

*The Renaissance Partnership
For Improving Teacher Quality*

Annotated Teacher Work Sample

Kindergarten Science
Oceans, Fall 2002

Annotated, January 2004.

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Contextual Factor's

Community, District and School Factors

Liddell Elementary, a year-round school near Milburn and Alluvial, has approximately 875 students. The school receives a great deal of support from the parents and community. This Central Unified school serves middle to upper socioeconomic students of which less than twenty percent receive free or reduced lunches. Less than seven percent of the students are English Language Learners. Of these students, the primary languages spoken are Spanish, Punjabi, Hmong, and Chinese. The transiency rate is about two-and-a-half percent. Liddell is in full inclusion with about eleven percent of the students having Individual Education Plans.

Displays knowledge of Community Factors.

Classroom Factors

Mrs. Fitzgeralds' classroom is large with an area for story time, floor time, and tables for centers. This a.m. kindergarten class spends about half of its time at the tables for small group activities and half on the floor for whole group instruction. There are no computers in the classroom but the students visit the computer lab about twice a month.

Addresses classroom features.

Classroom management is handled by creating classroom rules at the beginning of the school year. If a student misbehaves he or she receives a warning from the teacher. If he or she continues to misbehave he or she is placed in time-out. The class, as a whole or individually, may also lose recess time. If the class becomes too loud the teacher turns out the lights or raises her hand and counts down from five.

Parent involvement is high in this classroom. There is usually at least one volunteer in the classroom each day. Parents also attend field trips, back-to-school night, and help with class projects.

Student Characteristics

Describes individual student characteristics.

The students in Mrs. Fitzgerald's class are active and confident kindergartners. The class consists of thirteen boys and six girls. One student is repeating kindergarten and remains the lowest student in class. The remainder of the students are on track to meet the kindergarten benchmarks. Several students in the class are above average in all subject areas. There are two English Language Learners who are now both fluent in English. One boy in class has had difficulty with his fine motor skills, but has shown much improvement since the beginning of the year.

What evidence supports these findings?

Needs to address prior learning and learning styles of students.

Instructional Implications

To create a unit that is developmentally appropriate for kindergartners and aligned with the class schedule, it will be taught in both whole class and small group settings. The availability of parent volunteers will enable some instruction to occur during center time. The activities will be varied in an attempt to take advantage of the students' multiple intelligences.

To accommodate the developmental stage of the students, realia, a sand table, pictures and examples of ocean life will be used. The pre and post-assessments will be done one-on-one with the teacher and will consist of student dictation, picture classification and a phonemic spelling activity.

The teacher will work in small groups or individually with students that need explicit instruction in classification or phonetic spelling. In addition, the lower students will be paired up with buddies during writing activities. The use of realia, ocean pictures and a fish model will help to create the necessary background knowledge for all of the students. An ocean text set will be available for students that finish an activity early or want more information on an ocean topic.

Specific Instructional Implications were provided.

Learning Goals

Appropriate number (3) of goals for kindergarten. They are challenging, varied, and appropriate.

This unit focuses on animals and people that can be found at the ocean. It is taught as a kindergarten science unit. There are three learning goals for this unit that are aligned with Central Unified School District's Life Sciences, Language Arts, and Mathematics kindergarten standards.

Learning goal one (LG1) states that students will identify the major parts of a shark, whale, fish, sea horse, octopus, scuba diver, fisherman and swimmer. This learning goal ties to the kindergarten Life Science Standard 2.a., which states the student will demonstrate an understanding that different types of plants and animals inhabit the earth. As a basis for understanding this concept, students know how to identify major structures of common plant animals.

Goals are aligned with state standards. Include standards for science, language arts and math!

Learning goal two (LG2) states that students will use pre-phonetic spelling knowledge to label people and animals at the ocean. This learning goal ties to the Language Arts Written Language Standard 1.2 which states the student will spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names. The integration of language arts with the study of ocean animals will help to strengthen reading and writing skills.

Learning goal three (LG3) states that students will identify, sort, and classify characteristics of people and animals at the ocean. This learning goal ties to the Mathematics Algebra and Functions Standard 1.1 which states the student will identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group.

Bloom's Taxonomy and Gardner's Multiple Intelligences have been incorporated into the learning goals of this unit. Linguistic, Intrapersonal, Interpersonal, Logical-Mathematical,

Visual-Spatial, and Bodily-Kinesthetic intelligences are included in the teaching and assessment of this unit. The learning goals take into account a range of educational objectives including knowledge, comprehension, and application.

Describes types and levels of learning goals.

