

Impact on Student Learning Assessment Project

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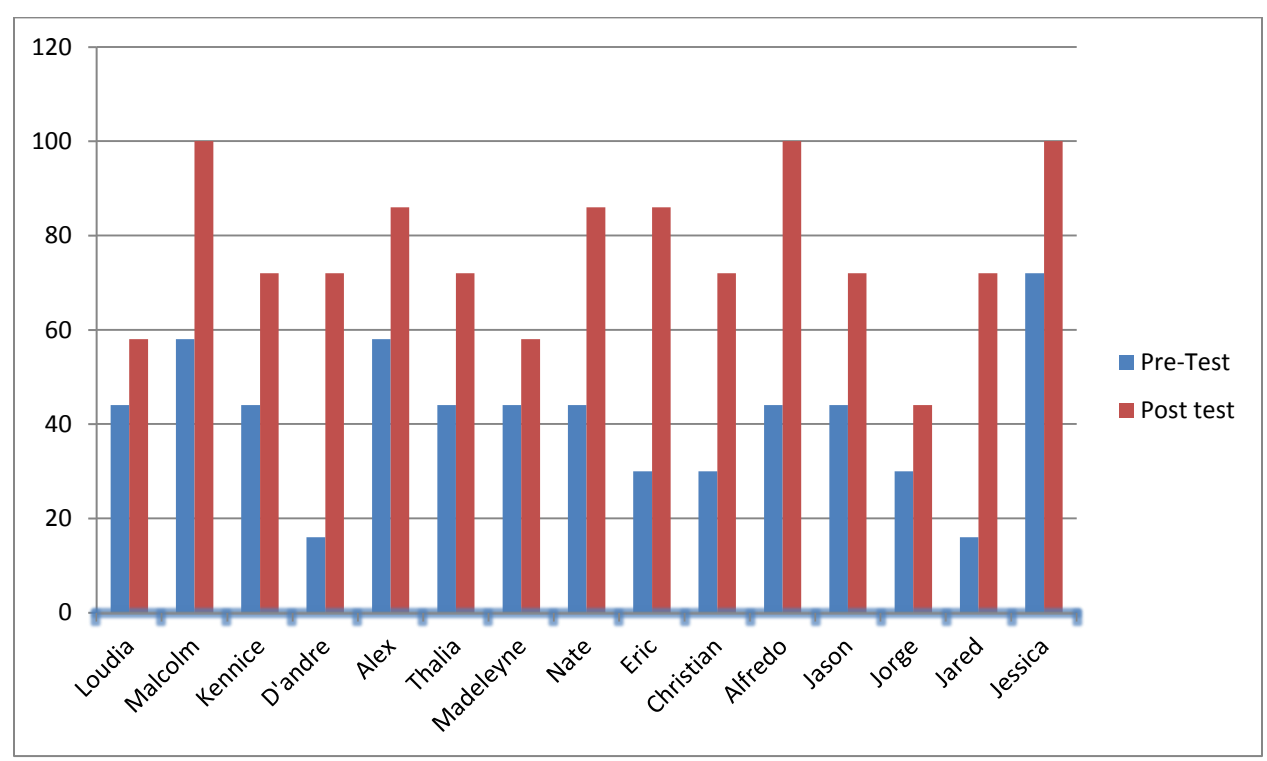
EDE 4940

## Abstract

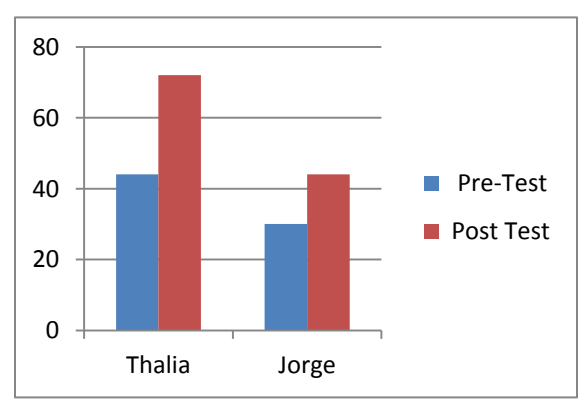
Within this project are pre and posttest results of two different groups of students who were tested in the following subject areas: Science, Social Studies, Language Arts and Math. However, because I teach 6<sup>th</sup> grade reading intensive and non-intensive my project is a little different. All of the taught lessons contain reading skills as well as the subject areas listed above. I had to weave these subject areas into reading curricula. I showed the test results for my intensive students in Science, Social Studies, and math, and my non-intensive students in Language Arts. This project helped me learn to analyze my students' test data and to apply the results to aid me in becoming a better instructor/teacher. Below are my results and conclusions.

