Assessment Overview and Strategies

Throughout this unit, I used a variety of assessment methods to check for student understanding. Specifically, I used the following strategies:

Observation/Informal Surveys
Throughout the unit, there were several discussion opportunities for students to become engaged in. Students were aware through the scoring guide of what was expected of them. Directed questions to students throughout the discussions allowed me to check for understanding. By observing student progress during lab times, I was able to lend my assistance to whoever needed it on a particular day. This formative assessment is on going and the most common used in my class.

Summative
Objective tasks were employed in this unit in order to focus on process rather than product. This unit is introductory in nature and the end product needed to be very straightforward and concrete. Therefore, a series of objective activities were used and scored according to the scoring guide.

Student Evaluation of Unit
Every student who participated had the opportunity to write an anonymous evaluation of the unit and me as a teacher. Some questions asked were: What did you and/or didn't you like about the unit and why? What would you wanted to have done different and why? How did the teacher do? I reminded students that they were completely anonymous. I will address student comments in my unit reflection.

Measurable Tasks
- Crossword Puzzle
- Practice Search
- Bibliography
- State Facts
- Information Literacy Test

Student Data (Raw Scores)

| Alias	Crossword Puzzle 10%	Practice Search 15%	Bibliography 20%	State Fact Sheet 25%	Information Literacy Test 15%	Participation 15%
AA	A	B	D	D	23	C
MB	A	A	B	A	82	A
PC	A	A	C	A	77	A
KC	A	A	B	B	86	B
KH	A	B	C	C	73	C
JH	A	B	D	D	68	C
HH	A	A	D	D	86	B
EH	A	A	D	C	68	C
VJ	A	A	A	A	68	B
CJ	A	A	C	C	91	A
CK	A	A	A	A	55	B
KM	A	A	C	C	68	C
SM	A	B	C	B	55	B
MN	A	A	C	A	73	A
AR	A	A	A	A	86	B
JS	A	A	C	A	50	B
SN	A	A	C	A	82	A
AS	A	A	C	A	55	C
SY	A	A	C	B	82	A

Student Data (Converted Scores)

Alias	Crossword Puzzle 10%	Practice Search 15%	Bibliography 20%	State Fact Sheet 25%	Information Literacy Test 15%	Participation 15%	Overall Grade 100%
AA	4	3	1	1	1	2	**1.75**
MB	4	4	3	4	3	4	**3.65**
PC	4	4	2	4	3	4	**3.45**
KC	4	4	3	3	4	3	**3.40**
KH	4	3	2	2	3	2	**2.50**
JH	4	3	1	1	2	2	**1.90**
HH	4	4	1	1	4	3	**2.50**
EH	4	4	1	2	2	2	**2.30**
VJ	4	4	4	4	2	3	**3.55**
CJ	4	4	2	2	4	4	**3.10**
CK	4	4	4	4	2	3	**3.55**
KM	4	4	2	2	2	2	**2.50**
SM	4	3	2	3	2	3	**2.75**
MN	4	4	2	4	3	4	**3.45**
AR	4	4	4	4	4	3	**3.85**
JS	4	4	2	4	1	3	**3.00**
SN	4	4	2	4	3	4	**3.45**
AS	4	4	2	4	2	2	**3.00**
SY	4	4	2	3	3	4	**3.20**

Grading Scale:

A	3.5-4.0	4	students
B	2.5-3.49	12	students
C	1.5-2.49	3	students
D	.5-1.49	0	students
F	<.5	0	students