The three learning goals for this unit on ocean animals are appropriate to the students' development. The students have some background knowledge of mammals and pre-phonetic spelling, but have not been taught the specific characteristics of ocean animals. The learning goals are also appropriate because they reflect the grade level standards for the district.

Students have appropriate prerequisite knowledge for these learning goals.

Assessment Plan

Great assessment model for kindergarten.

The assessment plan for this unit on animals and people of the ocean includes pre-assessment, formative assessments for each lesson and a post assessment.

The pre and post-assessment tests will be aligned with the learning goals. The tests will be made up of three sections to assess each of the learning goals for this unit. The teacher will administer the test individually to each student because of the students' developmental level. The teacher will give the directions to each student by saying, "In the first part, I will show you a picture of an ocean animal or person and name it. You will write the word by listening to the sounds that you hear. In the next part, I will point to a part of an ocean animal and if you know what the part is called name it. Finally, I will lay out all of the picture cards of the ocean animals and people. I will ask you a question and you pick up the cards that you think will answer the question. You can pick up more than one card for each question."

Adaptations will be made for lower level students and those that have trouble keeping on task. For question number three of the spelling section, higher students will be asked to spell "scuba diver" while lower students will be asked to spell "diver". Students that have trouble writing all eight words in a row will be able to split up the test. They may spell three words then work on dictating the body parts or sorting animals and then return to the spelling portion.

Good adaptations

The first learning goal states that students will identify the major parts of a shark, whale, fish, sea horse, octopus, scuba diver, fisherman and swimmer. Question nine (Q9) through question sixteen (Q16) will be used to assess this learning goal

Learning goal two (LG2) states that students will use pre-phonetic spelling knowledge to label ocean animals and people. The students will be asked to phonetically spell each of the

Were these students mentioned in the Context?

Alignment of assessments with Learning Goals.

eight ocean animals and people studied in this unit. Question one (Q1) through question eight (Q8) will be used to assess this goal.

Alignment of assessments with Learning Goals.

Learning goal three (LG3) states that students will identify, sort, and classify characteristics of people and animals at the ocean. Question seventeen (Q17) through question twenty-one (Q21) will be asked to assess this learning goal.

Q9 through Q16 is worth forty points. To meet LG1 students must have twenty-eight out of forty points correct. Q1 through Q8 is worth forty points. To meet LG2 students must have twenty-eight out of forty points correct. Q17 through Q21 is worth forty points. To meet LG3 students must have twenty-eight out of forty points correct.

Criteria for judging student performance is given.

Each lesson in this unit will have criteria for formative assessments. Lessons one, five, six and seven will be aligned with the first learning goal. Their assessments will occur by verifying the accuracy of identifying parts of fish costume and circling and identifying the parts of the ocean animals used for breathing, and swimming. Lessons two through four will be aligned with the second learning goal. Their assessments will include verifying the accuracy of spelling the /sh/ sound in shell, shark, fish, and fisherman and the /er/ sound in swimmer, diver, and fisherman and the ability to match names of ocean people and animals to their pictures. Lessons eight through ten will be aligned with the third learning goal. These assessments will include verifying the accuracy on a Venn Diagram that compares fish and people at the ocean and the ability to self-sort cards of ocean animals and people by specific characteristics.

Adaptations for low students will include using realia and visuals, hands-on activities, working in small groups, and having small group practice sessions with teacher.

Learning Goal 3 Students will identify, sort and classify characteristics of people and animals at the ocean.	Pre-Assessment	Students will be shown a picture of a shark, whale, fish, seahorse, octopus, scuba diver, fisherman and swimmer. The teacher will ask the student a question and ask the student to sort the pictures based on the question (i.e. Which ocean animals have fins.)	Pictures will be used because of developmental level of students.
	Formative Assessment	Lessons 8,9, 10 will be aligned with Learning Goal 3. Verify accuracy on Venn Diagram that compares fish and people at the ocean, ability to self-sort animal cards by specific characteristics, and discussion of ocean animal movie.	Provide realia and hands on activities. Have lower students practice activities in small groups with teacher.
	Post-Assessment	Students will be shown a picture of a shark, whale, fish, seahorse, octopus, scuba diver, fisherman and swimmer. The teacher will ask the student a question and ask the student to sort the pictures based on the question (i.e. Which ocean animals have fins.)	Pictures will be used because of developmental level of students.

How will you track individual student performances? Would a checklist be helpful?

Use of table as visual organizer helps to make Assessment plan clear!

Be sure to include copies of all assessments, prompts, rubrics, and student directions.

Name Key

Ocean Unit

Look at the pictures and spell the names of the ocean animals.

