

Part III:

Data Analysis / Interpretation: Mathematics Scores

In my class there are 16 students, 9 males and 7 females. There are a total of 4 ESOL students, 2 boys and 2 girls. There is little diversity in my mind in the class. There are 2 African American students, 1 Asian student, 1 White student and the rest of the students are Hispanic. The data that I collected from the class were the Mathematics scores from their first unit. Each of the assignments that I collected were based on a standard and objective set forth by the Maryland State Education Department. The math curriculum has become very standard based over the years, so it is important that the children are understanding and learning the objectives that the state deems important. Each assignment was graded differently with “Os” “Ss”, & “Ns”. Some of the assignments had very few questions, while others were mid – point assessments to see if the teacher had to come back and review. Based on the number of questions that each assignment asked and the number of questions the child got right, would determine their grade.

The data shows that all of the students except one that have and are receiving Ns (Needs Improvement) in math are all of the ESOL students in the class. There can be a variety of reasons for this. One major reason is that they probably don’t understand the English language as well and the language barrier that I spoke about before is becoming a problem in learning math. There could also be issues with lack of parent involvement. Math homework is something that the children get every night to reiterate the important ideas that they are learning in class. The parents probably didn’t receive a great deal of education and probably have cultural barrier like their children and cannot understand what their students are learning and

can't help them either. Another reason these children are having some problems in math could be because of the ESOL class itself. These children get pulled out of their classes during the day so the ESOL teacher can help them focus on learning and understanding the English language. These children have gotten pulled out on occasion during math time, which is a very bad time for them to get pulled. They don't learn the focus lesson that the class is learning about they have their own work to complete in their ESOL class. The problem then is that they come back into the class in the middle of a lesson and are completely lost, so the teacher usually gives them work that they have already learned just as practice. Then they are focusing on something completely different than the class and are a lesson behind, so they never really catch up. The way that the curriculum is also set up is very fast paced. The class is learning a new focus lesson everyday of the week and there isn't much time to go back and review. If a child is lost or confused and has homework on it, they go over it in class the next day but there isn't necessarily a follow up lesson that the students can review on so that they can truly understand what they were taught. There are things that can be done to prevent the lack of understanding in mathematics. Having a less fast paced curriculum would definitely help, but making sure that the ESOL children have the opportunity everyday to focus on the lessons that the other students are learning. Creating a bridge between home and school will also help these children with lower math scores. Sending home the work in Spanish might help, because most of their parents don't speak English and can be the problem.

I would have a better assessment of the students in my class if I had done a pre – assessment of the unit before hand to know what they did and didn't understand prior to learning the different topics in the unit. This would also be helpful in grouping the students in the class

into cooperative learning groups as well as making partners for the different levels of students in the class.

Collecting and analyzing this data was very helpful because it allowed me to see how the students progressed over a unit and then allowed me to look back and see where they began to have problems and see if they could have been prevented. Learning how to conditionally format a data sheet also helped me realize which students needed more help than others quickly looking at the sheet.