Grade Distribution
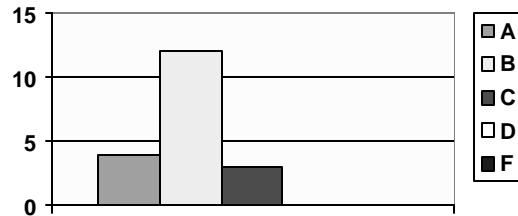
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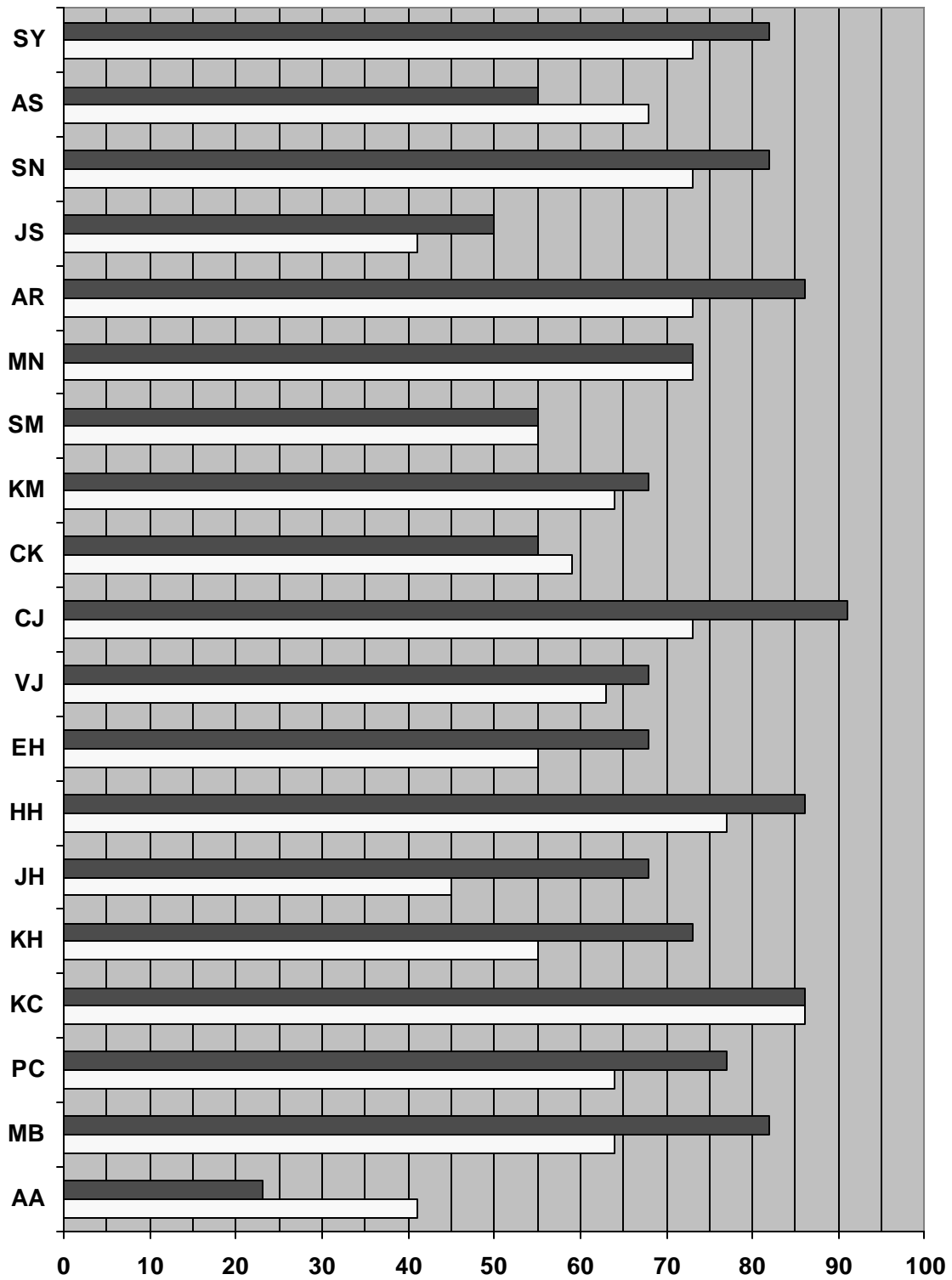
PRE POST

Individual/Team Learning Gains

AA
Overall converted score: 1.75, grade equivalent: C. AA is on an IEP for Reading, Math and Written Language. She spends time in the resource room for respective academic classes. She is socially functional but has difficulty reading and comprehending material. It helped that I introduced new topics orally and visually to compensate for her difficulties. She was one of three students who scored lower on the posttest than the pretest. I attribute this to her not guessing as well the second time. Reading is a problem for her throughout her other classes. Unfortunately, there were also three students who turned their work in late and did not finish their bibliographies and state fact sheet. AA was one of them and it affected her overall grade.