# Ms. Bruce's 6<sup>th</sup> Grade Class

## Test on the Northern Lights (Science)



### ELL Data



The data above was from an assessment on the Northern Lights otherwise known as, Aurora Borealis. Since I have only 6<sup>th</sup> grade reading classes, I found ways in which to weave other academic areas into reading content. I found some really interesting poems, legends, videos, and pictures on the Northern Lights. When I saw a story on it in their Treasures books I knew how intrigued the students would be over this lesson. I decided to do a two day lesson on the Aurora's and the kids just loved it. When I passed out the pre-test many students said, "I don't know this stuff!" I told them, that they probably wouldn't know many if any of these answers and to try and answer the best they could if they had no prior knowledge on this topic. Many scored below a 50% out of 100% with the exception of 3 students on the pre-test. On the posttest all the students went up, which showed me they all learned something from my teaching. I noticed 7 out of 15 students scored a 44% on the pre-test, and none of those students sit close enough to where they could have seen each other's papers. I wonder if they were just guesses and because there were only 7 questions it was easier for students to miss the same amount. I went back and looked at which questions these students missed and 6 out of the 7 students all missed question 6, which was "Some of the light given off from the Aurora is ultraviolet light." and then the answers to choose from were a. which we can only see during the day, b. which we can only see at night c. which we cannot see. All 6 students who missed that question chose answer b. I think they chose answer b. because, if they just skimmed the question they may have thought I was talking about when can you see the Aurora Borealis instead of the ultraviolet light. I think that could have been a tricky question especially seeing as many had no prior knowledge on the Aurora Borealis other than having seen it in movies. Most all of my students said they had seen the lights in the movie "Little Bear" I believe it was called, and that they only showed them at night. Even after going over the fact you can NOT see ultraviolet light, 5 out of the 7 got that

same question wrong on the post test. I don't know if it is because they weren't listening, or they just put it because that's what they had put on their pre-test. When I looked at the rest of the classes answers for number 6, 10 out of the 15 still got number 6 wrong on the post test. This class is my most difficult behavior wise they are almost all SB (Supportive Behavior) and I'm not sure why they put them all together in a class because they all influence each other's negative behavior. They are extremely chatty especially when they are excited, which they were because they were all so intrigued over this lesson. I think a lot of the reason they got this answer wrong was because it was toward the end of the period and they were getting antsy and probably not paying attention. My 3 scholars whom I know I saw paying attention to me while I was talking about the ultraviolet rays, all got this answer right. I think I should have done a quick review before I passed out this posttest.

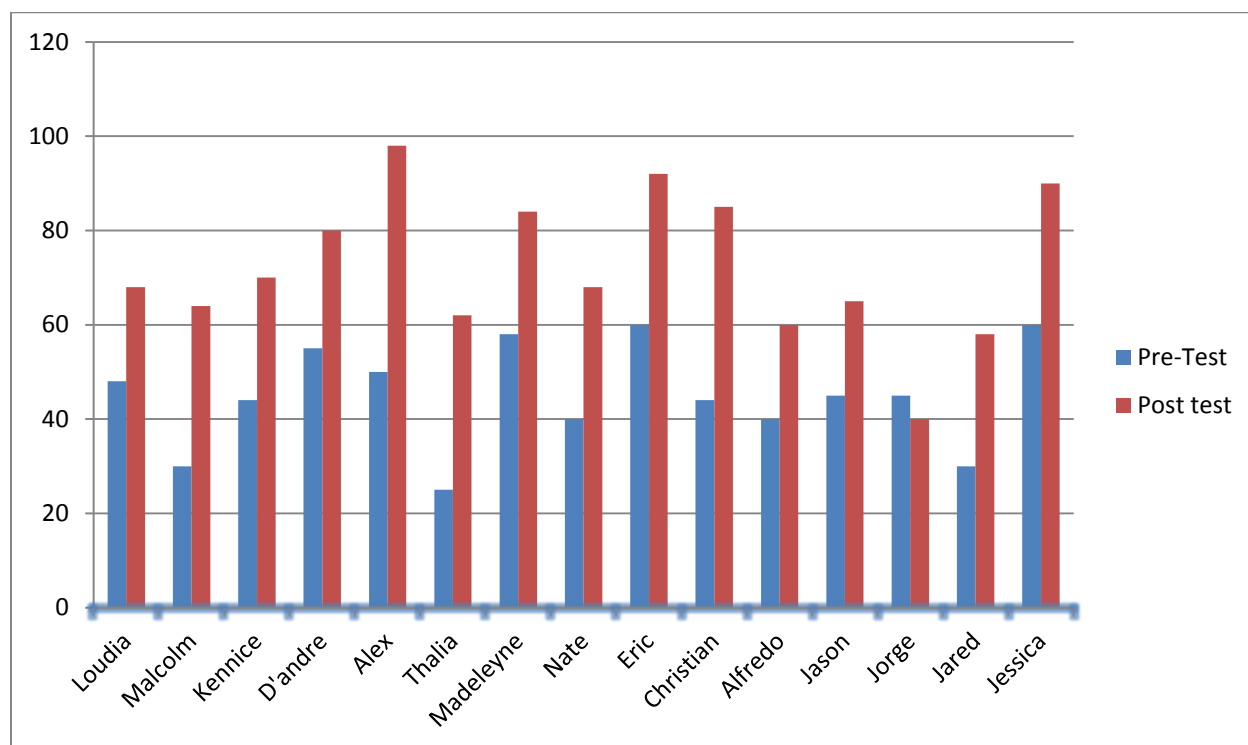
Furthermore, as you can see in my ELL pullout data chart, Thalia and Jorge are my ELL's in this class. Thalia can speak English pretty well but cannot read or write it well unless she is copying it directly from a source. Jorge is not very fluent at all in English and often has trouble trying to give me answer to questions in English. He will often have our Spanish speaking aid Julio translate to me the answer he is trying to give me. He comprehends English that others are speaking better than he can speak it. Jorge gives us most of his work written in Spanish because, he cannot write in English and we have a Paraprofessional or use Google translator to translate it for us. Jorge scored a 44% on the pretest and a 58% on the post test he did not go up much but at least he comprehended enough to increase his score. Thalia however, scored a 44% on the pretest but only missed 2 questions on the post test giving her a score of 72%.

