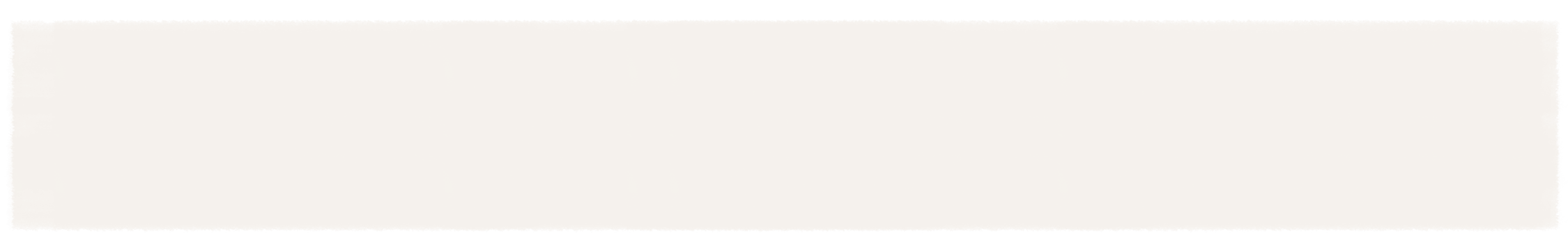
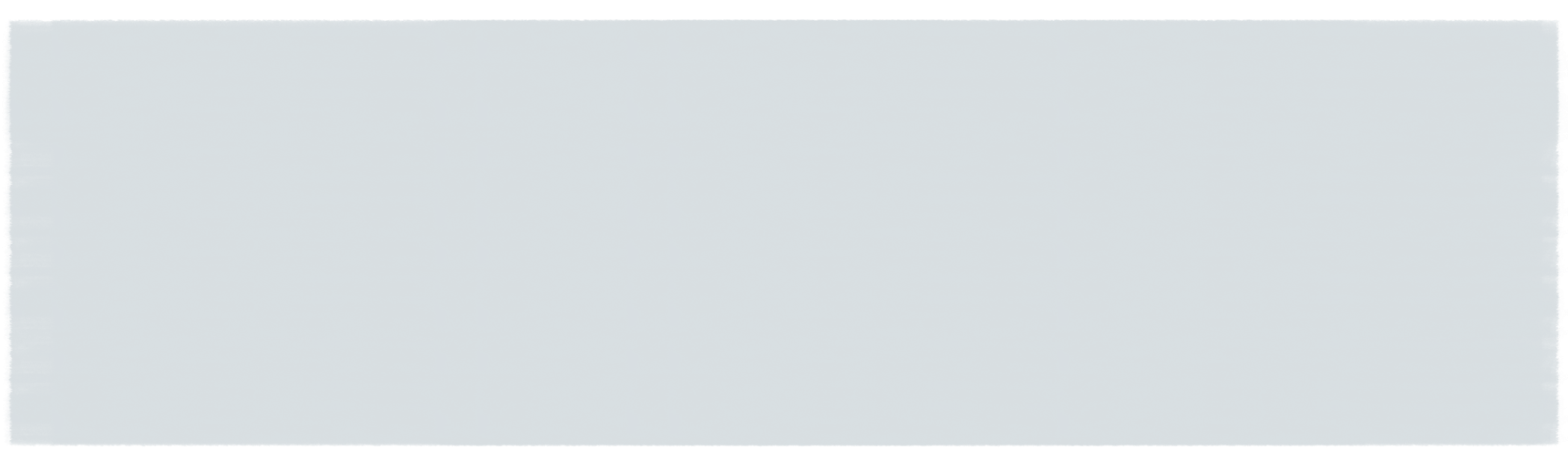
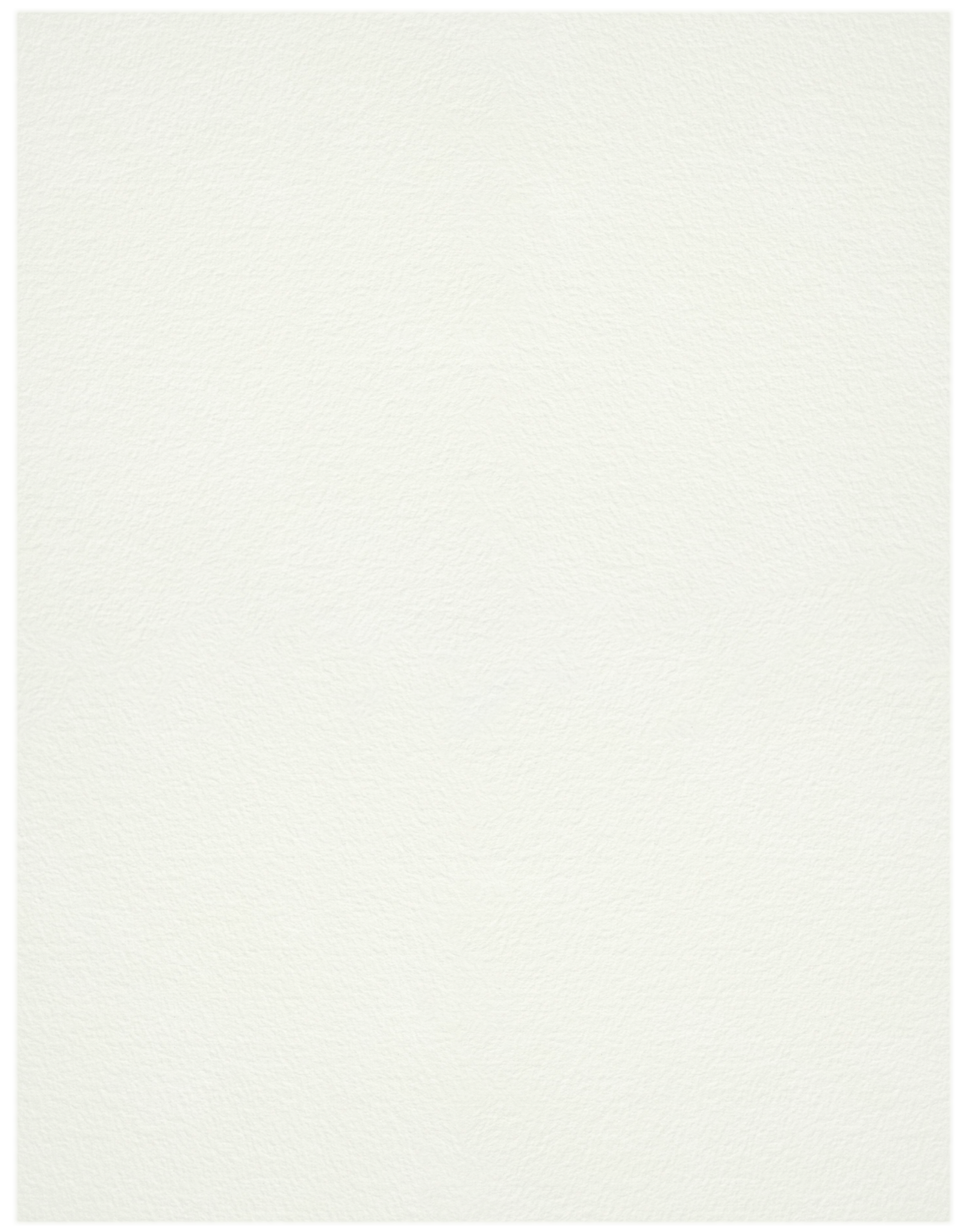
**Cynthia Smith**



