

### **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**

Throughout the unit, student teams were performing tasks that were easy to observe. In each lesson, I visit each team to observe how they were accomplishing tasks as well as to listen to student comments. I attempt to use those discussions as teaching points to the entire class. This formative assessment is on going and the most common used in my class.

#### **Journal**

The use of a travel journal will allow students to document their own work and learning. It is a tool to maintain and organize information they find in their research process.

#### **Performance Tasks**

This unit requires teams to create a PowerPoint slideshow presentation. It will showcase the work and effort each team has made. A detailed scoring guide or rubric will be used to measure student performance.

#### **Peer and Self-Assessment**

Students will have the opportunity to use the scoring guide to assess other teams as well as their own.

#### **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? What did Mr. Maklary do well or not do well and why? I reminded students that they were completely anonymous. I will address student comments in my unit reflection.

#### **Measurable Tasks (all identified in Student Guide)**

- 15% – Itinerary in spreadsheet format – student work is measured to checklist.
- 15% – Journal – student work is measured to journal guidelines.
- 70% – Presentation – presentation is measured to detailed scoring guide.

Student Data (teams are grouped by shaded area)

<b>Alias</b>	<b>Itinerary 15 pts.</b>	<b>Journal 15 pts.</b>	<b>PowerPoint 70 pts.</b>	<b>PowerPoint (self eval)</b>	<b>Overall Grade</b>
HA	12	11	56	53	79
CG	12	11	56	53	79
AD	10	10	56	42	76
TA	10	10	56	42	76
SC	13	12	62	57	87
MH	13	12	62	57	87
ZC	12	14	65	61	91
JC	12	14	65	61	91
MC	11	8	60	65	79
MM	11	8	60	65	79
AF	13	12	67	59	92
SH	13	12	67	59	92
RG	10	11	59	53	80
NP	10	11	59	53	80
JH	9	10	62	53	81
AH	9	10	62	53	81
KL	12	13	67	66	92
AM	12	13	67	66	92
JL	13	11	63	61	87
JM	13	11	63	61	87
AP	12	10	62	57	84
RS	12	10	62	57	84

**Grading Scale:**

<b>A</b>	<b>90-100</b>	<b>6 students</b>
<b>B</b>	<b>80-89</b>	<b>10 students</b>
<b>C</b>	<b>70-79</b>	<b>6 students</b>
<b>D</b>	<b>&lt;70</b>	<b>0 students</b>
<b>F</b>	<b>Not Completed</b>	<b>0 students</b>

### **Individual/Team Learning Gains**

#### **HA/CG**

HA is a polite girl who is generally very shy in class. She doesn't ask a lot of questions during class discussions and is reluctant to seek help if she is having a problem. Her work ethic is adequate, doing the work I ask but not excelling in any one area. CG is another shy girl that is friends with HA. She is very unsure of herself socially and academically, preferring to ask a question than to trust her instinct, which is right most of the time. As a team, I was unsure if this pair was going to be able to work confidently. My goal was to allow students to pick their own team and separate only potentially major problems. Ultimately, all the tasks were completed and the presentation, while not overly creative, was moderately effective. Speaking clearly and loudly was difficult for HA because of her shyness. However, the class was very supportive to her. Perhaps they were hoping for the same support when they finally stood up!

#### **AD/TA**

AD is classified ADHD and is currently on medication. A very intelligent boy, AD has trouble staying on task and attempts to finish his work at lightning speed, often to a disastrous result. He had trouble with this at the beginning of the unit but working with a partner helped over time to bring him back in focus with the project. TA is a typical sixth grader that will do the work that is asked but not more than that. Fortunately, TA had a more organized work ethic and was able to encourage, through example, AD to hold up his end of the partnership. AD and TA formed a positive synergy that helped them complete the project.

#### **SC/MH**

SC is not classified as TAG but exhibits those qualities throughout my class. Any project that is given to her is taken with gusto and determination to do the best job possible. She shows some frustration when she can't figure something out and she can focus too much on the trees and not the forest. She is detail orientated which is a good quality for this project. MH is somewhat of an introvert who is thought of indifferently by the rest of the class. Her family life is a distraction in school and has ongoing academic and social problems that keep her from excelling. This team was not voluntary because both were absent the day that teams were chosen. When they returned, they were assigned to each other. Interestingly, the work truly represented the merging of two different minds. SC, who generally excels, became frustrated at the beginning because she felt she was doing all the work. MH, who tends to just skate by, almost shut down from the pressure of having to pull her own weight. After coaching both girls on their responsibilities, they seemed to finally meet in the general vicinity of the middle and proceeded with their project. The grade they received was an accurate reflection of their combined work although SC did speak to me after the unit was completed and felt that she did more of the work than MH. I explained to her that life was going to be like that and that she had to adapt to the hand that was dealt her. I feel she did a pretty good job helping MH along even though MH's lack of performance brought their grade down slightly.