MB
Overall converted score: 3.65, grade equivalent: A. MB is reading well above grade level and has no problem reading and understanding the material. An above average thinker, MB excelled at discussions and offered applications and solutions to problems. He exhibited a willingness to help others, as he was able to complete his own tasks in a timely fashion. As an extended application, I had MB look up some pop culture facts about his state including musical groups and athletes, which interested him personally.

PC
Overall converted score: 3.45, grade equivalent: B. PC is another advanced reader who handled written instruction well. He is very active and social in class. His listening skills need to be addressed as his mind goes on tangents occasionally, especially with other students. Fortunately for him, his best mode for digesting information is to read it, as is exhibited in his interest in leisure reading. PC was very close to exceeding the standards of the unit but his lack of focus led him to not completely finish his bibliography.

KC
Overall converted score: 3.40, grade equivalent: B. KC is a high level reader who reads for pleasure. Very quiet and diligent, KC is my most advanced keyboarding student. She is very task oriented and sets goals for herself and meets them. It was surprising, however, that her bibliography and state fact sheet was not fully completed. I asked her about it after the unit and she informed me that her softball schedule had her playing night games and she wasn't getting home until well past 10 PM on some evenings. This has affected several students and some work has been relatively deficient as a result.

KH

Overall converted score: 2.50, grade equivalent: B. KH is autistic and on an IEP for Reading, Math and Written Language. He is high functioning but is very slow in finishing his work. I accommodated him by extending his deadline by two days. I contacted his parents and made arrangements for him to have Internet access outside of school in order for him to complete his assignment. He really enjoyed the state research portion of the project. From my observation, I feel that his biggest obstacle to completing this assignment in a timely fashion was his aggressive attention to detail. He would get wrapped up in some topic or facet of his state and become involved in finding more information about it. I appreciated the depth in which he was researching but it made it difficult for him to see the steps to complete the project.

JH

Overall converted score: 1.90, grade equivalent: C. JH is a fairly average intellectual child. Another student to turn his work in late, JH has the problem of a very full schedule with band and baseball games. I am a little concerned that a few of my students' work is suffering as a result of their extracurricular activities. Although his scores were relatively low, he showed a significant change from pretest to posttest. From observing his work, I believe that his final grade is not indicative of his understanding of the material. He simply did not complete the required tasks well enough to warrant a better grade.

HH

Overall converted score: 2.50, grade equivalent: B. The last of the late turn-ins, HH is also a softball player with a busy schedule. She did very well on all of her tasks including her posttest. Had she fully completed the bibliography and state fact sheet, she surely would have earned an exemplary grade. Like JH, she understands the material well but simply did not complete the tasks. HH was an active participant in class discussions.

EH

Overall converted score: 2.30, grade equivalent: C. A very bright girl, EH tends to be self-destructive. She was moved to this class to separate her from several other girls who tend to be troublemakers. Since the move, EH has not given me any behavioral problems. She does, however, have very serious attitude problems toward school. She has developed a wall that she throws up every time a task is given to her. Her canned response is "I don't know how to do that, so I am not going to do it." It is very difficult to reason with her about her attitude toward school. She tends to do well on regurgitating information in objective formats but gives up on more open-ended projects as is reflected in her scores. We have had several parent-teacher conferences with the mother and yet her work ethic continues to slide.

VJ

Overall converted score: 3.55, grade equivalent: A. A very studious girl, VJ has a study hall class with me as well. In her spare time or when she has finished her homework, she enjoys reading higher lever books for leisure. Her scores on the literacy posttest were surprisingly low compared to the rest of the work she completed, which was exemplary. This shows me that she is more project orientated where she can clearly demonstrate her proficiencies. Objective tests are not the best measure of competency and VJ's overall project grade was a testament to that. I was very impressed observing VJ how proficient of an information searcher she is. She will think creatively to find solutions that are not obvious. She is one of the most well rounded students I have had.