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If I could change one thing about this test I would go over number 6 in more depth and show why we cannot see ultraviolet light and have sat with Jorge and read him the questions and answers. I think Jorge would have been able to better comprehend me reading it to him rather than him trying to read it himself. I think Thalia would have benefitted from me reading the answers to her as well she may have been able to score a 100 % had I sat with her.

## **Ms. Bruce's 6<sup>th</sup> Grade Class**

### **Test on the Navajo Code Talkers (Social Studies)**



This test was about The Navajo Code Talkers who put together a secret code that the Axis powers couldn't decipher, helping the U.S and allies win WWII. Most of the boys were much more into this lesson than the others; I believe this is because they really enjoy history. Alex was way more attentive during the lessons on this subject than any others. He told me he really likes history, he was eager to answer questions and ask them. He scored a 50 on the pre-

test and a 98 on the post, which shows me he was paying close attention to what I was telling them. Eric, Christian, Jessica and Malcolm all made pretty big gains in their posttests, but Jorge my ELL went down 2 points. Jorge was pulled out of my class during part of my lessons on the Code Talkers to work with a paraprofessional. I think this goes to show that while they think pulling him out to work on some skills will help him in the long run, it is hurting his current grades because he's missing lessons and when it comes time to take a test on it he can't pass it because he wasn't there for instruction on the topic. I try to catch him up and did a quick review with him but it wasn't enough I guess. I can only take out so much class time to catch him up and not be taking away from all my other students. On this test many students missed different questions I only found one trend on this test which I will further discuss in the next paragraph.

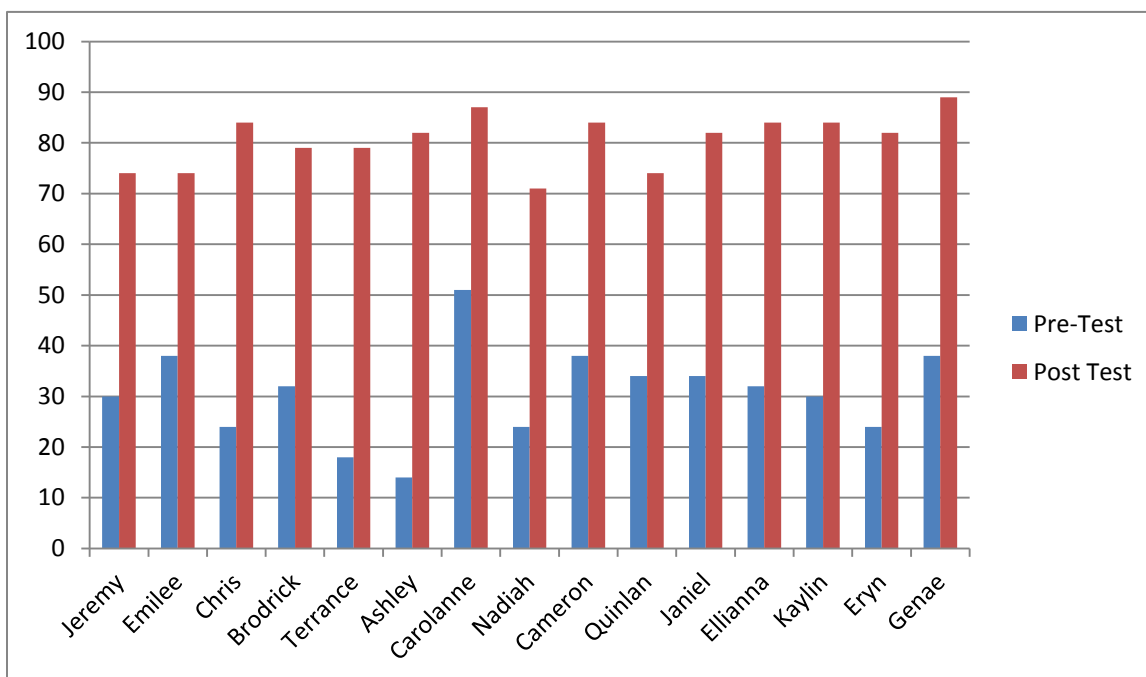
I feel it is important as a teacher to give these pre and posttests along with analyzing the data so you can see if your students are learning from your teaching and/ or if the test questions are good assessment questions or if they are tricky, easily misunderstood. You can do this by using the data chart to see if most students increased their pre-tests scores and if a significant amount of your students missed the same question(s). If a few of the students missed the same question(s) take a look at the question and see if you can figure out why they may have missed that question, especially if out of those students who missed the question all chose the same wrong answer. You should analyze why they chose that answer or missed the question. I saw that almost all my students misunderstood the wording of the word problem on this test packet because 12 out of 16 all wrote about why the Navajo Code system worked not "how". Even though the question said "Tell how the Navajo Code worked." The 12 students all wrote about how it worked to save the Americans in the war, why it was successful, not how the actual code worked. A better wording would have been, "how was the code put together or assembled?" I

decided not to count this question, because I feel I should have worded it better. I believe if I had worded it better the students would've have been able to answer this question right.