**ZC/JC**

ZC is a boy on medication for ADHD. He has good days and not so good days. As of late, his medication dosage has been stable so I am noticing improvement. He is incredibly creative as an artist. His drawings are so detailed that you would never think a boy his age could do it. JC is a boy who has behavior problems with other students. Fights are not uncommon. This project captured the imagination of both boys and they excelled at it. In my experience, allowing students to be creative in their work can and will reflect positively in their performance tasks. It gives them some level of control to determine the final product. While this strategy will work with just about any student, it worked especially well with these two boys who don't seem to respond well to traditional forms of teaching.

**MC/MM**

MC is an eclectic boy who loves to draw and create things. This class is beneficial for him because it allows him to be creative. MM is a quiet, impressionable boy that gravitated to MC. He is bright, but doesn't like to show it because of his lack of social confidence. The two boys had a volatile relationship at times, partly due to MC being overbearing and needing to be in control of every aspect of the project. I had to intervene a few times throughout and although there was frequent frustration, they did manage to pull it together to create an acceptable presentation.

**AF/SH**

AF is one of the brightest, well-adjusted girls in class. She gets along with everyone and has a good work ethic. SH is very similar to AF but is more quiet and shy. AF and SH are best friends. They worked very well together in this project. Their harmonious relationship was evident in their presentation. While the two girls are not formally classified as TAG, they are willing to take on extra tasks that can extend their learning. They were also able to assist other teams when they had questions.

**RG/NP**

RG is a very well liked boy by his peers. He has a nice, respectful personality that helps him be friends with everyone, including his teachers. NP, RG's best friend, seems to have more of an indifferent attitude about school as well as socially. He will perform the work, but doesn't seem to make the connections between concepts. I don't believe it is due to any lack of intelligence but rather lack of interest of some topics or subjects. This project interested RG but not NP in the beginning. NP thought it was "dumb" at the beginning and even though I tried to peak his interest with references to things he liked, his unit evaluation indicated that he still did not like the project. Since they are good friends, RG was a good influence, however. He was able to keep NP focused to at least get their project finished on time.

**JH/AH**

JH is a new student who does just enough work to get a passable grade. This project had a positive impact on his learning ethic. Because he was able to make choices about the project, he felt a sense of ownership and pride. JH is Hispanic and his country choices were representative of his heritage. AH is a typical boy who is on the quiet side and intelligent. AH and JH became friends in class and naturally paired up for this project. The fact that they were able to choose many facets of their assignment, they were fully engaged and created a presentation that they were proud of.

**KL/AM**

KL is a very bright and outgoing girl. AM is a very bright and shy girl. They made a good team because they have worked together in the past in other classes. There were times when KL would be distracted because she is so social and was more concerned with what the other teams were doing. She finally settled down when AM got upset that she had to do most of the work. Their presentation was very good although KL spoke too fast and AM tended to be too quiet.

**JL/JM**

JL and JM were placed together around the third lesson of this unit. JL's original partner moved away. JM happened to move here at the same time. It was merely a convenience for me to put JL with JM. Because they did not know each other and the fact that JL is a girl and JM is a boy, it took some time for them to come together as a team. Much of the work was already done (countries selected, task assignments) and JL spent time getting JM caught up. I was a little concerned that because JM was not involved with some of the decisions, he might not "buy" into the project. Fortunately, that was not the case and they made an effective presentation.

**AP/RS**

AP is a shy girl who is not academically confident. She tends to ask for approval for the simplest tasks and is unwilling to take a chance on formulating her own opinion or answer. RS is shy as well but will take a shot at tasks whether she knows the answer or not. Whereas AP will ask many, many questions, RS will plow through an assignment without regard to whether it is being done properly. This combination created a challenge for me because they tended to not always be working on the same page. Frequently, I had to work with them to make sure they were aware of each other and that they needed to work together, not apart. The emphasis on teamwork in this unit was a good lesson for these girls. Even though they are friends, they were forced to accommodate each other's learning style.

**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 Globetrotter unit? Why?
2. What did you NOT like about the Globetrotter unit? Why?
3. What would you have done different? Why?
4. What did Mr. Maklary do that helped you?
5. What did Mr. Maklary do (or not do) that did not help you?
6. Was this worthwhile to you personally? Why?

"What I liked about Globetrotters was learning about the countries. What I did not like was speaking in front of the class. I would not have changed anything because it was really fun! Mr. Maklary did a wonderful job."

"I liked that we got to choose five different countries to research about. The reason why I like the Globetrotter report was that we learned about countries we didn't know about at the beginning of school. I can't say I didn't hate it because I think it was a lot of fun learning about different countries that we didn't know about in the first place. I wouldn't do anything different because Mr. Maklary did a great job on teaching us about the Globetrotters unit. Mr. Maklary did a really great job. If somebody else tried to teach me how to do it I would probably not understand it as well as I did when Mr. Maklary showed me how to work it."

"I liked everything about it. I hope we can do something like that again! It was really fun! I didn't think any of it was bad at all! Except that it would have been better if we actually got to go to the countries for real! Ha, Ha, Ha!. I would have picked some different countries with some more information and some more interesting facts. I think Mr. Maklary did as good as he could have ever done on this project!!!"