**Assessment Plan Analysis**

**Spring 2013-Mary Pat McKenna**

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**Pre-Teaching Phase**

**Community, school, and classroom**

Rufus M. Hitch is located on the border of the Norwood Park and the Jefferson Park neighborhoods. There are three Chicago Public Libraries (Roden, Edgebrook, and Jefferson Park) that are slightly over a mile away and there are another two, Chicago West Belmont and Dunning, which are a little over 3 miles away. The libraries seem to be quite a distance for most of the students to get to. The school is located within one mile of three different Chicago parks. The two closest YMCA’s are 3.4 miles (Irving Park) and 2.6 miles (Leaning Tower) away.

Less than two miles away there is the Austin Special Chicago Organization. “It is the mission of Austin Special Chicago to meet the needs of individuals with developmental and intellectual disabilities, especially those with severe and profound mental retardation; to provide training and education so that they may have more fulfilled and enriched lives; and to assist their families to keep them in the community.” This is a great resource for students with special disabilities. Other organizations in the area that may be useful for families of Hitch are The Northwest Side Housing Center (NWSHC) and the Metropolitan Family Services. “The Northwest Side Housing Center (NWSHC) is a community-based, non-profit organization that engages, educates and empowers the community to improve housing for all.” Metropolitan Family Services help families with critical needs. It operates seven centers in communities with underserved populations by providing help and hope needed to support “the amazing strength of families during the difficult times in life.”