CJ

Overall converted score: 3.10, grade equivalent: B. CJ scored the highest on the posttest in the class. She is very good at objective exercises but had difficulty with the more open-ended nature of the research project. She, like others, grew tired of the work they had to put in to finish the assignment. This was reflected in her bibliography and state fact sheet. I suspect that she has the power of deductive reasoning to be able to narrow down answers on an objective test. She did not exhibit, however, the application of that knowledge effectively.

CK

Overall converted score: 3.55, grade equivalent: A. Another student in my study hall class, CK is a model student in every aspect. She is a respectful, diligent student who will go the extra mile to complete an assignment. Opposite of CJ, CK performed admirably in the project orientated tasks whereas she did not perform well on the posttest. Her overall scores were comparable to VJ, who is a similar student in terms of attitude and work ethic.

KM

Overall converted score: 2.50, grade equivalent: B. KM is quiet, shy and doesn't ask many questions. During the research phase, KM got somewhat frustrated at times when she couldn't find a certain piece of information. I appreciate the diligence to stay on task but it is counterproductive at times, frustration leading to less production. I continually checked on her to make sure she was staying on task and not stewing about an obstacle she encountered.

SM

Overall converted score: 2.75, grade equivalent: B. SM scored exactly the same on the pre and posttest. Her project work was comparable to her test scores. Although she did adequate work to receive a grade of B, I do not believe that she really was into this assignment. She showed great strides in discussions but fell short in my expectations or her production work. One of the more studious people in class, SM should have earned an A for the unit but her lack of work ethic on this particular project dropped her down.

MN
Overall converted score: 3.45, grade equivalent: B. MN has an incredibly intuitive mind. I was amazed at far-reaching and relevant connections that were made during class discussions. Not a leisure reader, MN's reading ability is on par with her grade level. I believe it would difficult for her to stay focused on a book read for pleasure because she tends to get distracted easily. Her energy needs to be focused more on schoolwork where it would be best served. When she puts her mind to something, she can accomplish anything. Several times throughout the unit, MN exhibited frustration that eventually led to a slight decrease in the quality of her work.

AR
Overall converted score: 3.85, grade equivalent: A. AR is incredibly gifted and would be a TAG candidate if fifth grade issued that characteristic to students. Her work during this unit is a model that I will use in the future. She exhibited exemplary scores through all facets of the unit except in participation. She is generally shy, although she has improved socially over the course of this school year. Getting a B in participation is a huge improvement than she more than likely would have received earlier in the year. Her confidence level is rising and it is positively affecting her academics, especially in class discussions and presentations.

JS
Overall converted score: 3.00, grade equivalent: B. JS is reading below grade level but his work ethic makes up for that. He tries very hard to be a good student and is generally successful. He realizes that reading is not his strong point and listens to oral instructions very well. I noticed some frustration as he was trying to read information gathered from his research but I had MB help him. That seemed to work well because MB is a great peer helper. Once JS gets past the reading hurdle, his work is very good. He is thorough and detail orientated and enjoys completing tasks. It makes him feel good about what he can accomplish.

SN
Overall converted score: 3.45, grade equivalent: B. SN worked very well on this project. With the exception of her bibliography, her work was above average. She was a little frustrated that she didn't complete her bibliography while doing research. She had to backtrack to get a portion of it completed before the assignment was due. Other than that one organizational lapse, she scored very well in all other areas.

AS
Overall converted score: 3.00, grade equivalent: B. AS has a certain amount of ambivalence toward completing his work. His comments about this unit conveyed his attitude perfectly. Fortunately, I was able to prod him into completing the assignment with better than reasonable results. I observed that he had a defeatist attitude when he perceived how much work was going to be involved. When we sat down and broke it down piece by piece, it became more manageable for him and he was able to complete the assignment successfully. His participation skills need to be improved.

