subject-verb agreements. They were able to take each other's ideas and compromise their thoughts and complete the tasks together. In pairs, students were able to discuss if the sentences were correct or incorrect.

The one way that I installed art was through the YouTube video, "Subject-verb Agreement." This creative animation is a unique way to reinforce the concept one last time before students have to process and put to use their new knowledge. Being creative can help students better understand the "boring" aspect of grammar as long as they can have well controlled behavior through the entire classroom which my tenth grade honors students can handle.

In this lesson I was able to address several ^{student} teacher standards that helped my students reach a better understanding of subject-verb agreement. The standards that I was able to successfully reach were the following:

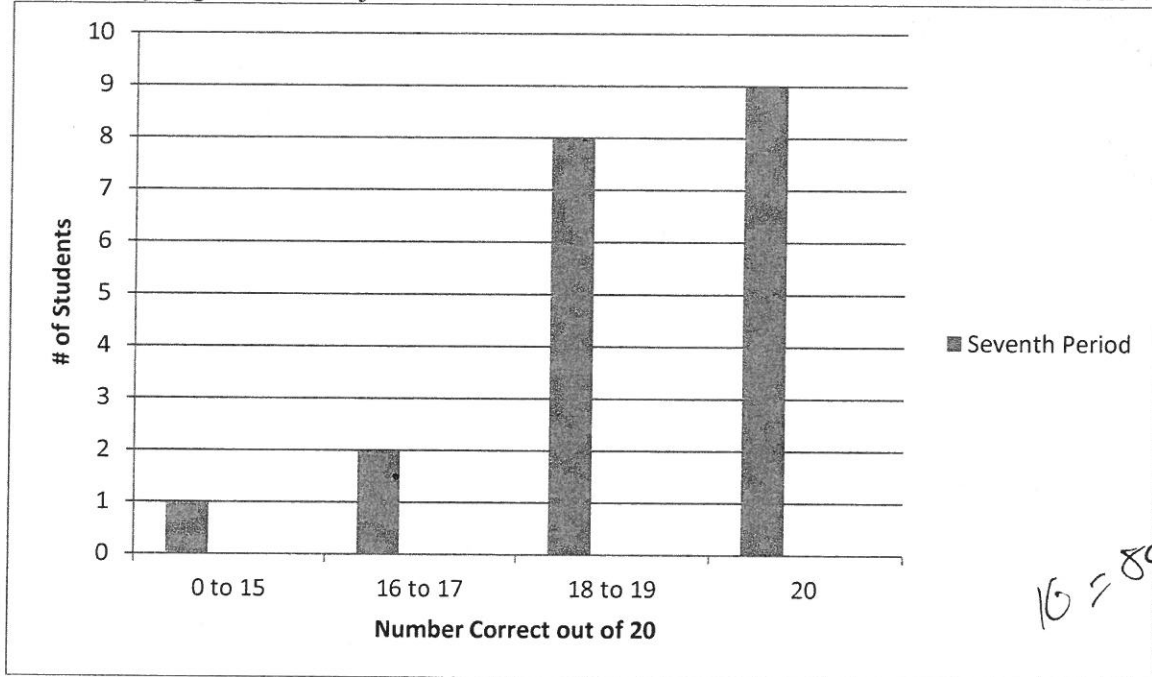
- Standard 4: Components of Writing
 - 4.2: Proper word usage and grammatical sentence structure
- Standard 5: Modes of Writing
 - 5.2: Methods of selecting specific nouns, such as wading pool or ocean instead of water, and strong verbs, such as murmur or bellow instead of speak, to use in descriptive and expository writing
- Standard 6: Listening, Speaking, and Interpersonal Communication
 - 6.6: Large- and small- group dynamics and factors that influence group communication, such as group composition and group members' roles
- Standard 7: Visual Literacy and Media Presentation

My favorite standard that I was able to address was Standard 6.6 where students are learning through group work. This was tricky for me to do because Mr. Jones does not like allowing his students much work time in class in groups due to his fear of the students misbehaving. This is a true thing to consider when working in groups, however, if you never allow the students to work together, they are not learning from each other which is a huge benefit in my opinion when teaching others.

Agreed.
They must learn to work w/
each other. Collaboration is
essential as a 13.

