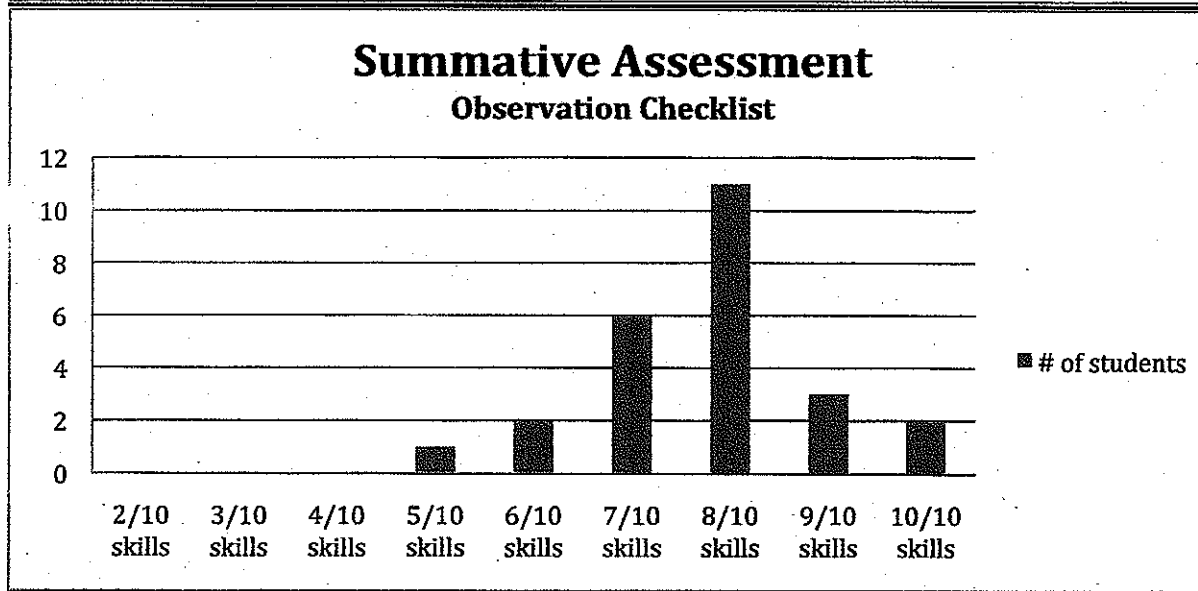
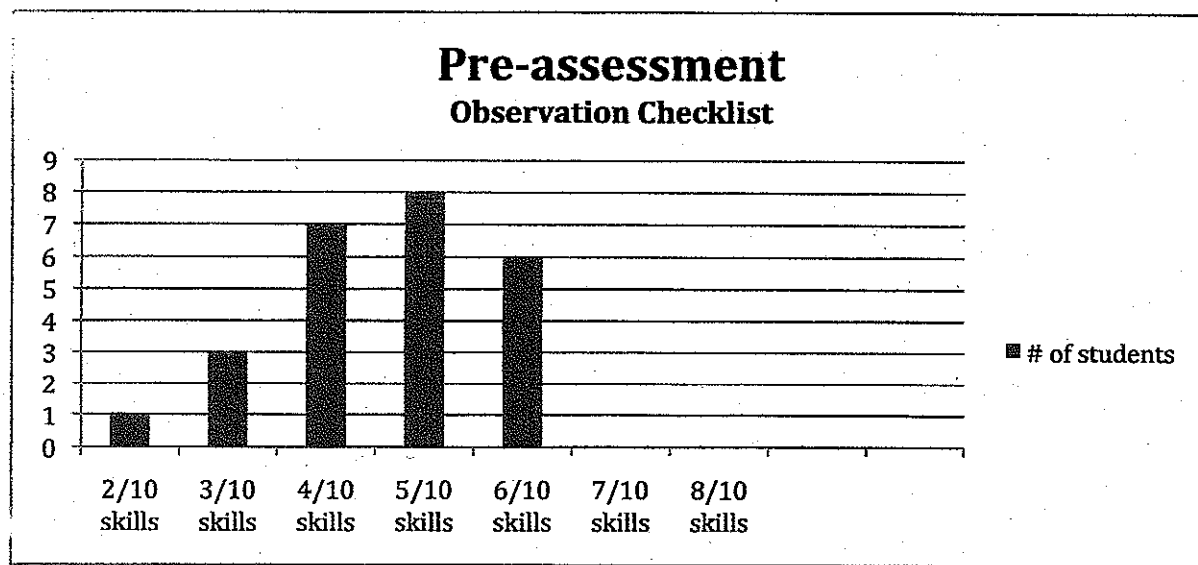


