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Teacher Candidate Work Sample - Part VI – Assessment Results

Introduction

This document contains assessment results from the unit on fractions that was presented to a fourth grade class at The Wheatley School in Anderson, RI. The unit was designed using Common Core State Standards (CCSS) for Math. The unit was designed using the Eureka Math Curriculum that is utilized by The Wheatley School. This document was created to be aligned with the Rhode Island Professional Teaching Standards. Stated, "Standard 9: Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction."

The unit assessment results can be seen below.

Unit Student Learning Objectives (U-SLO's)

UNIT: Fractions – Math – Grade 4

**SLO #1:** *Students will be able to decompose fractions as a sum of unit fractions using tape diagrams.*

SLO #2: *Students will be able to decompose unit fractions using area models to show equivalence.*

Assessment Data

Pre-Assessment

Student	SLO1 Score (Qs 1&2)	SLO Score (Qs 3-6)	Overall Score
AC	0/2 - 0%	0/4 - 0%	0/6 - 0%
JE	0/2 - 0%	0/4 - 0%	0/6 - 0%
JFR	0/2 - 0%	0/4 - 0%	0/6 - 0%
AG-G	1/2 - 50%	0/4 - 0%	1/6 - 17%
JH	1/2 - 50%	0/4 - 0%	1/6 - 17%
KJ	0/2 - 0%	0/4 - 0%	0/6 - 0%
IJ	0/2 - 0%	0/4 - 0%	0/6 - 0%
YL	0/2 - 0%	0/4 - 0%	0/6 - 0%
KM	1/2 - 50%	0/4 - 0%	1/6 - 17%
JM-C	2/2 - 100%	0/4 - 0%	2/6 - 33%
NP	0/2 - 0%	0/4 - 0%	0/6 - 0%
RP	0/2 - 0%	0/4 - 0%	0/6 - 0%
JP	0/2 - 0%	0/4 - 0%	0/6 - 0%
MRC	2/2 - 100%	0/4 - 0%	2/6 - 33%

XR	0/2 - 0%	0/4 - 0%	0/6 - 0%
GR	1/2 - 50%	0/4 - 0%	1/6 - 17%
AR	1/2 - 50%	0/4 - 0%	1/6 - 17%
IR	2/2 - 100%	0/4 - 0%	2/6 - 33%
KT	1/2 - 50%	0/4 - 0%	1/6 - 17%
MV-L	2/2 - 100%	0/4 - 0%	2/6 - 33%

