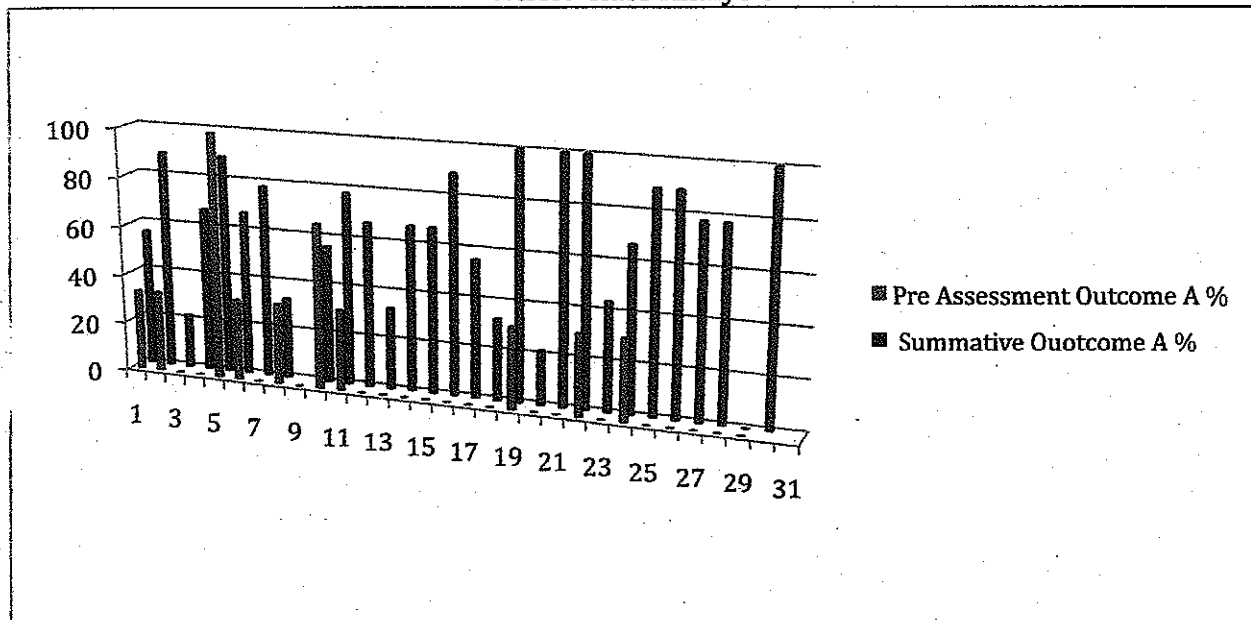


Analysis of Student Learning

Whole Class Analysis



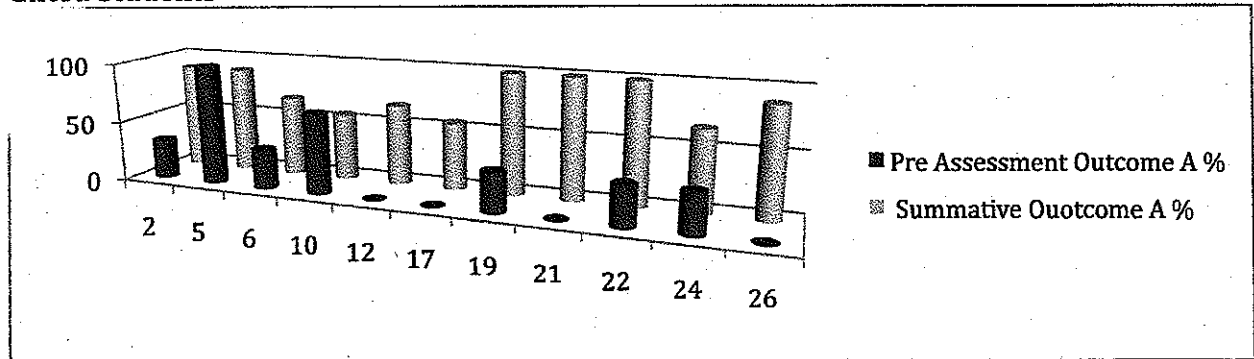
As from the graph above, the student represented by the number 1 through 31 by random design has their personal pretest and summative grade for learning outcome A. The pretest had three problems that were directly related to learning outcome A and the summative test had nine questions related to learning outcome A. From this almost every student had improvement in learning outcome A. There are two students that did not have improvement. However, if there were more questions on the pretest that addressed learning outcome A then those scores would most likely be lower and thus showing improvement. I state this because it seemed like all the questions that were answered correctly on the pretest seemed to be guesses or just happened to work out in an incorrect method.