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## Ms. Bruce's 6<sup>th</sup> Grade Class

### Test on Poetry (Language Arts)



This class is my 5<sup>th</sup> period class. They are one of the two non-intensive reading classes I have. I decided to switch up the classes and analyze a new classes' pre and posttest scores. We spent a couple days on poetry learning about the elements within poetry, the different genres of poetry, etc. This test tested their knowledge on everything they learned in this short unit. Students were given an "Elements of Poetry" booklet, which had everything they needed to review for this test. I also made up 3 different smart board games (pictures attached) for their

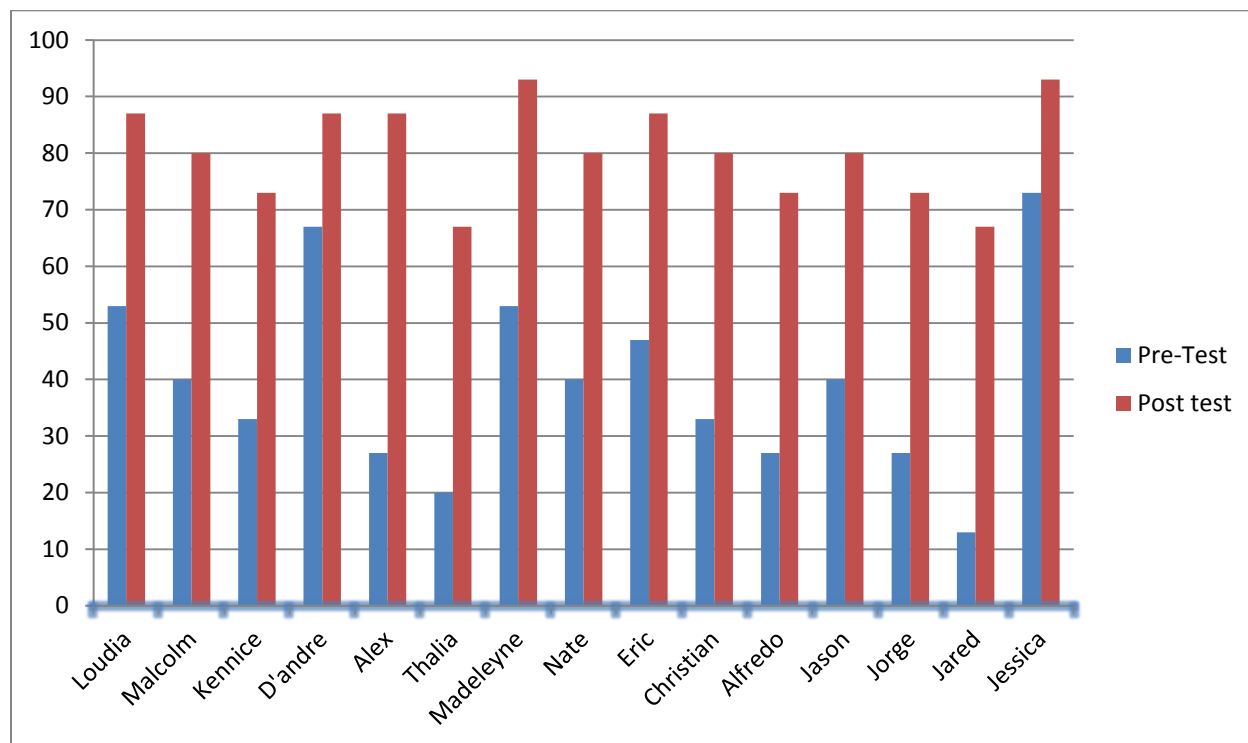


poetry review. The students were so beyond excited and happy they could do a review that was fun and not just the regular lecture or paper and pencil review; even my students who never want to participate were so eager to get to touch the smart board. I will definitely try to incorporate more study guide games on the smart board for later lessons and in my future classroom; after seeing all the positive effects it had. Every one of my students' scores increased from the pre to the posttest. The least amount of points a student increased by was 36 and the most a student increased by was a whopping 68 points! The student who increased the most had very little prior knowledge on poetry (which I concluded from her pre-test score). After I got their pre-tests scores I decided to sit Ashley (my lowest scorer on the pre-test) upfront close to my podium and the smart board. I closely monitored her to make sure she was on task and was taking notes and highlighting what I was, throughout the packet on the dot cam. I believe this assisted Ashley in raising her test score. Carolanne scored the highest on the pretest, which I thought was pretty difficult unless they had some good prior knowledge on poetry. However, my mentor told me that Carolanne's mother is a 7<sup>th</sup> grade teacher at our school; which could be where she got her prior knowledge from or the motivation to do well. I was informed her mother asks constantly for her grades in her classes and really stays on top of her, I think it definitely has a positive effect on Carolanne and her success in our classroom. Carolanne along with two other students, are the only ones who have an A in our class out of all 90 of our students. I think if more parents cared about their students' grades and positively reinforced (and negatively if needed) their kids would all have more motivation to do well in the classroom. Sadly enough some don't and it shows, so that's where it becomes our job to find incentives and fun hands-on ways to teach and motivate these students our self. I'm learning so much from this project and assessing these pre and posttest scores, things I never really thought about or what have analyzed before.