Pre-Assessment Scores (in %) By SLO
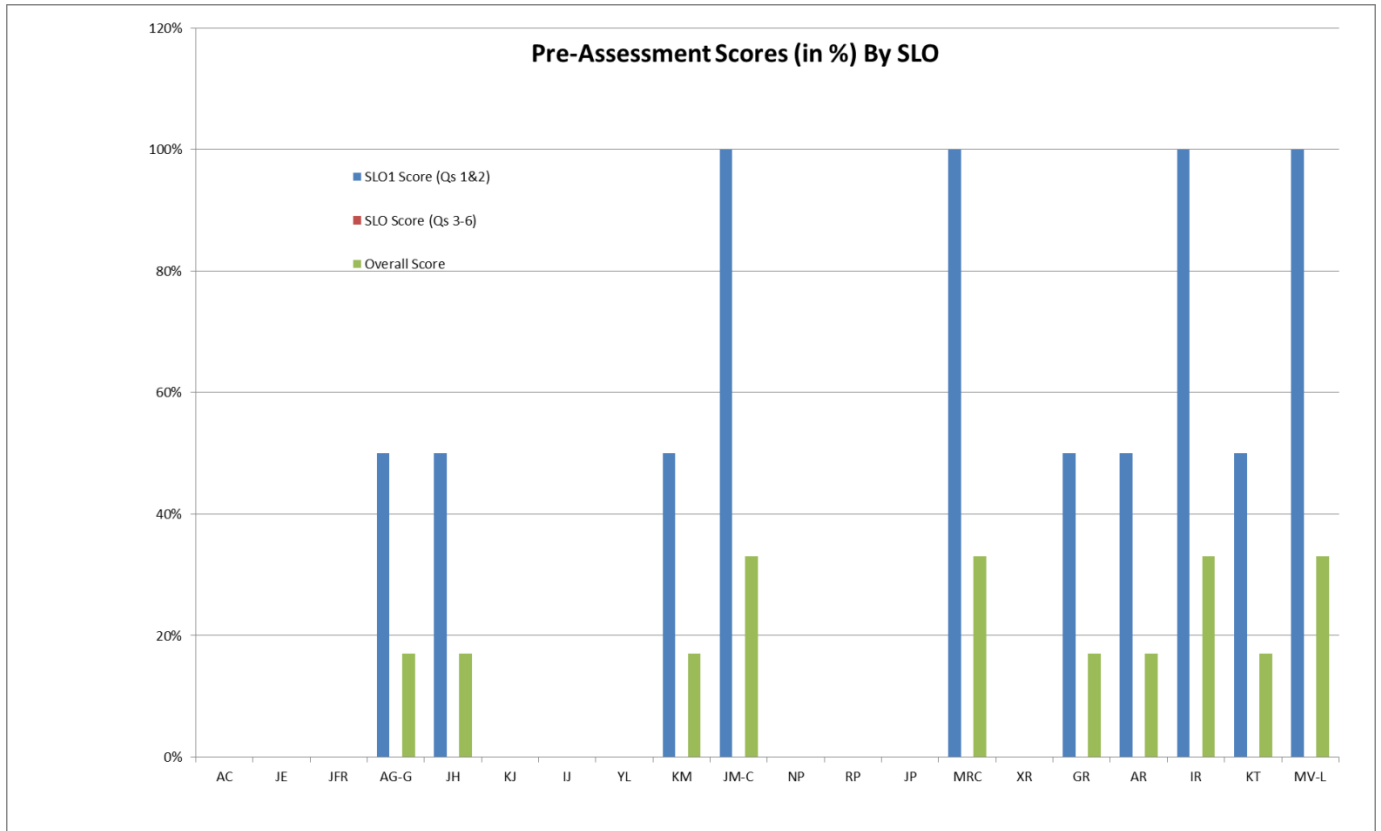
The students had no prior instruction with fractions in fourth grade. The previous fraction instruction had been in third grade. The students had been working on division when the pre-assessment had been presented to them. The pre-assessment was created to be able to present a baseline of the student's knowledge regarding fractions. The pre-assessment scores above are broken down by SLO. SLO #1 was the first two questions. SLO #2 was the last four questions. The assessment was supposed to be 8 questions total (not 6), but there was a copy machine error resulting in a missing page. Some of the students (JM-C, MRC, IR and MV-L) showed strong competency on SLO #1 (blue bar) (2 out of 2 correct). Those students made up the initial Group #3. A few students got 1 out of 2 correct and those students made up Group #2. A number of students got 0 questions correct on SLO #1 and those students made up Group #1. None of the students had any answers correct on SLO #2 (red bar). Most of the students did not make much of an attempt to even answer the questions on SLO #2. I knew that there would be a lot of instruction necessary to attempt to reach the goals of the unit.

