Complete the Post-Test and Post-Assessment tables in STEP Standard 6. Then answer the questions in Standard 6 based on the assessment results.

I think this entire exercise was an eye opener for you. Many people think the pre and post testing process is a waste of time, but I always like seeing the actual numbers. Sometimes it reaffirms my opinions and sometimes I am totally surprised. On your next unit try a different technique such as a project for the final test. This could be a timeline, research report, present in front of class or peer review just to see if raises up your proficient group. That is the group you should focus on as you and the school will see greater gains.

Cindy

STEP Standard 6 - Analysis of Student Learning

Grand Canyon University: SED-490

October 14, 2018

**STEP Standard 6 - Analysis of Student Learning**

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| **Post-Test Data: Whole Class -**Once you have assessed your students’ learning on the topic, collect and analyze the post-test data to determine the effectiveness of your instruction and assessment. |

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| --- | --- | --- |
|  | **Number of Students**  **Pre-Test** | **Number of Students**  **Post-Test** |
| **Highly Proficient (90%-100%)** | 19=18% | 34=33% |
| **Proficient**  **(80%-89%)** | 32=31% | 47=46% |
| **Partially Proficient**  **(70%-79%)** | 37=36% | 19=18% |
| **Minimally Proficient**  **(69% and below)** | 15 =15%  TOTAL 103 | 3 =.03%  TOTAL 103 |

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| **Post-Test Analysis: Whole Class** |
| Based on our analysis my mentor teacher and I have come to the conclusion that 52% of the students had prior knowledge of the unit content on the Gilded Age using pre-test results. After reviewing the unit with students and working in areas that needed more attention through document based assessments the students content knowledge increased 47% in the post-test results. You are right about 52% of the students had prior knowledge. Frankly it’s unusual to have such high scores on the pre-test. With scores like that I think that would give me the clue to raise the level of content and not keep it simple or shallow. Although it seems as though there were some gains of knowledge. You may want to consider more at high school or college level content. |
| Based on the information that was gathered through pre and post-test assessments the students responded very well to the lessons that were implemented. The activity based lesson that was done helped students understand not only the content but also how to apply it in the world today. Students are now able to define 95% of the vocabulary words and terms and give explanations of the cause and effects of each term. Students who struggled were those who missed a few days into the unit and did not make up any of the work. Raising the level of content may have given greater interest to your proficient students. You will always have lower level students whether you have high level content or not. Having the students delving deeper with maybe an on-going project that is their summative assessment. Possibly a major project with required research beyond the textbook. Pairing the low and high level students on the project provides that extra support. |
| **Post-Assessment Analysis: Subgroup Selection Pre-Test -** Administer, collect, and score the pre-test. Enter data in the Table for Whole Class Pre-Test Results by LGComplete. Replace information with your information. Delete or add columns as needed by highlighting area, right click, “Delete ” or “Insert.” |
| The subgroup that was focused on in this lesson was the ELL students. I made accommodations that adheres to their learning plan which was pairing them with Spanish speaking partners and pre-writing their notes for them to take home to translate into their native language. I also gave them extra time in taking tests to help with not being able to read or write as fast as the English speaking students. |
| **Post-Assessment Data: Subgroup (Gender, ELL population, Gifted, students on IEPs or 504s, etc.)** |

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| --- | --- | --- |
|  | **Number of Students**  **Pre-Test** | **Number of Students**  **Post-Test** |
| **Exceeds** | 2 | 2 |
| **Meets** | 1 | 1 |
| **Approaches** | 1 | 1 |
| **Falls Far Below** | 1 | 1 |
| **Post-Assessment Analysis: Subgroup** | | |
| **Based on the analysis the gifted students that I have in class always exceeds in content. They usually read ahead or have such great memories that they obtain information given easily. The IEP students either meet or approach understanding some do really well when working in groups others prefer to work alone. The ELL students usually fall below but do show effort in trying to understand the content that is being presented.** | | |
| Based on the subgroup class post-test data, the area that I will need to focus most on is getting the ELL students up to speed. I will have to take more time to give them personalized instruction whether it be during class work time or after school tutoring. I will also reach out to parents to have a better understanding of student’s background and see if there is anyone at home who can help with the language barrier. The other thing I will do differently is pair them with English speaking students to help get them to speak and learn English through practice and classroom involvement. | | |

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| **Post-Assessment Data: Remainder of Class** |

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| --- | --- | --- |
|  | **Number of Students**  **Pre-Test** | **Number of Students**  **Post-Test** |
| **Exceeds** | 17 | 32 |
| **Meets** | 31 | 46 |
| **Approaches** | 36 | 18 |
| **Falls Far Below** | 14 | 2 |

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| **Post-Assessment Analysis: Subgroup and Remainder of Class** |
| According to the data that I collected in paragraph one the majority of the students stayed in the proficient category. It seemed that the students were proficient in the content and showed little improvement in the post assessment. There was some individual improvements from the pre-test for example there were 14 students in which formed all periods that were below expectations in their pre-assessment. But, after the post assessment the data showed that only 2 were still below expectations. So looking back at the data proves that students who did not know the content prior to the unit did improve through the lesson plans. |