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## Ms. Bruce's 6<sup>th</sup> Grade Class

### Test on Reading Charts and Graphs (Math)



I was trying to think of how I could incorporate Math into reading, so I went through some of my mentors Reading activity books and found some lessons on teaching students how to interpret/read charts and graphs and answer questions about them. The book I found it in has a similar format and questions to those found on standardized reading tests. With FCAT right around the corner, my mentor and I thought this would be a great strategy to emphasize on. I gave this pre-test to all my students and surprisingly all my classes besides my one intensive class scored over a 75% or better on the pretest, showing me that I did not need to go as in depth with those classes. Therefore, I decided to shorten the lesson to just one class period for those classes. However for my periods 3&4 intensive class we spent a 2 class periods (90 minutes) on

learning how to interpret charts and graphs and answer various questions relating to the charts and graphs. This is a fairly easy concept once you learn to read the graphs and charts correctly I decided after the 90 minutes of instruction it wasn't necessary to review anymore because they seemed to have gotten the hang of it and seemed to really know what they were doing. I'm glad I gave the pre-test to all of my students before teaching this concept, because it showed me that they already had a lot of prior knowledge and a good grasp on it. Therefore, I didn't waste either of our time by teaching them something they already knew and could use that time to teach them a concept they are not as good at, we still spent 30 minutes refreshing their brains but most knew it very well.

I collected the posttests I had given them and began grading them. I was happy that all the students' comprehension on this concept had increased. They told me after the lessons that this was their favorite reading/math concept because "you don't have to read a lot, you can just look at the graph or chart and find the answer". I understand a lot of my students say they don't like to read especially if the book or article is long and boring. I have a handful of students who love to read but the rest say they don't like to. (I have started helping them choose interesting books based on their interests and more are starting to like to read). Even my students who say they don't like math say they like this kind of math because, it's not like they are having to solve anything, they just have to know how to read the graph to find the answer to the question being asked. As always, Loudia, Eric, D'Andre, Madeleyne and Jessica scored the top in the class. Besides Loudia (who is shy), these students are always listening, paying attention, and answering questions. I have 4 supportive behavior students, two ELL's, and 3 ESE and one co-teach student within this class. It is very difficult to meet all these students' individual needs but I try my hardest along with my mentor and paraprofessional. Jorge one of my ELL's is always trying to

answer questions but has a hard time saying what he wants to say in English so our Aid who speaks Spanish will translate for him. Jorge's bright just has a hard time with English. Overall, I feel this gave me insight into how the kids think and why they liked this concept. I will try to adjust my lessons to be simpler for my intensive classes. I already go in depth, but will now simplify their work even more and be very descriptive in what I want them to do.

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**(Pictures Below)**

## Northern Lights Pretest:

*Questions* Pre-Test on the Northern Lights

1. What is the cause of the Northern Lights?

- ultraviolet rays
- escaping oxygen into the atmosphere
- collision of gas molecules and charged particles

2. What is the most common color of the Northern Lights?

- Violet
- Red
- Blue
- Green

3. What is the name of the lights in the Southern Hemisphere?

- Aurora Borealis
- Aurora Australis
- Aurora Stralis
- Aurora Southalis

4. Can you see the Northern Lights in Florida?

- Yes, but only during certain times of the year
- No
- Yes, but only late at night
- Both a and c are correct.

5. Most Auroras occur about:

- 40 miles above Earth
- 50 miles above Earth
- 60 miles above earth
- 70 miles above Earth

6. Some of the light given off from the Aurora is ultraviolet light:

- Which we can only see during the day
- Which we can only see at night
- Which we cannot see

7. What is the name of the lights in Northern Hemisphere?

- Aurora Southalis
- Aurora Borealis
- Aurora Australis
- Aurora Stralis

-5  
30%

## Code Talkers Test:

~~X~~ "The Code Talkers of World War II" states:  
 The Code Talkers developed a system that was foolproof. In fact, it may have helped the Allies win the war.

Which passage from the article supports this claim?

These communications provided the U.S. Marines with the information they needed to take over the island from the Japanese.

Consider the 1945 battle of Iwo Jima. During the first 48 hours of the battle, Code Talkers transmitted more than 800 messages.

The original code used about 200 terms. It was later expanded to about 600 terms.

They worked in 24-hour shifts and did not make a single error.

5. According to "The Code Talkers of World War II," what made this code so difficult for enemies of the United States to crack? Choose the four correct answers below.

It was based on a language that few people spoke.

It was based on an unwritten language.

It was based on a complex language.

~~X~~ It used words from languages other than Navajo.

It used combinations of words to mean other things.

Fewer than 10 people knew the code.

It had thousands of words.

~~X~~ Who developed the Navajo code?

A soldier who served in World War I

The man who recruited the Code Talkers

Officers in the U.S. military

Members of the first group of Code Talkers

## Poetry Test:

Poetry Test

Name J Amoros

74/10
10
38
79/2

- When you read a poem, you are reading to find Main Idea
- ~~2~~ Poems are made up of rows of words called Stanza's and are grouped together in paragraphs.
- ~~3~~ Poets use ~~Figurative language~~ inverted words to help the reader understand what they are writing about.
- Comparisons are made through Figurative language.