1. Shark

2. Sea horse

3. (Scuba) diver

4. Swimmer

5. Whale

6. fisherman

7. fish

8. Octopus

Name parts of the following ocean animals.

9) 1) Shark

eye, fin, tail, flippers, gills, mouth

10) 2) Seahorse

eye, fins, gill, tail, mouth, scale

11) 3) Scuba Diver

Oxygen tank, goggles, air, legs flippers

12) 4) Swimmer

goggles, hat, arms, mouth

13) 5) Whale

eye, tail, flippers, blowhole, fin

14) 6) Fisherman

hat, fishing pole, vest, arm

15) 7) Fish

eye, fin, tail, gills, mouth, scales

16) 8) Octopus

eyes, head, ^(legs) arms, gills, suction cups (suckers)

1) Which of these ocean animals have gills?

① ② 3 4 5 6 ⑦ ⑧

2) Which of these ocean animals have fins?

① ② 3 4 ⑤ 6 ⑦ ⑧

3) Which of these ocean animals have arms?

1 2 ③ ④ 5 ⑥ 7 ⑧

4) Which of these ocean animals lay eggs?

① ② 3 4 5 6 ⑦ ⑧

5) Which of these ocean animals have lungs?

1 2 ③ ④ ⑤ ⑥ 7 8

Design for Instruction

Results of Pre-assessment

Based on the pre-assessment results of Q9 through Q16, it is evident that the students need instruction in order to achieve LG1. This learning goal states that students will identify the major parts of a shark, whale, fish, sea horse, octopus, scuba diver, fisherman and swimmer. Only three students met the learning goal by scoring at least twenty-eight out of forty possible points. As expected, the students were better able to identify the parts of the scuba diver, fisherman and swimmer than the other ocean animals.

The students were slightly more successful with Q1 through Q8, which assessed LG2. This learning goal states that students will use pre-phonetic spelling knowledge to label people and animals at the ocean. Seven of the seventeen students taking the pre-assessment did not meet the learning goal by scoring at least twenty-eight out of forty points. Students seemed to have the most difficulty writing the medial sounds, the /sh/ sound and the /er/ sound. Three students had difficulty identifying more than a few sounds in each word.

The results of Q17 through Q21 indicate that students need additional instruction with LG3. This learning goal states that students will identify, sort, and classify characteristics of people and animals at the ocean. Eight out of seventeen students did not meet this learning goal by scoring at least twenty-eight out of forty points. The range of scores was not as great with this section which may indicate that the students may have similar background knowledge from which to build from.

It is evident from the pre-assessment that the students need additional instruction on the people and animals at the ocean. They appear to have some background on this topic but are often confusing the characteristics of each animal. The greatest range of scores occurs with

Describes student performance based on criteria set for each learning goal.

Should there be a modification for the 10 students who did meet the goal?

Gives one idea of how performance on pre-assessment will guide instruction. **What are other implications?**

LG2, which states that students will use pre-phonetic spelling knowledge to label people and animals at the ocean. It is evident that some students are better able to record the sounds that they hear than others are. Some of the students may also have background knowledge of these ocean words.

Unit Overview

My unit on the people and animals at the ocean will be made up of lessons. I will begin the unit with the initiation activity of dressing in a fish costume and having a read aloud of an ocean book. This kickoff lesson will get the students interested in studying about the ocean and will tie to LG1. After the read aloud, the teacher will point to parts of the fish's body and discuss their names and functions. My next three lessons will focus on LG2; lessons five through seven will tie to LG1 and lessons eight and nine will align with LG3.

My final lesson, the culmination, will be an ocean movie that celebrates the student's learning. This activity will tie to both LG1 and LG3. The video will provide the students with an opportunity to see ocean animals in a realistic habitat. It will also help reinforce the major parts of the ocean animals and how to classify the animals by characteristics.

Activities

How Ocean Animals and People Breathe

Relates to Learning Goals and Pre-Assessment.

Variety of instructional strategies.

This activity is aligned with learning goal one and should help students identify the major parts of ocean animals and people. On the pre-assessment, only one student identified the blowhole as a body part on the whale, and very few identified the gills on the other ocean animals. This hands-on activity uses visual aids that are developmentally appropriate for this kindergarten class. It also allows the students to work in pairs to help strengthen language development and help lower level students succeed. After a discussion of how different ocean

animals and people breath, the students will use wikki stix to circle the part of the body on their picture that the animal uses to breathe. The materials needed for this activity include laminated pictures of a fish, shark, whale, octopus, seahorse, swimmer, diver, fisherman and wikki stix. I will assess learning by observing that each pair correctly circles and states the part of the body used for breathing.

