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EDHD 485
ED Tech
Project 3

Data Analysis and Interpretation

I collected data on a first grade class of 15 students at Weller Road Elementary. There are 8 girls and 7 boys in the class. The majority of the children are Hispanic, but there are also two African Americans, two Asian, and three Caucasian. My class consists of three reading level groups. Four students are reading at a level 16, five are reading at a level 8, and five are reading at a level 2. The children reading at a level 2 are receiving Reading Resource, Reading Recovery, or ESOL.

I used data collected from the reading and journal writing lessons during a November Language Arts Study. A KWL chart and shared reading of non-fiction text was used to instruct the students on an animal study. At the end of each lesson, the students were to either write two questions they had before the text was read or two facts they learned about the animal after reading the text.

The data from the Reading Rubric objectives relates to the two facts or two questions each student can recall about the animal discussion or reading. The data shows that the majority of my students are reading and writing at a satisfactory level. The teacher's scoring rubric is based on the objective that each student will recall two facts or questions about the animal they are studying. If the student can recall more than two facts or questions, they receive an O (Outstanding), two facts or questions learned the student receives an S (Satisfactory), and one fact recalled the student receives an N (Needs Improvement).

As I interpreted the data, I noticed the students who scored frequent "Needs Improvement" were the students attending Reading Resource, Reading Recovery, and ESL. The majority of the students not attending Resources scored "Satisfactory". I did notice a trend in that the students reading at a level 16 were scoring "Outstanding" more frequently. The surprise with this data was represented when two of the students reading at a level two scored an "Outstanding" on the reading rubric. Because I was not the one collecting this data, I can only explain that these reading levels are constantly changing as students increase their reading skills. These reading levels reflect September data collected.

In reflecting on this data, I feel that my classroom has such a diverse population regarding the demographics and reading abilities that it is difficult to see patterns. In the next semester, I would like to collect more consistent reading and writing data. The data I gathered from just one month shows insignificant patterns; however, next semester I can collect many months of data that will show trends. This will also make it more effective when comparing data.

I am also very interested in collecting data on student math abilities. My students perform a "Math minute quiz" every Tuesday. The students answer as many number sentence addition problems as they can out of 30 problems in 60 seconds. Each week I notice that each of the students excitedly yell out that they did better than the week before. I think this type of data would be worthy of collection and offer encouragement for the students. Other types of math data that could be included would be subtraction, word problems, pattern facts, measurement facts, etc. The student's abilities in math are more consistent in my classroom.