Use the word bank to fill in the sentences below:

~~simile~~ ~~metaphor~~ ~~hyperbole~~ ~~personification~~ ~~idiom~~

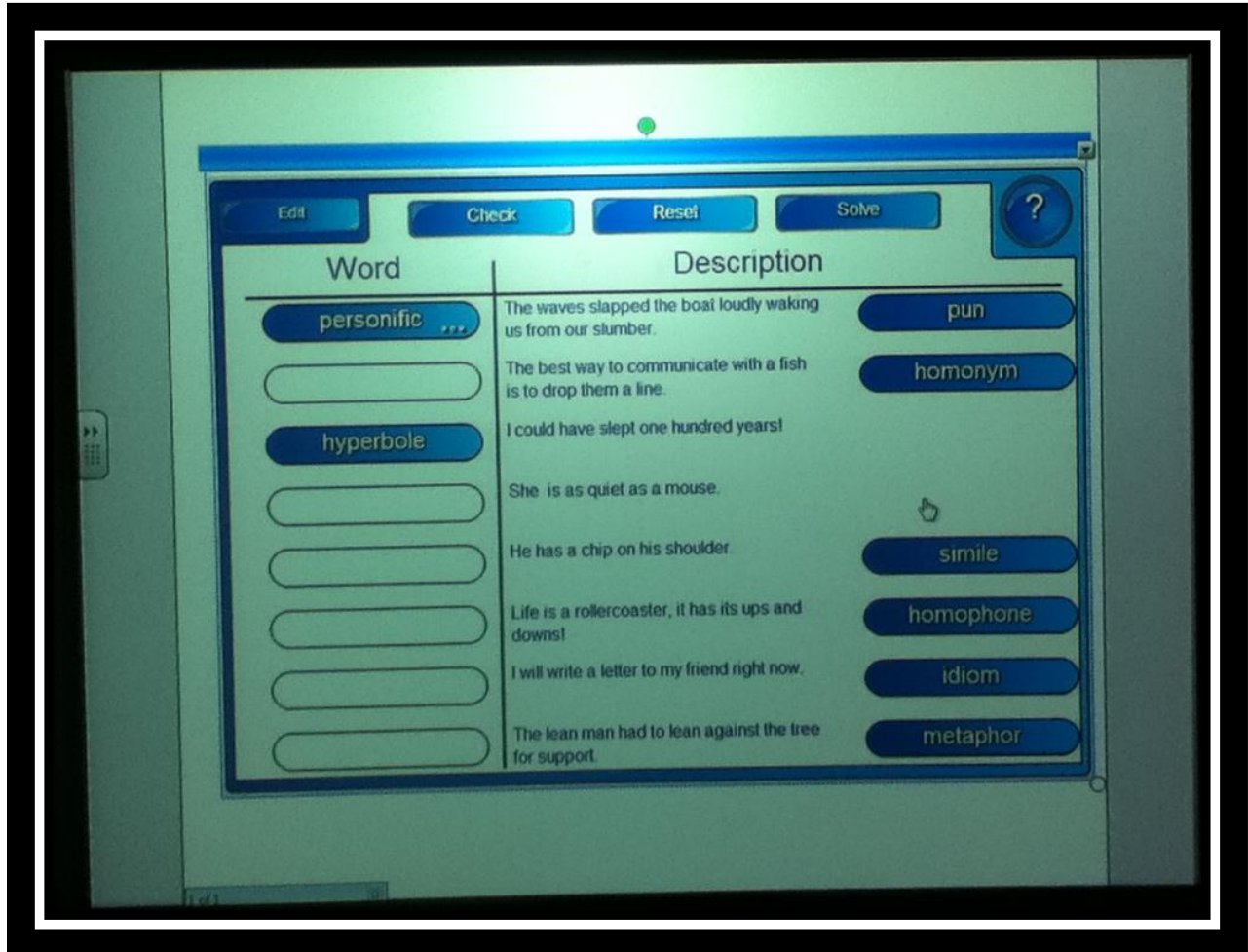
- A hyperbole is a deliberate use of exaggeration.
- Personification gives animals or objects human characteristics.
- A simile compares two things using like or as.
- An idiom is a common expression that makes no sense at all.
- A ~~hyperbole~~ metaphor compares by saying one thing is another.

Using the words again, read each sentence and write the figurative language that is being used in the sentence on the line at the end of the sentence.

- The creek is a lullaby softly lulling me to sleep. metaphor
- ~~11~~ Francis' flip-flops slapped the sidewalk loudly. hyperbole
- ~~12~~ Danny said, "I swear, it came right from the horse's mouth!" metaphor
- I slept so long, you could have called me Rip Van Winkle! hyperbole
- ~~14~~ She runs as fast as a cheetah! Simile
- Poets use two ideas. concrete is an idea that is solid and true or abstract is an idea that may or may not exist.
- line length affects the mood and meaning of poems to help the reader know how to read the poem.