SY
Overall converted score: 3.20, grade equivalent: B. An above average reader, SY is a thinker. Sometimes his thought process is not with what is relevant to the class, but he is making connections to what is important to him personally. I was surprised at the incompleteness of his bibliography and state fact sheet. Unfortunately, he left school early and I was unable to talk with him about possible reasons. His participation was very good and he received exemplary scores on objective tasks.

Student Evaluation of Unit and Teacher

Below are comments made by students answering the following questions at the end of the unit:

1. What did you like about the Adopt a State unit? Why?

2. What did you NOT like about the Adopt a State unit? Why?

3. What would you have done different? Why?

4. How did Mr. Maklary do?

I liked going to different web sites because there were also games we could go to after we were finished with the project. I liked everything in the unit. I would have played lots of games about the unit because we would learn and have fun at the same time. Mr. Maklary helped when we needed it and he was helping a lot because we needed it!

I liked the unit a lot because Mr. Maklary is a cool teacher and every now and then he gives you open lab. I don't like boring stuff and Mr. Maklary doesn't give you much boring stuff. Mr. Maklary did great so far, as long as I don't get a bad grade!

I liked the unit because it helped me on Mr. Gordon's state report. I needed more time to finish. I would have given the class as much time as they needed. Mr. Mak did a pretty good job. He is a great teacher.

It helps our brain and I liked it all.

I am glad to not have to do keyboarding. I did not like the research part. I think we should have made some kind of model or figure on our state. Mr. Maklary did OK I guess.

I liked it because I like to research on different things. I liked everything. I would not change anything. Really good teacher because he did his best to help everyone.

I got to learn about stuff on the Internet and others so I liked it. Nothing, I loved it! Mr. Mak did great!

It was fun and I liked the part where you got to get your state and start on it. It was fun because I like reports. I didn't like it because no other class did this project. I would change all of the information we had to get. It is just hard to do all of that work. He did a good job and explained everything clearly.

It was fun because I like doing state reports. I did not NOT like anything because it was fun. I would not change anything. Mr. Mak did great!

It was fun learning about the states. It would have been cooler if we did a report about animals. Mr. Maklary did very well because he helped a lot.

I liked nothing about this project because I don't like the research. I don't like working. Mr. Maklary did well.

In this unit I liked the state reports because we got to search on the Internet. I also like the Boolean operators because it taught us how to do Boolean operators. There was nothing wrong. I would change the way of doing the bibliography by letting us do a paper or page about it. Then I would have done the state reports. I think Mr. Maklary did a really good job. I think he is a really good teacher.

I thought it was stupid because I don't like to work. I didn't like the worksheet because I hate to write. Mr. Maklary did well even though I didn't like it.

I liked the unit because it teaches me how to learn more things. I do not like it because it was confusing. I would change nothing about the unit. Mr. Mak did great.

I liked it because it wasn't too easy but not too hard. I didn't like the research. I think we should have like a written test so we could figure out some of the questions easier. Mr. Mak did OK.

I liked that we got to do a state project, because it was really fun. There was nothing wrong with it. I would change it to be a little bit more fun because it was kind of boring. I think Mr. Maklary did a great job because he is a great teacher.

Scoring Guide

	Crossword Puzzle	Practice Search	Bibliography	State Fact Sheet	Information Literacy Test	Participation
Weight –>	**10%**	**15%**	**20%**	**25%**	**15%**	**15%**
A	≥90% Accurate	≥90% Accurate	Exceeds the required number of sources and are cited correctly.	≥90% completed and information is accurate and timely.	≥85% Correct Answers	Student was an active participant and contributed new ideas to class discussions.
B	≥75% Accurate	≥75% Accurate	Required number of sources are used and cited correctly.	≥75% completed and most information is accurate and timely.	≥70% Correct Answers	Student was an active participant but did not contribute new ideas.
C	≥60% Accurate	≥60% Accurate	Not all required sources are present and/or citations are not complete or correct.	≥60% completed and some information is accurate and timely.	≥55% Correct Answers	Student demonstrated little participation and did not contribute new ideas.
D	<60% Accurate	<60% Accurate	No sources are cited in bibliography.	<60% completed and little or no information is accurate and timely.	<55% Correct Answers	Student did not participate in class discussions.