

Part III: Data Analysis/Interpretation

For my data project, I collected data from my second grade class at Galway Elementary School. There are 18 students in the class, 9 boys and 9 girls. The ethnic make-up of the class is 11 Black American, 2 Caucasian, 3 Asian, and 2 students from other ethnic backgrounds. I collected data from the Language Arts portion of the school day, to determine which areas the students still need help in before assessments.

As background information, I put students race and gender, to see if either were factors in certain concepts. I also noted if students were ESOL, had an IEP, or were pulled out for help from any specialists. I found the use of the comment section extremely helpful as I would write which language the ESOL students spoke, or what type of IEP students had on file, and also which specialist students go to and for what subject. Another piece of information was which reading group students are in, so that I know range of their levels that change regularly. Also, knowing the time of day the students are pulled out will be beneficial because they could be missing important class instruction time.

Once the student information was put into the spreadsheet, I wrote the name of the formative assessment and the date. In the comment section of the assignment cell I placed a description of the assignment as well as a brief grading rubric so that I can look back on this page and know what the assessments covered and how I scored them. There are a total of 6 assessments that were done throughout the first quarter related to various

language arts lessons. I graded the students based on the schools 2nd grade system which is “O” for outstanding work, “S” for satisfactory or average work, and “N” for the students has not yet reached the level we would like to see.

My goal of this sheet was to watch my students in the area of Language Arts for a quarter and see if there were any trends to watch out for during my student teaching in the Spring. Unfortunately, I am only with my students two days a week, and did not catch all of the assessments or lessons, as I would have liked to. This sheet is an overview of what was covered thus far in the semester. I then take the knowledge gained from the excel sheet and can create graphs that I can use to show administration as well as team members when strengthening the curriculum or discussing classroom trends.

Also, once I have my own class and will have all student information, and can compare data of students across all subject areas to show parents at conference time. Grade books have straight data, but when they are on paper, I have noticed it is difficult to keep track of everything, write comments, and show other team members. I found the excel sheet easier to navigate through and quicker to record information in than a paper grade book.

I found that the assignment students received the most “N” ‘s on was the Flower Power. Since there was only one student who received an “S”, students either completely understood the assignment and concepts, or completely did not understand. I also notice that there is no specific reading group that did not understand, so it would not be as beneficial to go over punctuation during reading group time. My teacher should have the Instructional assistant pull aside student # 2,8,9,12,15 and 16 and go over the worksheet and the concepts that it covers.

For the cause and effect tree, I noticed that all of the student who received an “N” are in the blue group. Also, half of the students who received an “N” are labeled as ESOL. This means Cause and effect would be a good guided reading topic for the blue group, but not for all of the groups. The teacher uses Guided reading time to address issues she noticed during running records, however, using this time to reintroduce class lessons would be a great help to these students.

I also noticed that for the Labeling assignment, there are 4 “N” grades, and 8 “S” grades and only 6 “O” grades. This shows me that Labeling should be reviewed before a final assessment as the majority of the students did below average, or average on the assignment. I can then look at the Horse labeling assignment involving a pre labeled diagram and see that students do not have difficulty reading the diagram and answering questions. They need other aspects of labeling reviewed, but not diagrams. However, looking at it in this format has allowed me to see that more clearly than if I were looking in a grade book.

If my teacher were to use an excel sheet like this, I feel that she could better track her students progress in any subject area. Applying what I have observed in Language arts will benefit the classroom when it comes time for the summative assessment. This sheet is also good for leading guided reading groups, as it can sometimes direct the teacher as to what groups need help with certain concepts. Also, when the IA comes in to help, the teacher can look at this sheet and immediately determine which students need to be pulled to work on certain things(if the problem falls across group level.)