Analysis of Student Learning:

In order for me to gather student learning data, I assigned a homework assignment and I handed it out before the end of class. I allowed the students to work on it in class. I knew that the students did well on it when everyone in the class turned in his or her homework before the end of the school day bell rang. After grading the students' work over the weekend, the whole class scored very high on the subject-verb worksheet. The students' data looked like the following:

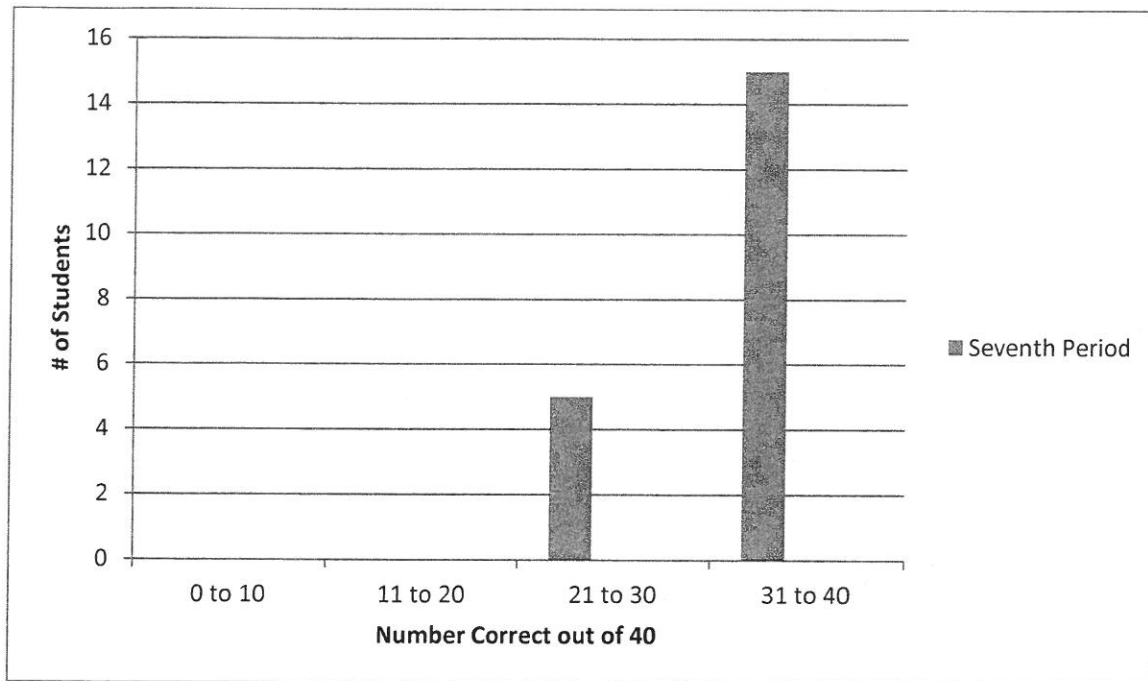


16 = 80%
19
20
95%

Then, I was able to test the students one week later. The students took the quiz and after I graded their quizzes, the students' understanding of subject-verb grammar was solidified. Below are the results from the quiz that was administered over the subject-verb lesson.

Correlations to standards? objectives?

1 1.1
7 1.2
3 1.3
9 1.4



These results show that my students definitely understood as a class the concept of the subject-verb agreement rules and lesson. This is comforting for me to see my students be successful!

If I were to teach this lesson again, I would make sure that I knew the content better so that I could be more comfortable teaching it. I would also make the group work last longer and not have the time swept up from under the students after they just got good thoughts for their group running. I believe that I would make sure that all students are actively participating and I would want to maintain a quiet and clear atmosphere to end and complete the day.

Subject-Verb Agreement A

8b. A verb should agree in number with its subject.

- (1) Singular subjects take singular verbs.
 (2) Plural subjects take plural verbs.

EXAMPLES Mexican **art is** interesting. [The singular verb *is* agrees with the singular subject *art*.]
 Mexican **holidays are celebrated** in the Southwest. [The plural helping verb *are* agrees with the plural subject *holidays*.]

EXERCISE In each of the following sentences, underline the verb or helping verb in parentheses that agrees with its subject.

Example 1. Mr. Frank (has, have) been studying Mexican culture.

- Cinco de Mayo (*is, are*) an important Mexican holiday.
- We (*celebrates, celebrate*) the Mexican victory at the Battle of Puebla on May 5, 1862.
- Some people (*watches, watch*) these celebrations in Los Angeles, California.
- Others (*sees, see*) them in San Antonio, Texas.
- The celebrations (*includes, include*) parades and dancing.
- The women dancers (*wears, wear*) swirling skirts or brilliant colors.
- Strolling bands (*plays, play*) traditional mariachi music.
- Spectators (*lines, line*) the streets of the parade route.
- The floats (*seems, seem*) lively and colorful.
- Mexican Americans (*views, view*) the festivities with pride.
- We (*has, have*) learned about Mexican traditions.
- Many immigrants (*has, have*) brought new traditions from their homelands.
- Mexican ballads (*is, are*) heard in the Southwest.
- In Spanish, ballads (*is, are*) called *corridos*.
- What subjects (*does, do*) these ballads describe?
- In them, heroes' lives (*has, have*) been recorded.
- Everyday people (*does, do*) appear in ballads, too.
- Historians (*has, have*) begun to record these ballads.
- They (*is, are*) trying to save these ballads.
- (*Does, Do*) Horacio know any *corridos*?