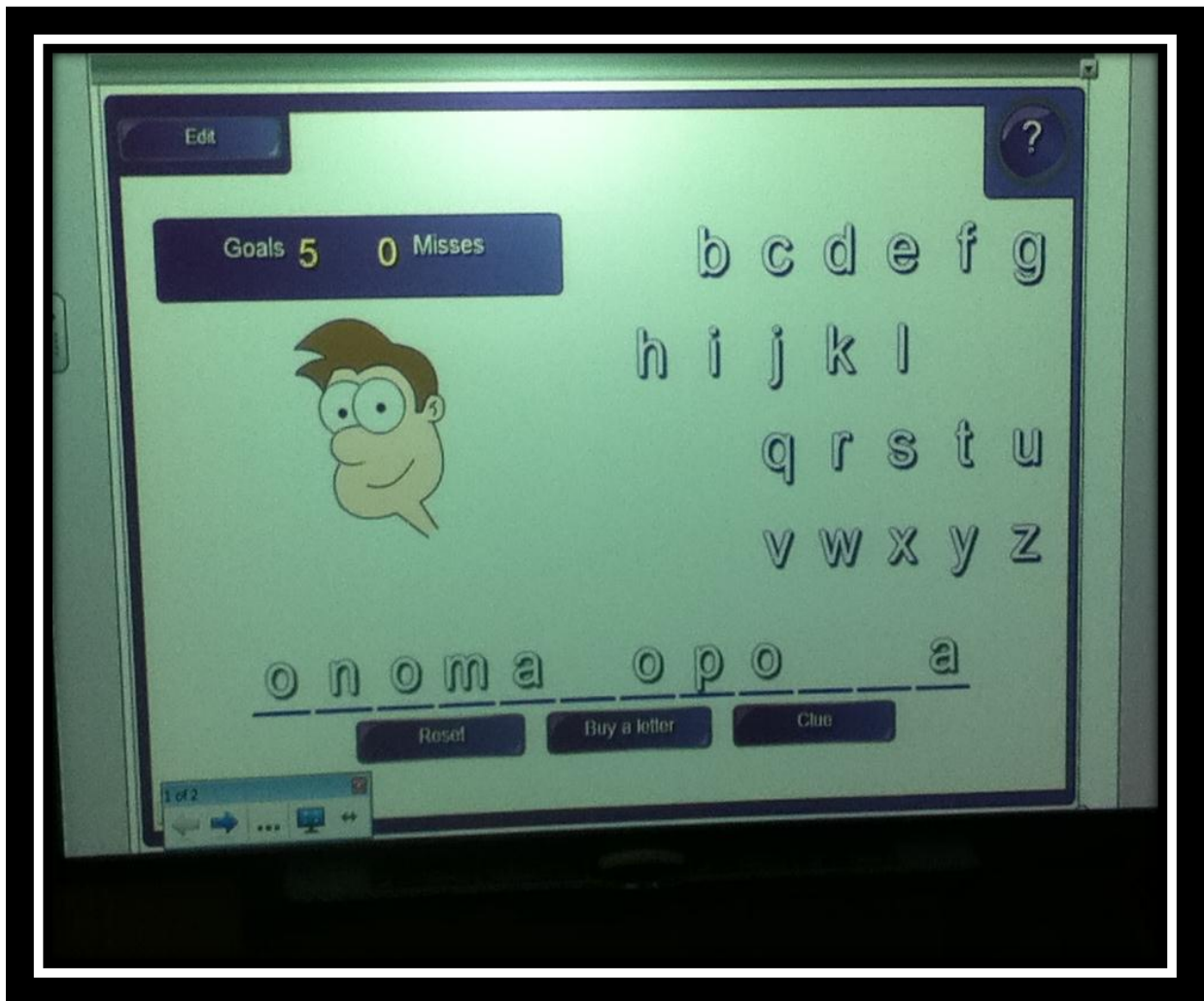
## Poetry Smart Board Games:

In this game students had to match the figurative language with its example.