Post-Assessment

| Student	SLO1 Score (Qs 1-3)	SLO Score (Qs 4-7)	Overall Score
AC	2/3 - 67%	1/4 - 25%	3/7 - 43%
JE	2/3 - 67%	2/4 - 50%	4/7 - 57%
JFR	3/3 - 100%	3/4 - 75%	6/7 - 86%
AG-G	N/A	N/A	N/A
JH	3/3 - 100%	2/4 - 50%	5/7 - 71%
KJ	2/3 - 67%	4/4 - 100%	6/7 - 86%
IJ	2/3 - 67%	0/4 - 0%	2/7 - 29%
YL	2/3 - 67%	0/4 - 0%	2/7 - 29%
KM	3/3 - 100%	3/4 - 75%	6/7 - 86%
JM-C	2/3 - 67%	1/4 - 25%	3/7 - 43%
NP	3/3 - 100%	4/4 - 100%	7/7 - 100%
RP	N/A	N/A	N/A
JP	2/3 - 67%	0/4 - 0%	2/7 - 29%
MRC	3/3 - 100%	4/4 - 100%	7/7 - 100%
XR	0/3 - 0%	1/4 - 25%	1/7 - 14%
GR	N/A	N/A	N/A
AR	2/3 - 67%	4/4 - 100%	6/7 - 86%
IR	3/3 - 100%	1/4 - 25%	4/7 - 57%
KT	2/3 - 67%	0/4 - 0%	2/7 - 29%
MV-L	3/3 - 100%	4/4 - 100%	7/7 - 100%
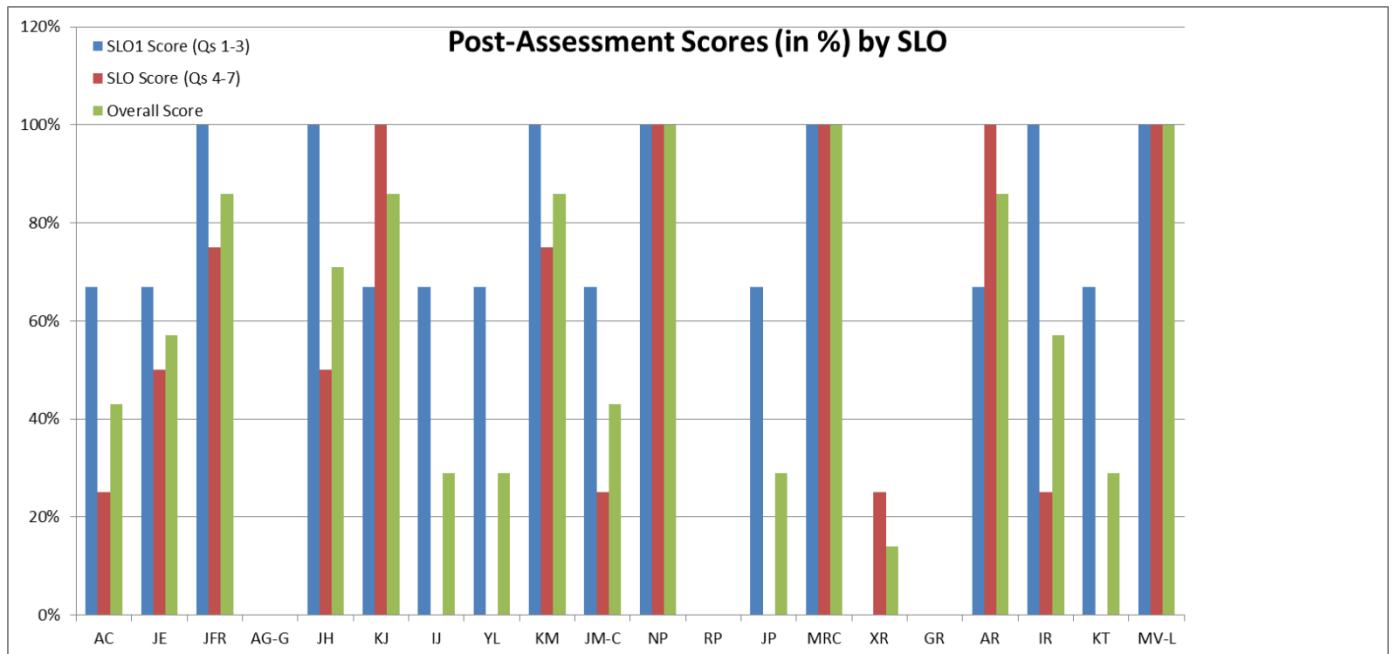
The post-assessment was presented following the six lesson unit on fractions. The post-assessment was almost identical to the pre-assessment (the only difference being the addition

of one other SLO #1 question that had been unintentionally left off of the pre-assessment. There are three students (AG-G, RP and GR) that have no data entered. Those students took the pre-assessment, but were unable (due to absence) to take the post-assessment. Therefore, those students' numbers have been presented as N/A. While the scores varied greatly on the post-assessment (29%-100%), all of the students showed improvement from the pre-assessment. The students with the lowest scores were generally students in Group #1 (with the exception of KT – Group #2). Group #1 saw struggles with attention, behavior and class time during the unit. Group #1 did see one student (NP) top the class with a 100% on the post-assessment.