Spelling of "sh" Blend

This activity ties to learning goal two and should help the students spell the ocean people and animals phonetically. In reviewing the pre-assessment, I found that almost half of the students spelled the "sh" blend incorrectly. Some of these students spelled the sound with just the letter "s" and others with just the letter "h". This lesson will focus on the "sh" blend, but expose all of the students to the spelling of such words as shell, fish, fisherman, and sha

Variety of instructional strategies.

Visuals will be used to provide the students with a concrete example of each word. After guided practice with the "sh" blend, each student will write the words shell, fish, fisherman and shark on their white boards. The materials needed for this activity include pictures of a shell, shark, fish, and fisherman, whiteboards for each student, dry erase markers and erasers. Assessments will be done by verifying that the students have spelled the "sh" blend correctly for each of the words.

Fish and People Venn Diagram

This activity is aligned with learning goal three and will address the similarities and differences between people and fish. On the pre-assessment, almost half of the class did not meet this learning goal. Many students had difficulty sorting the attributes that were specific to fish and mammals. The students were introduced to mammals earlier in the year but need additional reinforcement on the differences between fish and mammals. The lesson will begin

List of materials were provided for all activities.

by explicitly teaching the students about the three parts of the Venn diagram. As kindergartners, the students have not yet been exposed to this format. After guided instruction, students will identify which part of the diagram to place words such as "fin", "tail", "mouth", "nose", "gills", "arms", "swim" and "eggs". The materials needed for this activity includes butcher paper with a large Venn diagram drawn on it and a marking pen. Assessment will be done by verifying that the whole class identified at least ten body parts and behaviors of people and fish found at the ocean.

Variety of instructional strategies.

Technology

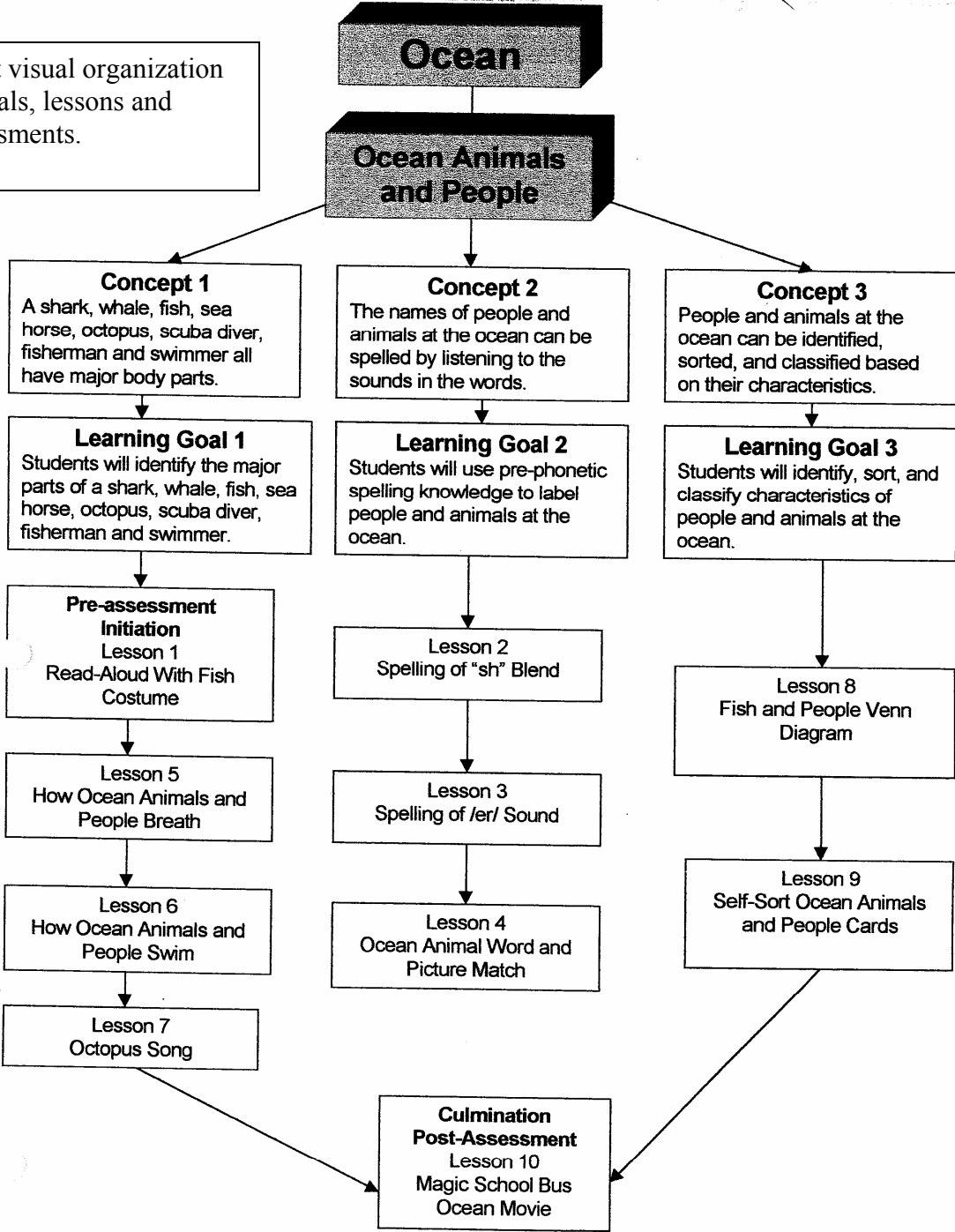
How will you track individual performances?