Analysis of Student Learning

Whole Class Analysis

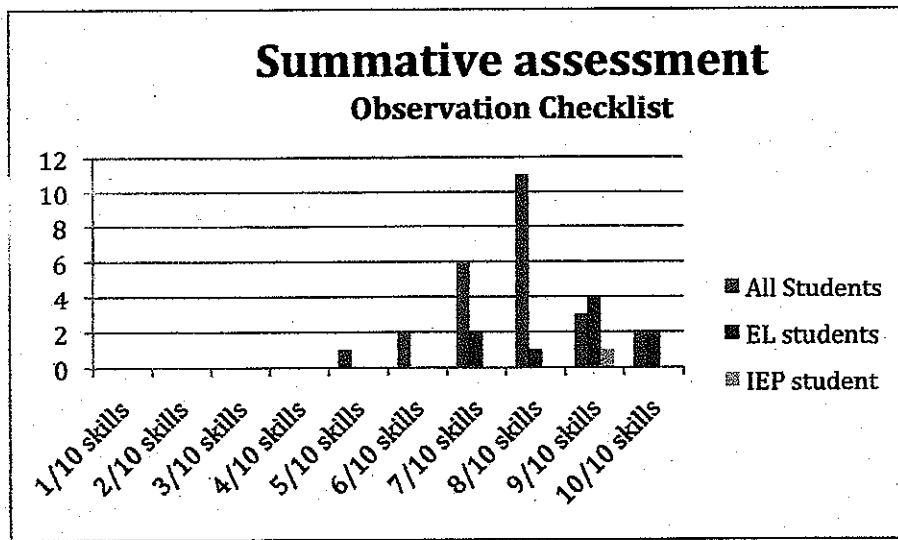
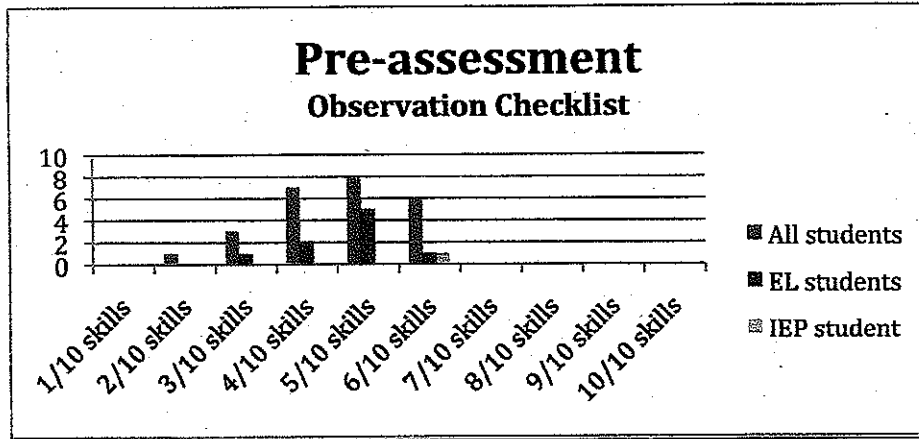
The following data shows the progress the students made in attaining one of the learning outcomes. I organized the assessment data to display how many of the skills on the observation checklist the students were performing correctly. The blue represents the number of students and the fractions represent how many of the skills the students displayed using proper form out of the ten skills listed.



The learning criterion for this learning outcome was for the students to display control of the soccer ball while dribbling, passing, trapping, and shooting. The students were required to complete various types of drills and activities utilizing these skills as they were observed. As the students were observed by their peers, they were documenting how many skills they could perform correctly. My final expectation was for 70% of the students to be able to perform at least seven of the ten skills listed successfully. As displayed in the pre-assessment data the majority of my students were performing five or less skills correctly. The summative peer assessments displayed some promising results. As a class the students had improved to perform at least two more skills correctly. Some students improved by attaining more new skills than others, yet as a class they improved at the rate expected. The summative assessment data showed that the majority of the class could perform at least seven of the skills correctly. The two skills that were most difficult for the students to attain were passing the ball in front of a teammate and keeping the ball in close proximity. As displayed in the data, and from my own observations, the class as a whole attained the desired standards for their grade level.

Subgroup Analysis

I chose to compare the learning of my English language learners and my student on an IEP to the total class data. Using the same assessment and data display I was able to discover how well the two subgroups developed their skills in comparison to the entire class.



As evident in the previous data, the students of both subgroups performed the skills as well if not better than average of the class. The class as a whole improved the skills roughly to the same degree. Rather than expect the entire class to perform all ten skills perfectly I looked for an improvement in their skill acquisition. In regards to the EL and IEP students, the data shows that their skill development was not hindered by the classification of their subgroup. On the contrary, the only student with an IEP in my class is one of the best athletes and displays proper form of soccer skills very well. He is an excellent example of a student in a subgroup performing above the average of the class. My English language students also performed the soccer skills very well. All of the EL students in my class are Spanish or Hmong speaking, but I

don't notice any problems with language barriers even though they are classified as EL's. Most of them had been playing soccer their entire lives and were very knowledgeable of basic soccer skills. In the case of this subgroup, cultural background provided them an advantage during this unit because they had the experience of playing the sport with their families. The data and observations for these subgroups has led me to the conclusion that often times certain groups of students may perform at different levels based on their background and previous experience. This conclusion supports why it is very crucial to learn your student's background, interests, and previous experiences in order to maximize their learning in your class.

Reflection and Self-Evaluation

Reflection on Instruction and Student Learning

The strategies that helped me the most during this unit included visuals and demonstrations during my instructions. When the students verbally heard the instructions and then were able to connect them to a visual stimulus they were able to retain the information and apply it affectively in activities. Throughout my past teaching experience I have instructed students that were high school level. This semester was a learning experience for me because I had never taught middle school before. My experiences taught me that I need to make the instructions equal to the level of students that I am teaching. Certain concepts and directions were easier for my students to comprehend when they were demonstrated or given a visual cue. Learning how to make instructions age appropriate is one of my goals for future units. Also,