

RUBRIC EXAMPLES FOR ANALYSIS OF LEARNING INTRODUCTION

The two examples shown below received a “2” on the “Analysis of Learning” section of the level II Teacher Work Sample. In the “Whole Class” section of the first example, the participant provides several examples of student learning. She notes that her students followed directions and had all the elements of the bunny salad in place. However, she does not connect these activities to the learning goals, i.e., she does explain how or why her students’ behaviors convinced her the learning goals had been met. Neither does she give enough specific examples or descriptions to illustrate her students’ enthusiasm. This participant provides more detailed descriptions in her discussion of Student X and Y, but provides few connections between these descriptions of student learning and the learning goals. Please note that your discussion of student learning should always take place within the context of the learning goals.

The “Whole Class” section of the second example provides much more detailed descriptions of student learning than the first one. However, there are two structural problems with this write-up. First, it needlessly repeats many of the teaching strategies discussed earlier in “Design for Instruction” and “Instructional Decision-Making.” Second, student performance is not discussed within the context of the learning goals. Instead, the participant organizes student performance around the activities in her lesson. To reorganize, this participant should state the learning goal, then provide supporting evidence for that learning goal regardless of the activity in which students were engaged. The same difficulty is evident in this participant’s discussion of Student X and Y. While much detail is provided concerning student learning, it is not organized around the learning goals of the lesson. Since no clear connection is made between the learning goals and student learning, it is impossible to determine whether or not this participant achieved her original objectives.

THE TWO EXAMPLES

EXAMPLE 1

Analysis of Learning Results

TWS Standard

•The teacher candidate uses assessment data to profile student learning and communicate information about student progress and achievement

Whole Class: Use the assessment data you collected to draw conclusions about the extent to which the whole class attained all learning goals. Support all claims about student learning with observable data (e.g. student writing, test results, specific student comments, or observed student performances) Include samples of student work if available. (Attach these in the appendix.)

The kindergarten students seemed to grasp both lessons very well. Because most of my assessments were based on observation, one must rely on my observations to understand student learning. Every student in the class completed a bunny salad successfully with all the elements placed in the correct area. They followed directions properly and disposed

of their waste properly when finished with the activity. All of the students were enthusiastic, even if they did not like some of the elements of the bunny salad. They found joy in simply making the salad. All of the students met the learning goals I had hoped they would. This was a wonderful experience, because they were so compliant and well behaved.

The second lesson was more of a challenge to observe, because all of the students were not making the exact same things. I had to inquire about most of the stories to understand what the students were writing or drawing. We were also short on time during this lesson, so the end result was witnessed by my supervising teacher. She told me most of the students completed their stories. She even provided a follow-up activity, because we were so pressed for time. I believe most of the students reached the learning goals I had in mind, the biggest one being that they understood the concept of wordless picture books. As for their stories, I was told they did a great job, which I do not doubt. This activity was more time-consuming, but I believe the kindergarten students gained useful knowledge from the lesson.

Individuals: Select two students that represent different levels or kinds of performance. Describe what these students learned in relation to two significant learning goals, one of which must represent higher-level learning. Use specific examples of the students' work including student writing, test results, specific student comments, or your observations to draw conclusions about the extent to which these students attained the learning goals.

Student X

The student that stands out to me is a talented/gifted student who can read chapter books in kindergarten while the rest are learning how to write small words. It is obvious his cognitive level is high above most of the others in the class. I believe the bunny salad activity was fairly easy for him, but it gave him a chance to perform a task along with his fellow classmates that was fun and delicious. He met the learning goal of reading the directions to make a bunny salad instead of only looking at the illustrations. I believe he also grasped the concept that snacks can be made of healthy foods, too. He successfully met the learning goal of the wordless picture book lesson as well by handing his story in with no words, saying it was a wordless picture book. I had explained to him that he needed to provide words, so we knew the story he was trying tell. I believe by giving me a wordless picture book he showed that he fully understands the concept and purpose of them.

Student Y

Another student in the class struggles, but he is not considered learning disabled. I believe he is a little behind developmentally, so writing is a challenge for him. He excelled with the bunny salad activity completing two and eating them both. He followed the directions successfully by looking at the illustrations to help him. I believe this was key for him to complete the activity. His story to go along with the wordless picture book activity took him a longer amount of time, because writing is a challenge for him. He quickly completed his drawings first, then tackled the writing. I believe his effort was genuine, and I believe he understood the concept of wordless picture books, because he participated in the conversation about them.

EXAMPLE 2

Analysis of Learning Results

TWS Standard

•*The teacher candidate uses assessment data to profile student learning and communicate information about student progress and achievement*

Whole Class: Use the assessment data you collected to draw conclusions about the extent to which the whole class attained all learning goals. Support all claims about student learning with observable data (e.g. student writing, test results, specific student comments, or observed student performances) Include samples of student work if available. (Attach these in the appendix.)

At the beginning of my lesson, I put two different graphs on the Elmo and had the students write down two observations. They then shared their observations with their partners and decided on the two that they liked the best. I then opened up the class to share their observations. Some of the students were eager to give their observations, but others were much more timid. After a few responses, I began calling on students. From their discussion with their partners and their sharing with the entire class, I could tell that they could see the differences between the two graphs. I knew that the students were ready to discuss how they were different and what each of them was.