Hitch is a smaller school with an enrollment of 544. About 44% of the students are White, 1% are Black, 38% are Hispanic, 13% are Asian, and the other 4% are American Indian or multicultural. The school offers students many different morning and after school programs. For example, students can attend a before and after school care program where students are provided with extra homework help. Students can also join such before/after school programs as the 10-mile club and the American Sign Language class. Academic Olympics, art club, battle of the books, book club, student council, yearbook club, and so many others are also available for students to join year round.

The school cafeteria and the library are both located in what were once classrooms. The school has a field for the students to play on as well as a playground. The school has a special education program where students are pulled out of the classroom for help with the main subjects. The special education teachers also enter the classroom to help during lessons. The parents of the children also have come together and form a PTA, which helps raise much money for the school. The PTA even helped the eighth grade students get to DC for a class trip.

The average 3rd grade class size is 31 students. At the 3rd grade level, 48 minutes are given towards teaching math per day, 24 minutes to science, 144 minutes to English/language arts, and 28 minutes to social science. The students are seated in groups of 6-8. The teacher’s desk is located in the back corner of the room, but the teacher rarely sits by the desk. She is often walking around. The classroom has an extensive library that is broken up in to two different areas: fiction and nonfiction. The students have their own “book boxes” where they can keep up to 5 books in at a time. They can switch their books out with the ones in the library whenever they please. The classroom has a Promethean board and two Mac computers. The teacher mainly uses the books provided by the school and flipcharts she finds online to teach the students. The curriculum appears to out dated for the social studies and sciences books are almost 5-6 years old.

The process of teaching and learning is definitely affected by the resources available in the school and classroom. The Promethean board allows the students to check the Internet for updated information and any other things they may have questions about. This can be done within a short amount of time. It provides students with quick learning. The downside is that the Promethean board takes up most of the black board space, making it difficult to be versatile when teaching. The technology in the classroom is definitely a great resource to have.

The out dated curriculum is a factor that affects the process of teaching and learning. The science books are not up to date and still say Pluto is a planet. The additional materials the teacher needs to bring in to the classroom would not be necessary if the books and other materials were up to date. The classroom library is only extensive because the students were asked to bring in one book for the classroom library at the beginning of the school year. Parents are also encouraged to donate any used and new books. The classroom is quite small for the number of students in the classroom. The desk arrangement was chosen due to the convenience of it and the fact that no other arrangement would have really worked. The arrangement is ideal for the teaching and learning process.

**Student characteristics**

The 3rd grade classroom had 26 students. Eighteen of the students were under the umbrella of general education. There were two under the umbrella of special education and three under the umbrella of English learners. The other three students were considered under general education or under English learner but were in the process of becoming special education.

The students in the 3rd grade classroom were very verbal. They loved asking questions, talking, playing with words (i.e., word games, puns, rhymes), reading, and writing. Mathematically, most of the students loved solving puzzles, playing with numbers (i.e., counting cubes), looking at “if…then” logic, and problem solving real world situations. Almost every student loved to draw, build things, or creating other things. Strangely, none of the students liked Art class. The students loved listening to music while working on assignments and they loved making their own music. One characteristic that the students all had was they all needed structure. If the structure was disrupted the day did not go as smoothly.

In the 3rd grade classroom there were many students with learning disabilities. Brian is one student who has an issue focusing, retaining information and sitting still. His scores on the pre- and post-test show this specific student difference. Joseph is another student who has issues focusing, retaining information and getting assignments completed. His pre- and post-test scores indicate these difficulties as well. Natalia is another student who is not like most of the students. She is an English language learner but appears to have no difficulty with the English language until she attempts to complete work. The teacher, as well as the school, is still in the process of trying to get her in to the special education program for they believe her problems are more than not fully understanding the English language. Her test scores, along with Brian and Joseph’s, were the lowest of the students who took the pre- and post-tests. All three students have learning difficulties related to multiple reasons.

The strategies used in the classroom to meet individual students needs are strategies like small group work, individual work, one-on-one tutoring, individual student plans, etc. The teacher I worked with was quite busy with all the work she put in to meeting each students individual needs. The students with the most needs are in the process of getting placed in the special education program, which will help them receive the help they need to succeed. Their needs cannot always be fully met in the classroom due to there not being enough people to work with every child.