SLO #1 – Pre-Assessment vs. Post Assessment Analysis

Student	SLO1 Score (Qs 1&2) - PRE	SLO1 Score (Qs 1-3) - POST	% Change
AC	0/2 - 0%	2/3 - 67%	67%
JE	0/2 - 0%	2/3 - 67%	67%
JFR	0/2 - 0%	3/3 - 100%	67%
AG-G	1/2 - 50%	N/A	N/A
JH	1/2 - 50%	3/3 - 100%	50%
KJ	0/2 - 0%	2/3 - 67%	67%
IJ	0/2 - 0%	2/3 - 67%	67%
YL	0/2 - 0%	2/3 - 67%	67%
KM	1/2 - 50%	3/3 - 100%	50%
JM-C	2/2 - 100%	2/3 - 67%	-33%
NP	0/2 - 0%	3/3 - 100%	67%
RP	0/2 - 0%	N/A	N/A
JP	0/2 - 0%	2/3 - 67%	67%
MRC	2/2 - 100%	3/3 - 100%	0%
XR	0/2 - 0%	0/3 - 0%	0%
GR	1/2 - 50%	N/A	N/A
AR	1/2 - 50%	2/3 - 67%	17%
IR	2/2 - 100%	3/3 - 100%	0%
KT	1/2 - 50%	2/3 - 67%	17%
MV-L	2/2 - 100%	3/3 - 100%	0%

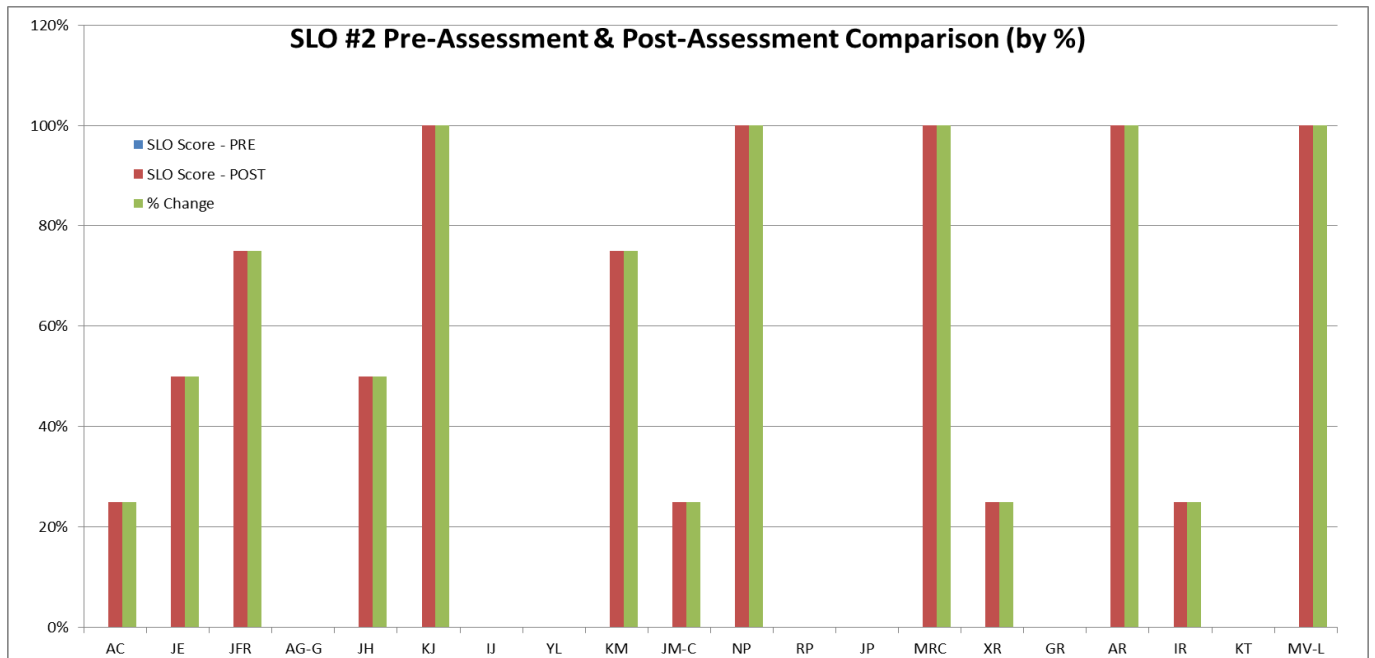## SLO #1 Pre-Assessment & Post-Assessment Comparison (by %)
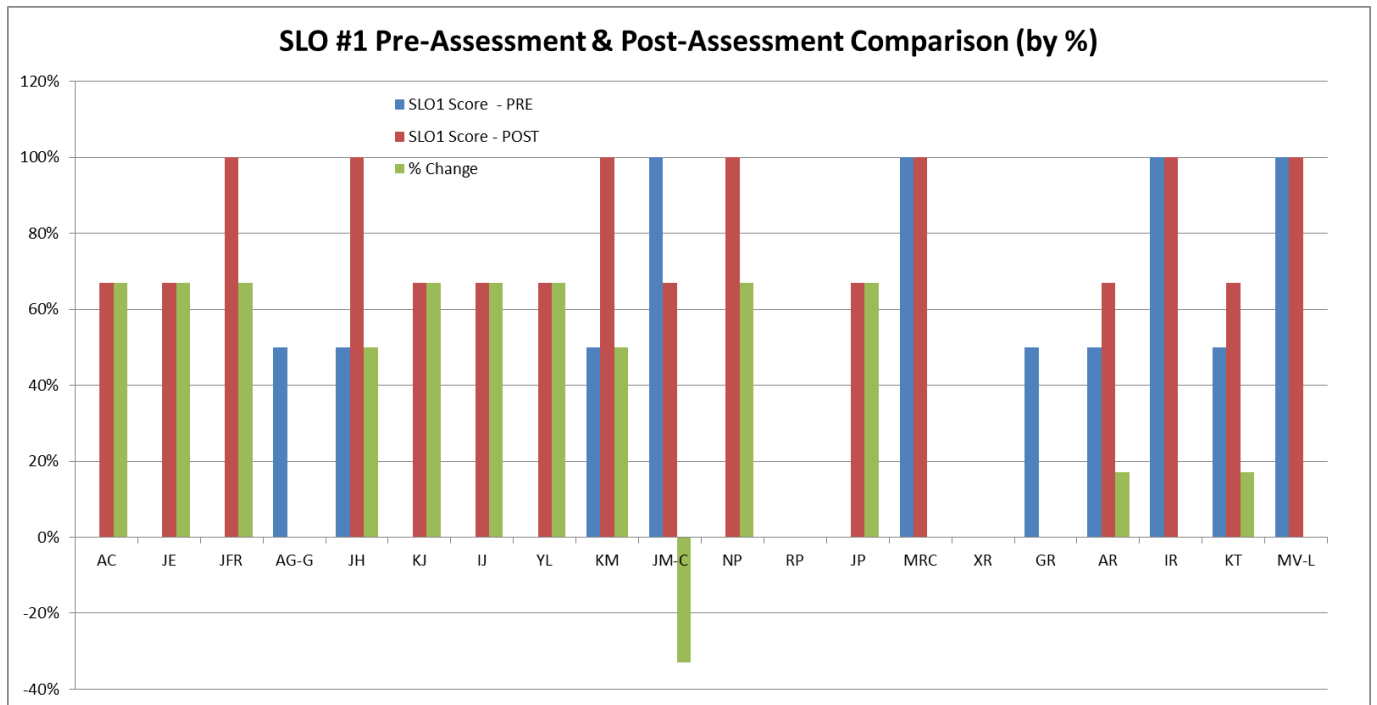
SLO #1 was the SLO that had the most positive answers on the pre-assessment. There were three students (AG-G, RP and GR) that had not taken the post-assessment, so their numbers in the graph only represent the pre-assessment. Of the 17 students in the class represented in the data, 12 saw an improvement (anywhere from 17%-67%) on the post-assessment. Only one student, JM-C had a drop in performance (-33%) from the pre-assessment to the post-assessment on SLO #1.