In this class I had 12 out of 29 students obtain 77% or higher in learning outcome A. This is not exactly what I was hoping for, but seeing how this is new never before used material and it was done in such short time span that I could even lower my expectation to six out of nine correct. If I did this I would have 18 out of 29 students and 62% of this class. However, I like to hold my students to higher expectation therefore I will keep higher expectation.

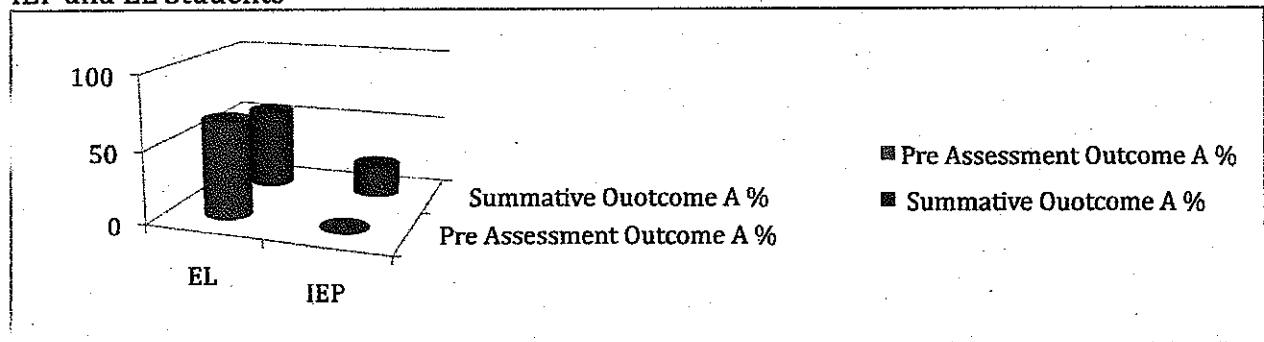
The good news though still is the improvement; several students had large increases in understanding of this content. If we could slow down the pace of material we might be able to focus more on the understanding and be able to master the material instead of blasting through it in less than two weeks. Since some students just learn slower than others it is harsh on them to learn an entire chapter of new material and be able to retain the information in such short notice. The data shows that almost every student had little to no understanding of the material during the pretest, but significantly more during the summative. There were a few that went from zero to 100 percent but others that only had 22 percent. The only pattern I could see is that students that are not absent on a regular basis did better than those that were absent.