The teacher I worked with did her best by creating individual lessons for the students when she could. Some students would work with her on the carpet during the time other students worked individually at their desks. Other times she would teach the whole class and then break them off in to small groups. She would give each group their own task and she would walk around helping groups as needed. She would often group based on their levels and other times she would group them randomly.

When we were discussing teaching the students time we decided we would first test the students and see where they were all at (pretest). This is where we could best learn how to meet each students needs by creating individual plans for learning time. The pretest results were as expected. Out of 25, the three lowest scores were 3, 4, and 4.5. The three highest scores were 19, 21.5, and 22.5. The three lowest scores were outliers for the next lowest score was a 10.5, much higher than the three lowest. The average score for all 16 students was 13.1, whereas if we were to take out the three outliers the average score (13 students) would have been 15.2, a much higher score being out of 25. After the outliers are taken out the percentage score goes up by 8.4% to 60.8%.

Of the 16 students, 11 of the 16 were unable to tell time when looking at a clock. This meant I would have to really spend a good amount of time on learning how to read a clock. The first lesson of the five required 60 minutes to be spent telling time to the hour, half-hour, and quarter hour. Before even going in to the lesson we spent about 10 minutes working on learning about the parts of a clock. We even took the classroom clock and created a flower around it. The two petals on the stem of the flower were sized accordingly. The leaf with the word “hour” written on it was smaller than the leaf with the word “minute” written on it for the minute hand is the longer hand. The petals, placed around the clock, had multiples of five written on them. This showed students how to read the clock by counting by fives.

Another need we had to address was that some of the students were more advanced than others. This meant we would not have enough time to teach all students all the aspects of telling time. Therefore, we, my cooperating teacher and I, made the choice to create individual packets for the students to work on while at home. Parent involvement is an issue for the school but we don’t let that hold us back. Students are more likely to complete work at home when we take the time to show the students and parents that we are willing to do all we can to help them learn.

Elapsed time was one aspect of time that my cooperating teacher and I knew would be an issue for almost all the students. This lesson would require more than one day’s worth of time. Thus, I made sure we had time for that. The lesson says we were only planning for 35 minutes at first but it ended up changing to over 90 minutes due to the needs of the students. The biggest challenges that the pretest made apparent were that we first had to get the students to learn how to read a clock and secondly how to internalize and understand elapsed time. Attached are the five lessons along with their Promethean Flipcharts used during the lessons.

**Section B: Teaching Phase**

**Modifications**

After teaching the first lesson on telling time to the hour, half-hour, and quarter-hour I changed the amount of direct instructional time for the four following lessons. I learned during the first lesson that it was much more beneficial to spend time with each student and focus on their specific needs. There were about 5 students, of the 16 students, that did not require individual help and therefore I could let them work on their own or with the other students who were not struggling as much. I was also then able to provide them with challenge worksheets to move them beyond the basic telling time lessons. All of them took this as an opportunity to get ahead and learn material beyond their grade level.

For the second lesson we spent time reviewing the material from the first lesson and then added on reading the time to the five-minute mark. This was a concept the students transitioned to quite quickly. The rest of the class time, about 25 minutes, was spent working with students in small groups. The students were split up in to three groups. My cooperating teacher took the lowest group to work on how to read a clock, since many were still struggling with that, and I took the next lowest group. I worked on the material covered during the first lesson and during the current lesson. We spent as much time reinforcing how to use an analog clock to tell time for most only knew how to read a digital clock.

The third lesson was taught on a Friday and we spent about only 50 minutes on the lesson due to time constraints. This was okay for we sent the students home with a “Weekend Time Packet”. The third lesson required students to learn how to tell time to the minute. This was just another short extension to the concepts the students were already learning. We also began making sure students could read a clock and draw in the hands to tell a specific time.

The packets we sent home with the students included individual plans. The students were required to complete the packets on their own. Their parents had to sign the packets, showing us they were receiving help on the corrections of the packets after they worked on them alone. The students loved the individual packets because we created them to help each student learn the main concepts of telling time. Some students had to work on the basics of telling the parts of a clock, or telling time to the minute. Others had worksheets working on telling what time it would be if you were to complete certain activities or what time it would be in New York if it was 1:00pm in Chicago. Each student felt like we were giving him or her individual attention, which is important to such young students.