Subject-Verb Agreement B

8b. A verb should agree in number with its subject.

- (1) Singular subjects take singular verbs.
 (2) Plural subjects take plural verbs.

EXAMPLE **Is she taking** biology class this year? [The singular helping verb *Is* agrees with the singular subject *she*.]

EXERCISE Underline the verb in each of the following sentences. If the subject and verb do not agree, write the correct verb form above the error. If the sentence is already correct, write *C*.

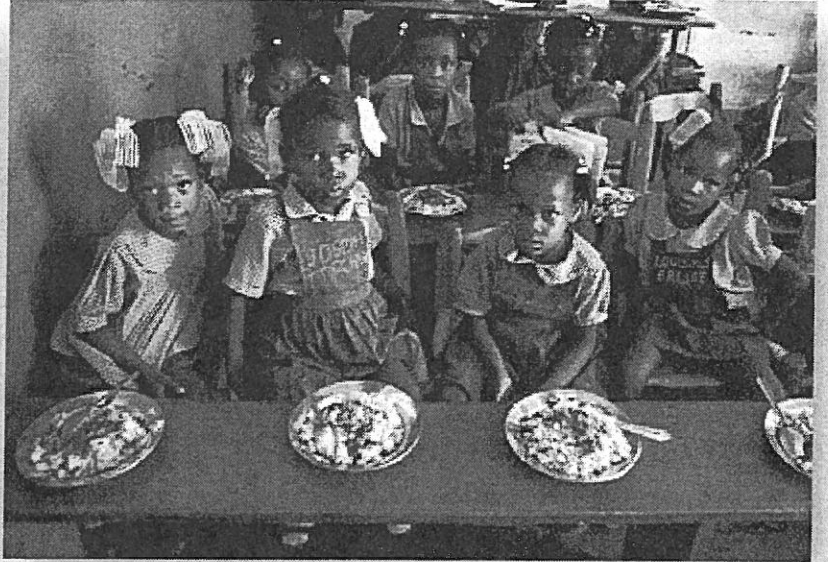
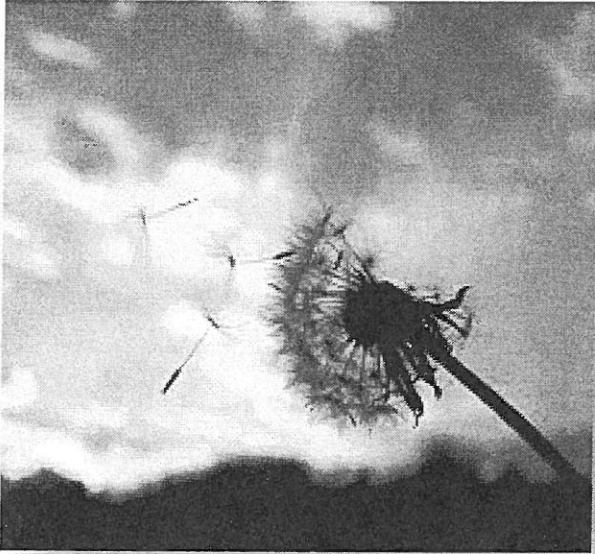
Example 1. My cousins ^{are} is bringing that delicious cinnamon bread.

1. Two of the sparrows is eating at the bird feeder.
2. Each morning I look out my window at the sunrise.
3. No, he do not sing and dance.
4. After three months, the experiment have been judged a success.
5. The children smile for the camera.
6. The singers is applauding for the winners.
7. They wave to the audience.
8. That tree have still not lost all its leaves.
9. After every performance, she bow.
10. Outside on the playground, children laugh.
11. This evening, Frank are not needed at rehearsal.
12. The geese leaves our town during the winter.
13. Mario wants the last orange.
14. We has been waiting for more than two hours.
15. Her sister have that CD.
16. They run together every morning.
17. Sophia need a new winter coat.
18. He always eat breakfast.
19. Jeremy does not expect any problems with the new equipment.
20. That bread smell delicious.

Name:

Date:

Period:



Directions: Look at the two pictures above. Pick one of the pictures and write five statements about the picture you choose. When you are finished writing your five complete sentences, circle all of the subjects and underline the verbs. Please wait for further instruction.