"I really enjoyed the Globetrotting project because it really felt like I was travelling around the world and also thought it was neat to learn about five different countries and their population and what their flag looked like. I also liked when we worked in partners and it was kind of nervous presenting it to the class and Mr. Mak did a very good job teaching it to the class."

"I liked when we got information, and put pictures about it. It was fun and I learned more about it. What country I liked best was Italy. I liked how we got to work with our friends, because we got to talk and not be bored. We got to know them a little better. The thing I

really liked is how we made a slide show. Why I liked it so much is because we did not have to write that much, and we got to put pictures on it and stuff like that. I did not like how we had to write a lot of stuff. You can tell I don't like writing. I did not like how we took so long to do stuff. It kind of seemed like it took half of the year. It might of took half of the year but I don't really know. If I had done something different then I would of made it a little shorter time, and not that much writing. I would have done everything on the computer. I think Mr. Mak done a good job. He was nice."

"What I liked about Globetrotter was learning more about our world or at least five of the countries. What I didn't like about it was it took too long mostly our assignments take one week but it took approximately two weeks. I would change the minimum of slides to shorten it but it was fun. Mr. Mak did a good job teaching this class."

"I liked how we could pick our own countries because we could pick countries that we wanted to learn about. I didn't like how long we did it for. I would have made more slides so I would get a better grade. Mr. Maklary did well. He answered all our questions."

"I like how we got to go on the Internet and travel. It was fun because it actually seemed that we were travelling and we got to handle everything. I didn't like the part where we had to make a slide show. I thought it was kind of stupid. Why? Because I don't like going back and forth from like the Internet to Microsoft Word and back and forth. I wouldn't have done the slide show and just save it on what it was already on. Because I don't like doing lots of things like that. I think he did a pretty good job but he could of helped us a little more on like the questions we ask or stuff like that but other than that he did a good job!!!"

"I didn't like it it was dumb and boring because I know my countries and their resources. I would have liked it if we didn't have to do the presentation. I don't like telling about what I do I will let people see what I do but I don't tell about it. Mr. Maklary was cool. Haven't had this cool of a teacher ever. If I was teacher I wouldn't of had them do presentations."

"I liked learning about different countries. I also liked surfing the Internet. I didn't like that we had to plan out our trips. Let the students do it by themselves. Not that I didn't like my partner but it would be more fun that way. Mr. Mak did fine except he should have gave his students 1 more week."

"What I liked about the Globetrotting is that we got to travel all over the world and go to any country that we wanted, it was really fun! I might have gone to different countries than what I picked some of them were not very good. Mr. Maklary is the best teacher he helped us even if we had really dumb questions he helped us. He made it really fun for us I think he was the best. I liked all of it, the thing I liked the best was we got to have partners and we to say what the money was, and the best country was Wagga-Wagga in Australia. Mr. Maklary was the best!!!!!"

"I liked how we got to find information on different countries! I love to learn and find information! I learned a lot about Italy! Italy is the coolest country ever. I also liked to work with my friend [AS]! It was sort of boring when had to do the plane thing where we had to get to different countries. Only because it was confusing! I would have changed some of the countries to other countries! Because some countries were hard to find things! Mr. Maklary was a good teacher, but sometimes he wouldn't help me! But I didn't really care unless I was in a really bad mood which only happens about every Monday and Wednesday!!!"

"I liked the presentation because of the pictures and partners and the lessons so I got to choose the country that I did a report on in fourth grade. Jamaica is the best country because it has a bat that helps their number one product. The other reason is the fruit bat lives there so if I go there I can catch one so I can have a pet bat. One teacher gives us the most fun Mr. Maklary the funniest teacher and a good nickname giver. He gave me the nickname Comic-Man!"

"I liked how we got to really go to a site and pretend to get airplane tickets. It was like we were really travelling. Sort of. I didn't like how we got to choose only five. It would be a lot more fun if we got like 6 or 7. It would have spent more money though. I probably would have chosen countries that I didn't know stuff about. It would have made it more challenging. I think Mr. Mak did well. If we asked him for help he would usually give us the right answers. He did really well."

"I liked Globetrotting. The reason why I liked Globetrotting is because I love Japan and Mexico and I got to do things on the computer. Plus, I learned so much about them. I didn't like the Indian thing because I don't like looking things up unless they're about Japan or Mexico. I wouldn't change a thing because all the teachers teach well. Mr. Maklary taught fine."

"What I liked about it was that we got to pick our countries. It was cool because you didn't just say these are the countries get to work. What I didn't like about it was that we had to get flights arranged. Because we had to find out what time and airport. Try to make our own flights at whatever time. Because it would be easier. You did pretty good."

"I liked it because we got to learn about countries. It was awesome. Mr. Mak did an awesome job on presenting this project."

"I liked it because we could work with partners and learn about different countries. It was exciting because you got to have fake money and get on planes. It took too long and it was tiring but I got a lot of fun out of it. It was easy to get behind in the subject. Mr. Mak did a great job teaching this unit. I think he was a very fun teacher."