The fourth lesson was on elapsed time. This was the most difficult lesson for the students have a hard time grasping the idea of elapsed time. We spent 35 minutes on a Monday discussing elapsed time and how to figure out problems related to elapsed time. This was not enough time. After the lesson we gave them two questions to answer on elapsed time. I wanted to see if they understood the concept. Of the 16 students, 5 understood the concept but still struggled with finding the elapsed time over 59 minutes. None of the students understood how to tell elapsed time when it went beyond an hour. On Tuesday I spent additional time discussing elapsed time. We reviewed the topic and did additional examples. The students spent another 45 minutes on elapsed time and I still feel like they struggle with the concept. The post-test showed that 9 of the 16 still struggled with the concept.

The lesson was on how to use a calendar to answer questions. This was a very difficult topic as well since about half of the students did not know their months in order. To get around that obstacle I provided the students with the twelve months in order. I also told the students the number of days in each month for they had to answer questions on elapsed time using a calendar; for example, if today is January 27th, 2013, what will the date be in one week? The students took a small quiz on the topic of using a calendar and the scores were not too high. This topic was discussed for a second day prior to starting a new chapter.

The students were assessed prior to the five lessons on time using the Chapter 12 pretest (attached). The students were then assessed during the lessons using worksheets. The students were assigned homework based on what topics they needed the most work on. The students were lastly assessed using the Chapter 12 post-test (assessed).

**CT Feedback**

My cooperating teacher felt the lessons went well. The students struggled with the material but she was confident with additional practice over the next few months the students would grasp the concepts fully. The concepts taught were concepts which typical 3rd grade students struggled with and she felt they struggled no more than normal. Elapsed time is a concept that even adults struggle with. We did discuss the amount of time spent directly teaching the concepts and the amount of time spent practicing the concepts. The time teaching was a good amount but some of the students should have been able to begin practicing earlier. Since some of the students needed additional teaching time and others did not we should have gone to small group work quicker. I also tended to forget to wrap up the lessons and just collect the practice worksheets. Asking the students "why are we learning this" is one of the most important aspects of a lesson. Students need to learn to relate the lessons to their own lives.

* Attached are the five lessons with Smartboard flipcharts.
* The worksheets came from the 3rd grade Houghton Mifflin Math Student Book.
* The quizzes provided to students came from the 3rd grade Houghton Mifflin Math Assessment Guide.

**Section C: Post-teaching Phase**

**Data**

Below are the results from the pre- and post-tests the students completed.

All the students made increases in their results and the average increase was about 7 points per student. The lowest point increase was 1 point and the highest was 11.5 points. The range was 10.5 points. The median point increase was 5.5 points.

**Analysis of Results**

The results of the pre- and post-tests indicate that the lessons were overall successful. The goals were to:

* Tell time to the hour, half-hour, quarter-hour, five minutes, minutes (before and after the hour)
* Determine the best times to complete activities
* Understand the concept of elapsed time
* Calculate elapsed time given the starting and ending time
* Use a calendar to determine dates
* Use ordinal numbers to name a date (day and month)
* Define what a leap year is and know how often it occurs
* Use elapsed time to determine which months come before or after another

Based on the results every student’s knowledge of the concepts and goals above increased. Although the increases were small for some, the increases were sometime drastic for others. The pre- and post-tests were graded out of 25 points and the students who took both and finished were the only students considered in this research. Therefore, only 16 students were part of the results.

Of the 16 students that took the tests, Dylan and Ethan made the largest increases. Both made gains and were only .5 away from meeting their full potential increase. Matthew and Alex both made their full potential increases but their pre-test scores were already so high that they were almost guaranteed to get 100% the next time around. Some students did not meet the goals of the lessons because many did not understand the concept of elapsed time or was just learning how to read a clock on day one.

There were a few students who did not meet very many of the goals at all. Brian’s pre- and post-test scores were extremely low. Even though he made an increase of 8 points, he still got less than half of the questions correct. I would speculate that he did not meet the goals of the five lessons because he is under the umbrella of special education and literally needs everything read to him for him to begin to comprehend it. Without this one-on-one help he does not succeed, but I was unable to provide him one-on-one help during each lesson. Another student who did not meet the goals was Joseph. Joseph is another student who need much attention and many things read to him. Sometimes he can focus and work on his own, where as other times he more focused on what is going on around him.