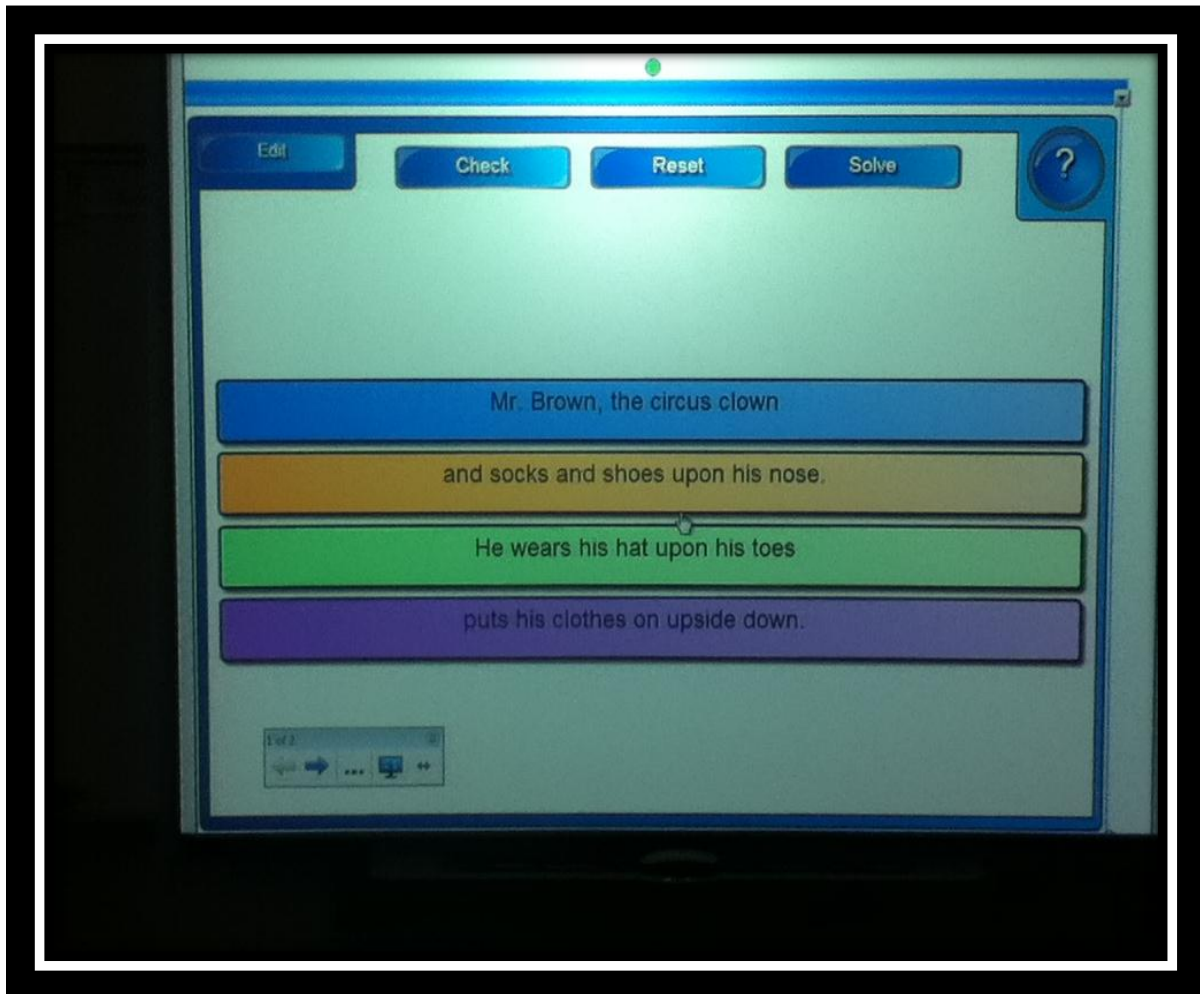




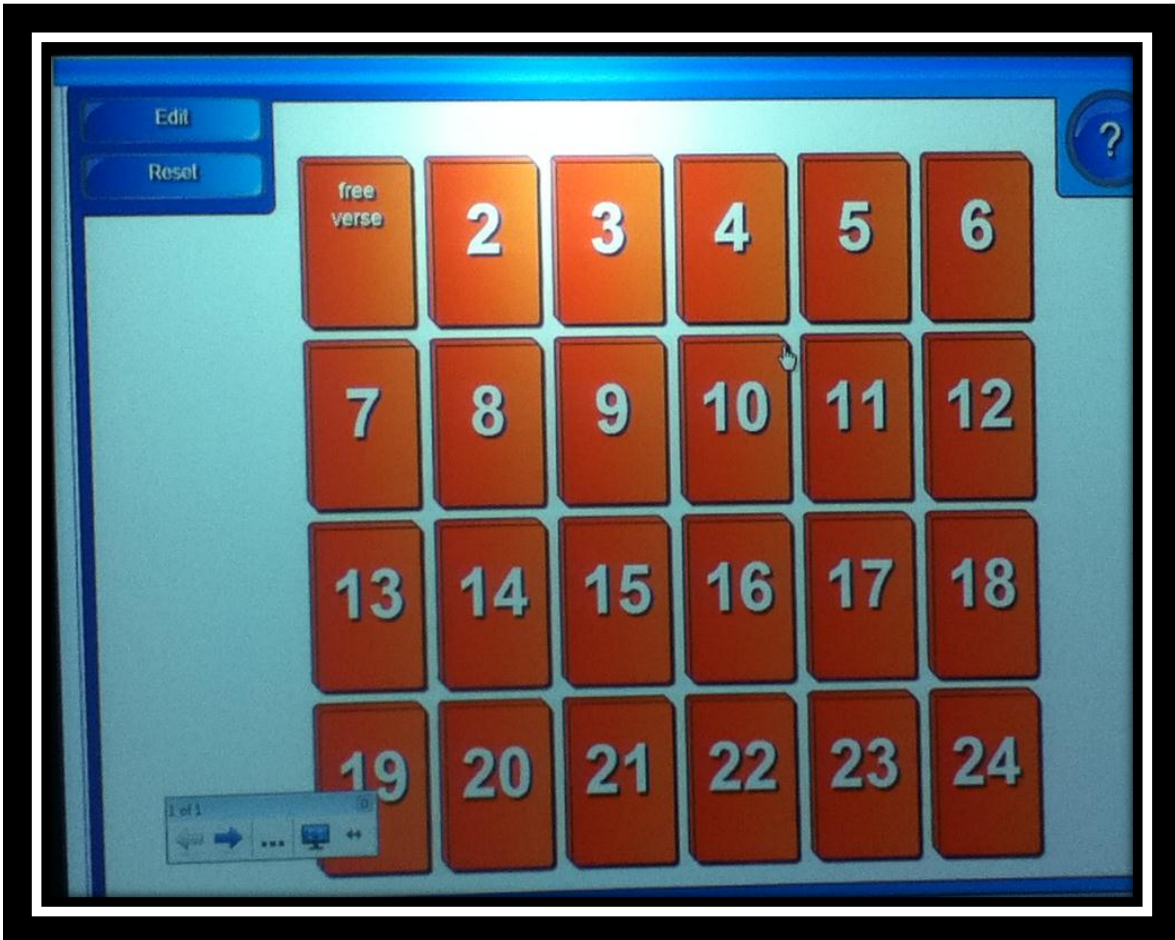
**This game is like hangman the students had to come up and pick a letter and if the letter was not used to make a poetry word, the boy in the picture would get a tomato thrown at him. (The kids loved this!!!)**



**In this game students had to put these sentences in an ABAB Rhyme Scheme:**



**This was a matching game, they had to find the poetry word and try to match it to its definition:**



## Worksheet on reading Graphs and Charts:

