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EDF 4430

Task 6 – Using Assessment Data to Inform Teaching Practice

After analyzing all of the students’ scores it is evident a majority of the class is preforming adequate on most assignments. However, Goyle’s scores raise concerns because of how consistently low they are. Throughout all of the assignments, Goyle received very marginal scores with a final total of only 45 out of a possible 100-point total. In order to assist Goyle, I will work one on one with him in a small intensive group. The other student that has raised my concern is Pansy. Although Pansy was able to complete all assignments relatively well, she only achieved a 72 out of a possible 100 points. In order to assist Pansy, I will create a plan with her that includes a personal achievement goal. By having her develop a personal achievement goal, we will be creating an intrinsic motivation that will motivate her to perform to her full potential. The higher scoring students do not appear to have any dips in either motivation or achievement, and therefore do not raise any concern. However, it is important to continue to an educational plan that both enriches their learning and challenges them.

After examining the assignments and the students’ scores, it is evident that the review game is very difficult for the students. This assignment was worth a total of ten points. The students scored a seven, nine, six, eight, and five, resulting in an average score of seven. I would recommend removing this assignment because it appears to be too difficult. The students also appeared to struggle with the vocabulary quiz. The scores in this quiz included a seven, nine, ten, and three, for an average score of 7.2 out of ten possible points. This either indicates that the quiz was too difficult, or that they needed additional review with the vocabulary terms. Although I do not think that this assignment should be removed, I do think that it should be worth less points or an additional worksheet should be completed prior to the quiz.

After examining all of the data, I was able to make decisions on how to alter my instruction to better meet the needs of my students. It is evident that the vocabulary is an area of struggle for a majority of the students. The vocabulary related to this unit should be reviewed so that students are better able to understand information that relates to the vocabulary.

The students all appeared to acquire mean, medium, mode, and range relatively easily. On both the pamphlet mini project and the quiz the students’ scores averaged at 8.2. This indicates that the students learn information well when it involves projects/activities rather than worksheets. In order to satisfy my students learning requirements, I would employ more project/activities assignments that interest and motivated the students. Additionally, the students did well on the group survey project, with an average score of 21.6 out of 25 (86%). This score supports the conclusion that these students work well in groups. In order to make sure that the group assessment/activity represents the individual’s level of mastery there will be a large component of individual accountability and a smaller group component (Green, & Johnson, (2010). My teaching intervention will include more group-based activities that continue to hold the individual accountable.

**References**

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| --- | --- | --- | --- | --- | --- | --- |
| Assignment | Point Value | Ron | Draco | Pansy | Cho | Goyle |
| Introduction worksheet  | **5** | 5 | 5 | 4 | 5 | 2 |
| Vocabulary quiz – data, plots, sample, mean, mode, range | **10** | 7 | 9 | 7 | 10 | 3 |
| Graphing worksheet – when to use line plots, dot plots, histograms, and boxplots | **5** | 4 | 4 | 3 | 5 | 1 |
| Introduction to surveys worksheet | **5** | 4 | 5 | 4 | 5 | 2 |
| Homework – data collection: surveying the neighborhood | **5** | 5 | 5 | 5 | 5 | 0 |
| Classwork – plotting data from collected homework | **5** | 4 | 5 | 3 | 5 | 0 |
| Quiz – choosing the right plots | **10** | 8 | 9 | 5 | 10 | 0 |
| Pamphlet mini-project – reporting mean, mode, and range | **10** | 7 | 10 | 8 | 10 | 6 |
| Quiz – finding mean, mode, and range | **10** | 9 | 10 | 7 | 9 | 6 |
| Review game | **10** | 7 | 9 | 6 | 8 | 5 |
| Group Survey Project – collecting data from another class, choosing the correct way to display the data, and reporting the mean, mode, and range. | **25** | 24 | 20 | 20 | 24 | 20 |
| Total | **100** | **84** | **91** | **72** | **96** | **45** |

Green, S. K., & Johnson, R. L. (2010). *Assessment is essential*. Boston: McGraw-Hill Higher Education.