Natalia was another student who did not meet the goals and this is due to her lack of understanding the English language and drive to pay attention. She is a sweet young girl who has difficulty completing work and this was apparent when she would half complete worksheets and the packet sent home was never returned. She began the lessons not knowing how to even tell you the parts of the clock. Lastly, Angelina was another student of mine that did not meet all the goals. She had the potential to gain 14.5 points and she gained only 6. She still struggled with elapsed time, reading a clock, and using a calendar, which were all goals of the lessons. She is also a English Language Learner and she seems to lack motivation.

**Five Lessons**

Lesson 1: 12.1 Hour, Half-hour, Quarter-hour

Activities

- Whole class direct instruction

- Individual instruction

- Small group instruction (done at tables)

Strategies

The Promethean board was used to engage the students in the topic by using interactive clocks. The classroom analog clock was also used to demonstrate telling time. The students were instructed using whole class direct instruction and the “I do, We do, You do” method.

Assessments

The students were assessed using the worksheets from the mathematics book. As they worked on the worksheet, my cooperating teacher and I took the time to work individually with some of the students and we checked the other student’s work as we walked around. The students completed worksheets in their workbooks for homework.

Successful?

The lesson was successful because the students began understanding the idea of telling time. Many had no idea what the parts of a clock were and after this lesson I would say about 14 of the 16 students understood the parts of the clock.

Lesson 2: 12.2 Time to Five Minutes (Similar to the first lesson; more time spent working on how to read a clock)

Activities

- Whole class direct instruction (very little)

- Individual instruction

- Small group instruction (done at tables)

Strategies

The Promethean board was used to engage the students in the topic by using interactive clocks. The classroom analog clock was also used to demonstrate telling time. The students were instructed using whole class direct instruction and the “I do, We do, You do” method. The students were given an analog clock to work with to help them work through the questions. Small group instruction was utilized to provide students not struggling with challenging work and those struggling with additional help (small group and one-on-one).

Assessments

The students were assessed using the worksheets from the mathematics book. As they worked on the worksheet, my cooperating teacher and I took the time to work individually with some of the students and we checked the other student’s work as we walked around. Some students were provided challenge worksheets and others with additional basic learning time help. The students completed worksheets in their workbooks for homework.

Successful?

The lesson was successful because the students continue understanding the idea of telling time. I was able to group the students based on their level of skill and was getting a better idea of how to approach the learning of time for each student. This was the day my cooperating teacher and I were able to best see what the students knew and what they did not know.

Lesson 3: 12.3 Time to the Minute (Similar to the first two lessons)

Activities

- Whole class direct instruction (very little)

- Individual instruction (few students)

- Small group instruction (done at tables)

Strategies

The Promethean board was used again to engage the students in the topic by including fun educational telling time activities. The classroom analog clock was also used to demonstrate telling time. The students were instructed using whole class direct instruction and the “I do, We do, You do” method. The students were given an analog clock to work with to help them work through the questions. My cooperating teacher and I also spent time creating packets to give to the students based on the concepts they were struggling with. These packets were sent home for weekend homework.

Assessments

The students were assessed using the worksheets from the mathematics book. As they worked on the worksheet, my cooperating teacher and I took the time to work individually with some of the students and we checked the other student’s work as we walked around. We again provided some students with challenge sheets. The students completed worksheets in their workbooks for homework. A packet was sent home with each student to help him or her practice the concepts of telling time over the weekend. Although some of the students understood the concepts of the lessons, we created packets for them to challenge themselves. Elapsed time was one concept we had not covered yet but we still included it in some of the packets.

Successful?

The lesson was successful because the students felt like they were getting individual attention. This made them more likely to want to learn and it appeared that they began to work harder. The packets sent home helped the students work towards comprehending the concepts.

Lesson 4: 12.4 Elapsed Time

Activities

- Whole class direct instruction (more than the past few days)

- Individual instruction

- Small group instruction (done at tables)

Strategies

The Promethean board was used to engage the students in the topic by using interactive clocks. The classroom analog clock was also used to demonstrate telling time. The students were instructed using whole class direct instruction and the “I do, We do, You do” method. The students were given an analog clock to work with to help them work through the questions. There was much more direct instruction on this day.