As we worked on the first worksheet as a class, I knew the students understood the concepts presented because of their oral responses. There were times that I would need to cue a response or even call on different students. However, they would give the correct response, or a response that engaged the other students. As I walked around, I saw some students working ahead on their worksheet. Although I had asked them not to, I could tell that they knew the information being presented and were able to answer the questions appropriately.

When we had an open discussion about the ratings of Instant Messenger and Telephone, I could see that the students were thinking mathematically. They were able to decide where most of the data would be placed on the graph and explain why. This same discussion and openness continued throughout the rest of the worksheets. I felt as if all of the students were able to answer the questions posed on the worksheet. If a student did not understand, they were not hesitant to ask. This was great because it allowed me to see how I reacted and could think off of my feet.

Looking through the students' homework worksheet, I was discouraged. It seemed as if some of the students could not make the connection from the discussion in class to the homework. However, I believe that everything on the homework was covered at least once in the lesson. I gave my lesson on a Friday, so I do not know if the time over the weekend interfered with the knowledge that they had gained and needed to complete the assignment. When I picked up the assignments, I asked each student if they had any questions, and the majority of them said no. Of the ones that did ask questions, they were

able to come up with the correct answer as soon as I offered a hint to as how to answer the question.

During the lesson, I was very pleased with the whole class learning. I felt as if the students really understood the concepts being taught and were able to answer all of the questions that were posed. I was disappointed when I looked over the homework because I do not know if it was bad instructions or just the fact that they needed more reminding of how to do some of the problems. I think possibly having the students do more individual work during the lesson could have helped them with their homework. I believe that the majority of the students did achieve my learning goals, but there were a few who did not, especially when considering the homework.

Individuals: Select two students that represent different levels or kinds of performance. Describe what these students learned in relation to two significant learning goals, one of which must represent higher-level learning. Use specific examples of the students' work including student writing, test results, specific student comments, or your observations to draw conclusions about the extent to which these students attained the learning goals.

Student X

Student X is a very complicated student. At times, this student is disruptive, and other times this student keeps quiet and to himself. As a teacher, one can never know what to expect from Student X at any particular point in the lesson. Many days, Student X would simply put his head down or doodle on his paper instead of following the lesson. For the time that I was in the classroom, I did not witness him being a disturbance to the classroom. Student X would rarely have his assignments to hand in, or they would be incomplete if he did hand them in. Student X did receive special attention from the resource teacher.

During my lesson, I noticed Student X writing things on his paper. When I would walk by his desk, he looked as if he was doing what he was supposed to be, but he kept his paper covered up. I did glance and see most of the writing was drawings and doodles. Student X kept his head down most of the time, but I did see him looking up at the things presented on the Elmo. If I walked towards Student X, I could see that he would work on the worksheet as he was asked to. He engaged in the discussion with his partner, but did not volunteer to give their observations to the entire class. Towards the end of the lesson, I noticed he did have much of the last worksheet filled in. I was impressed with this because many times he does not do the assigned work even when the class is going through it together. At the end of the lesson, I asked the students to predict what the scatter plot would look like for their class data. I specifically called on Student X because he had not participated the rest of the day. To my surprise and delight, he was able to give me the correct answer and explain why he gave that response.

It was a different story when the time came to collect the homework. As I was going around to each student to collect the homework, I asked if they had any questions. When I came upon Student X, I noticed that he did not have his assignment complete. When I asked if he had any questions, he simply said no and he did not get it finished. I asked if he wanted to finish it in the time remaining and he answered no. I could tell that he was not interested in homework and did not care if he had it completed or not. I was upset

with this because by the short conversation we had at the end of the class, I felt as if he understood the concepts he needed to complete the homework.

Student X is not one that can be motivated by encouragement or constructive criticism. Student X likes to be left alone and not told what needs to be done. This is a very difficult student to deal with in class and pertaining to homework.

Student Y

Student Y is extremely talented in mathematics, yet lacks the self-confidence to let it be known. Like Student X, she is very reserved and keeps to herself most of the time. Student Y always has her homework done on time and complete in a very neat manner. Student Y is always attentive in class and never causes distractions. From her class work and what Mrs. Balong has said, it is easy to see that Student Y is very advanced in comparison to the majority of her classmates.

During the lesson, I could tell that Student Y understood all of the concepts that were addressed. While walking around the room, I heard the discussion between her and her partner, and I was able to pick up that she knew the difference between the two graphs. However, I had to call on her in order for her to share her observations with the rest of the class. Student Y never raised her hand to give an answer, and of course she never blurted one out. If Student Y did have an answer, she would say it so softly that I could barely hear her. I would ask her to repeat herself louder in order for the class to be able to understand what she was saying.

When I collected the homework, Student Y was very concerned if she had done it correctly or not. I assured her that her completed work looked great. She did not have any questions regarding the specific problems of the homework. Student Y's homework is a perfect example of what every teacher dreams of. Her work is complete, neat, and very detailed. At times it is hard to know if Student Y understands everything in class because she is so reserved. However, her homework and responses when prompted prove that she is very gifted in mathematics.