Subgroup Analysis

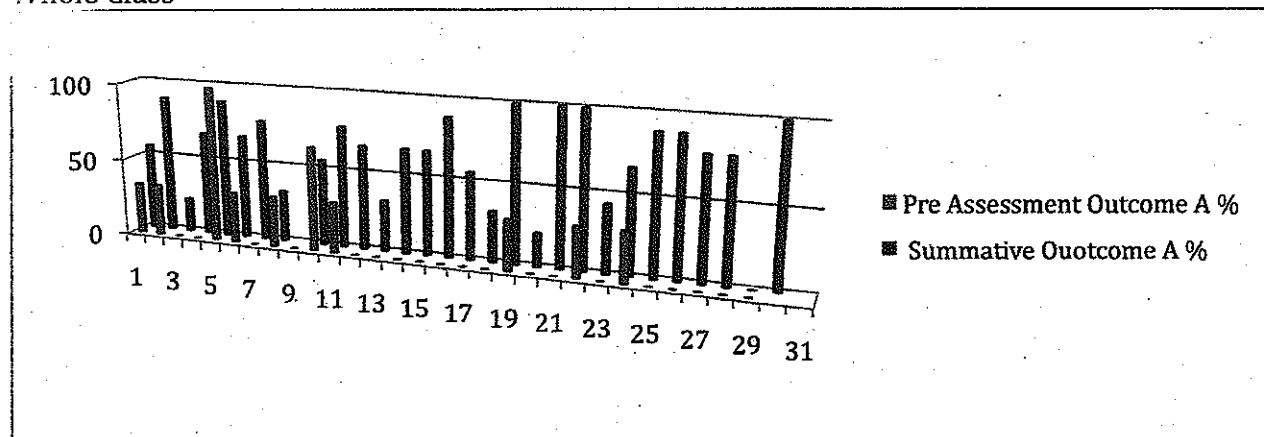
Gifted Students



IEP and EL Students



Whole Class



In the first subgroup we have the gifted students. Geometry is still in majority a tenth grade class so all of the freshmen are considered my gifted students. These students preformed slightly higher than the whole class. For the most part they were the students that were able to figure out one problem correctly on the pretest, but were lucky to get a few questions right. Also these students being the gifted students caught onto the material faster than the rest of the class with less help to add. They tend to be my motivated students that are always doing their work and participating in class. Therefore it should not be a surprise that they are higher than the average of the entire class.

Since I only have one IEP and one EL student that has not been reclassified then I grouped them together as they require more guidance. My EL student's summative score

showed close to the average of the whole class, but he was lucky on his pretest which he obtained two of three correct answers. If there were more questions on the pretest this is one of the students that would have definitely improved from the pretest to summative test.

My IEP student is very motivated he is always doing his homework and giving effort. He tends not to volunteer for questions, but I do make sure to see if he needs any help during notes. His score showed improvement from the pretest to post test, but it was not much. Unlike the EL who is a level four, he struggles more. This student is a senior and just doesn't learn as fast as anyone else in the class.

What my data shows me is that this unit needed more time. My gifted students did do well, but not as well as I expect from that group. Also with more time I could elaborate more and try finding more laymen terms or possibly help the students relate this material to something more understandable. I do need to consider other alternative approaches to help my EL and IEP students' progress, like giving them a copy of the power points so they can annotated them instead of copying every detail down. This way they can spend less time copying and more time focuses on the explanations or trying examples. Even though the vocabulary is straight forward and colored and the whole chapter is PowerPoint, the data shows that I need to put more emphasis on my EL and IEP students. I do try to make the material accessible to all of my students from how low my IEP score was and that my EL barely missed my expectation mark, I do need to modify it some more to meet all my students needs.

Reflection and Self-Evaluation

Reflection on Instruction

My entire chapter was done on PowerPoint and I do think it helped out more than handwriting everything on the white board. I also believe that if my classes were more used to different instructional strategies other than EDI and only EDI then maybe my attempts at group work and fact building would have been more successful. The PowerPoint presentations help my class put emphasis on vocabulary and important information and are less cluttered and can offer more variety in color for better distinctions between materials. As well as keeping them short, precise, and accurate, having PowerPoint slides helps me not forget any information. This means for the students that I am more reliable for the information that I am giving the students from class to class. It is also easy for me to adjust the information quickly, so I can fix errors or add content that might be useful at any time and not forget it in my next lesson.

My conclusions in my analysis of the subgroup did bring up that I might have some bias. I was not able to meet my IEP student's needs as well as I would have liked. My EL was in a suitable range even though I wish he was at the level for everyone else, but the IEP