Assessments

The students were assessed using the worksheets from the mathematics book. After the lesson we gave them two questions to answer on elapsed time. I wanted to see if they understood the concept. Of the 16 students, 5 understood the concept but still struggled with finding the elapsed time over 59 minutes. None of the students understood how to tell elapsed time when it went beyond an hour or spanned more than one-hour hand (i.e., 2:34 to 3:15). On Tuesday I spent additional time discussing elapsed time. We reviewed the topic and did additional examples. The students spent another 45 minutes on elapsed time and I still feel like they struggle with the concept.

Successful?

The lesson was not very successful because we did not spend enough time on the concept. The students did not grasp the concept and this was well apparent on the post-test. Of the 16 students, 9 did not get the elapsed time questions correct.

Lesson 5: Use a Calendar

Activities

- Whole class direct instruction (very little)

- Small group instruction (done at tables)

- Exit slip (exit quiz)

Strategies

The Promethean board was used to engage the students in the topic by using interactive clocks. The students were provided a list of the 12 months, in order, and given the number of the days in each month. The students were also provided whole class direct instruction.

Assessments

The students were assessed using the worksheets from the mathematics book. After the lesson we gave them two questions to answer on elapsed time (exit slip). Three of the 26 students were the only ones to answer the exit slip questions correctly.

Successful?

The lesson was not the most successful because the students struggled with elapsed time and this lesson was mainly about elapsed time related to reading calendars.

**Reflection**

Analysis of the Data

Based on the results of the pre- and post-tests it can be determined that the objectives and goals of the five lessons were not fully met. Of all of the objectives and goals there were two not met. Overall, the students learned the concept of telling time to the hour, half-hour, quarter-hour, five minute, and minute marks. These goals and objectives were met with flying colors. The students were able to label the parts of the clock as well as look at an analog clock and tell you the time.

The two goals and objectives not met were (1) Calculate elapsed time given the starting and ending time and (2) Use elapsed time to determine which months come before or after another. These goals were not met for many reasons. The concept to begin with is a difficult concept that people have issues with up in to their adult years. The concept is also one that needs much time spent on it. The concept of elapsed time should be taught for a longer period, about 45 minutes for five to seven days. This would allow ample time for direct instruction, one-on-one instruction, small-group instruction, and independent practice. This would be the ideal circumstance to teach the concept.

Base upon the pre-assessment I had set aside more time to discuss the basic concepts of what a clock was as well as additional time for elapsed time. It can be shown by the results of the post-assessment that 12 out of 16 students accomplished most of the objectives and goals of the lessons. Four of the students struggled with almost each of the lessons and therefore would not be considered part of the group who met the goals. The students did not meet the goals because their post-assessment results show major gaps in their learning, which were concepts and topics covered during the five lessons. It would appear that they need additional instruction and practice on the concepts discussed. It should be noted that these four students are under the umbrella of special education or English Language Learners.

The Next Steps/Action Plan

If I were redesign the learning goals I would break the goals down in to smaller goals. I would begin by testing each student on their knowledge of an analog clock and their ability to read it. This was one aspect of the lessons I did not take in to account right away. Secondly, I would break the students up in to groups and have them work in stations. These stations would be broken up by which goal was trying to be achieved. The stations would allow for more one-on-one direct instruction and small group instruction.

The amount of time spent on each lesson would also be changed. I felt as if the lessons were sometimes rushed and students needed further explanation when they returned to their desks to begin practicing. Providing at least two days for each lesson would allow for proper instruction to be completed. For students who do not master the lesson’s goals/objectives or do not meet, I would continue providing them with instructional support. When students are working on other assignments individually at their desks I would take that time to reteach material to small groups, individuals, and even take the time to create practice binders for students who need to continue learning the concepts.

Conclusions

The process in putting these five lessons together was tedious but necessary. It was useful knowing where the students knowledge began prior to beginning the lessons. The pre-assessment provided me with information on what topics would need to be covered and which would need additional time. It was stressful knowing the students felt overwhelmed taking the pre-assessment for they were not happy taking a test on information they did not know. It was difficult to get them to understand that it would not affect their grades.

The process was not as smooth as I thought it would be because many of the students lacked the prior knowledge needed to begin the five lessons, whereas other students knew more information than I was expecting. Balancing the instructional and practice time was also difficult. Overall, the process was difficult but worth it in the end. When I saw the post-assessment results it was made clear as to why spending additional time pre-assessing the students was so important. Knowing which concepts to focus on more was key to the entire success of the process.