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Part 3/Data and Analysis Interpretation

For the third and final part, I assessed the data I collected for part 2 of the project. I collected data from 19 second grade students. There are 10 boys and 9 girls. The majority of the class is Hispanic, but there are 4 African American students, 2 Asian students and 1 Indian student.

I collected data from mathematics. This data is considered "computation." The quizzes that were used for this data are to assess the students understanding of the basic facts. The first five quizzes are numbers that add up to be less than 10. The second set of quizzes is problems that add up to be more than 10. Basic facts are something that is considered to be very important at my school. The classes do a Math Olympic contest every week against another class where the students have to go head to head to see if they know there basic facts. I do not necessarily agree with this method but that is the way the school is run. These quizzes are called mad minutes. These students are given a couple minutes to answer as many basic facts questions as they can.

I took all the students grades and I used the look-up feature to help me calculate the students' grades based on the O/S/N grading scale. This is the primary scale used up to third grade at Weller Road Elementary School. I took the data I collected and I assessed it using conditional flagging. I highlighted all the students that got a 90% or above using a blue background, and I highlighted all the students that received a 70% or below using a red background.

If I were going to use this data, as a teacher, to help my students I would start out by seeing which type of problems the students would need more practice with. I would use this information to plan my warm-up lessons or mini-lessons. I could give the students flash cards to work on their problem areas, and the children who did not need help on the parts we had worked on would receive double digit addition problems. This way they could practice at home or in school during free time. I might also shorten the amount of problems during the quizzes for the students who were struggling which would give them a chance to concentrate more on the problems they were working on. I might also pair students up based on their ability so that the children who were better at the problems could explain their strategies to the students who needed help. These are just a few activities that might help students both at home and at school just using the data I collected.