SLO #2 – Pre-Assessment vs. Post Assessment Analysis

Student	SLO Score (Qs 3-6) - PRE	SLO Score (Qs 4-7) - POST	% Change
AC	0/4 - 0%	1/4 - 25%	25%
JE	0/4 - 0%	2/4 - 50%	50%
JFR	0/4 - 0%	3/4 - 75%	75%
AG-G	0/4 - 0%	N/A	N/A
JH	0/4 - 0%	2/4 - 50%	50%
KJ	0/4 - 0%	4/4 - 100%	100%
IJ	0/4 - 0%	0/4 - 0%	0%
YL	0/4 - 0%	0/4 - 0%	0%
KM	0/4 - 0%	3/4 - 75%	75%
JM-C	0/4 - 0%	1/4 - 25%	25%
NP	0/4 - 0%	4/4 - 100%	100%
RP	0/4 - 0%	N/A	N/A
JP	0/4 - 0%	0/4 - 0%	0%
MRC	0/4 - 0%	4/4 - 100%	100%
XR	0/4 - 0%	1/4 - 25%	25%

GR	0/4 - 0%	N/A	N/A
AR	0/4 - 0%	4/4 - 100%	100%
IR	0/4 - 0%	1/4 - 25%	25%
KT	0/4 - 0%	0/4 - 0%	0%
MV-L	0/4 - 0%	4/4 - 100%	100%

SLO #2 was the SLO that had no correct answers on the pre-assessment. There were three students (AG-G, RP and GR) that had not taken the post-assessment, so their numbers in the graph are not represented. Of the 17 students in the class represented in the data, 13 saw an improvement (anywhere from 25%-100%) on the post-assessment. There were no students with a drop in performance from the pre-assessment to the post-assessment on SLO #2, as none of the students had any correct answers on the pre-assessment.

Summary

Only 41% of students in this particular fourth grade class were able to reach their target goals. Of the 17 students that had proper data collected (3 students did not take the post-assessment) 7 of them were able to reach or exceed their targets. From Group #1, 3 students (JFR, KJ and NP) scored either a 4 (Exemplary Command – 90-100%) or a 3 (Strong Command – 80-89%). From Group #2, two students (KM and AR) scored 3's. There was one student (JH) that scored a 2 (Moderate Command – 70-79%). JH would have met his target if he was in Group #1 initially, but he was in Group #2, so he missed his target goal. Finally, from Group #3, two students (MRC and MV-L) scored a 4 on their target.

I believe that there was a wide range of reasons that could have contributed to students not making their targets. One reason was instruction. During the unit, there were times that the material may have not been presented in the clearest way possible. Additionally, there were behavioral issues (specifically with Group #1) that may have stemmed from the presentation of

the material being boring to fourth graders. Fractions are dry, but I could have done a better job of differentiating instruction and varying activities to help capture the students' attention and help to make connections. There were issues during the unit with student absences, students taken out of class due to IEP accommodations, students being removed from the room for behavioral challenges, class being "split" due to CT absences, etc. All of these things happen in schools such as The Wheatley School, but it is up to the teacher to find a way to overcome these challenges.

As for the successes in the class, NP (Group #1) scoring a 4 was the biggest success. NP had 0 correct answers on the pre-assessment and due to her score she was placed in Group #1. Halfway through the unit, it became apparent from Exit Tickets and anecdotal information, that she was ready to move up to Group #2. Due to scheduling and the fear that the other students in Group #1 would be lost without her support in the group, I kept her in Group #1 until lesson #6.

Another success was AR. AR scored a 3 from Group #2. His work on his Exit Tickets was excellent. He regularly was scoring among the top scores in the class. AR has accommodations for reading in his IEP, so I made sure to read all of the instructions and go over expectations on the Exit Tickets before sending the students off to do them. AR was an active participant during lessons and his work both during lessons and during formative assessment was among the strongest in the class.

Some instances of student challenges during the unit were XR, IJ and YL. XR has a number of accommodations in his IEP for reading, speech and comprehension. He is an active participant in class and works hard to do well, but has difficulty paying attention in class. He is usually the first one finished with any sort of assessment and his performance can vary greatly. During the lessons in the unit, he can seem engaged and respond as though he is understanding the concept, but then seem lost on Exit Tickets or the post-assessment. While I feel as though I explained the expectations of each question on the post-assessment explicitly, I feel as though I should have sat with him and read every question. It may have helped his focus for the post-assessment.

Both IJ and YL struggle in math. Many times during lessons, I would call upon them and they would give me a number that was truly a guess. The two of them in the same group was a challenge as they were drawn to each other and would attempt to spend their time talking to each other or drawing on dry erase boards, rather than work on the task at hand. Towards the end of the unit, I saw glimpses where it seemed as though they may be understanding the topic, but their scores on the post-assessment (29% each) state otherwise.