Technology was used throughout the planning and implementation of this unit. The Internet was used to gather background knowledge and lesson plan ideas. The culmination lesson of the unit will use video technology to show a movie about the ocean. This visual representation is a good way to provide the students with a lot of information in an interesting way. Students will not use computers in this unit because there are none available in this kindergarten classroom.

Due to Contextual factor of no technology available in the classroom, use of a video will be accepted. Available technology was utilized.

No student work was provided. For kindergarten, hands-on activities consider photographing the manipulatives, including copies of the pictures the students will be sorting and photos of the students working. Photos can be taken from behind so not to show faces and therefore students can not be identified.

Great visual organization of goals, lessons and assessments.



Comprehensive, interdisciplinary, thematic unit!
Would realistic time constraints allow this many class periods to be devoted to one theme?

Instructional Block Plan Week 1

Mon. 6-24-02	7:35-7:50 Math Stations A. Addition Fish B. Playdough Octopus C. Write # to 30 D. Sort Shells	7:50-8:00 Announcements over intercom, flag salute, song, role.	8:00-8:30 Initiation – Read Ocean book and dress in fish costume (LG1) Explain Centers	8:30-9:30 Centers A. Ocean Listen Center B. Ocean Book – Fish page C. Oscar the Octopus book D. Benchmark	9:30-9:40 Sharing and Calendar	9:40-10:00 Showed students models of various ocean animals	10:00-10:30 Snack and Recess	10:30-10:50 Storytime – Read Ocean book	10:50-11:00 Prepare for Dismissal
Tues. 6-25-02	Math Stations A. Addition Fish B. Playdough Octopus C. Write # to 30 D. Sort Shells	Announcements over intercom, flag salute, song, role	Spelling of "sh" Blend lesson (LG2)	Centers A. Ocean Listen Center B. Ocean Book – Fish page C. Oscar the Octopus book D. Benchmark	Sharing and Calendar	Free Choice Time	Snack and Recess	Storytime – Read Octopus book	Prepare for Dismissal
Wed. 6-26-02	Math Stations A. Addition Fish B. Playdough Octopus C. Write # to 30 D. Sort Shells	Announcements over intercom, flag salute, song, role	Spelling of "er/ Sound lesson (LG2) Explain Centers	Centers A. Ocean Listen Center B. Ocean Book – Squid page C. Foldout Book D. Benchmark	Sharing and Calendar	How Ocean Animals and People Breath lesson (LG1)	Snack and Recess	Storytime Continue reading Octopus book	Prepare for Dismissal
Thurs. 6-27-02	Math Stations A. Addition Fish B. Playdough Octopus C. Write # to 30 D. Sort Shells	Announcements over intercom, flag salute, song, role	Ocean Animal Word and Picture Match Lesson (LG2)	Centers A. Ocean Listen Center B. Ocean Book – Squid page C. Foldout Book D. Benchmark	Sharing and Calendar	Octopus Song (LG1)	Snack and Recess	Storytime Read Rainbow Fish Book	Prepare for Dismissal
Fri. 6-28-02	Math Stations Manipulative	Announcements over intercom, flag salute, song, role	Shared Reading of Octopus Fun Book poem Explain Centers	Centers A. Octopus Fun Book B. Sandtable-5 Senses C. Ocean Book – Starfish page D. Benchmark	Sharing and Calendar	Reading Buddies	Snack and Recess	Storytime Read Rainbow Fish II Book	Prepare for Dismissal

Instructional Block Plan Week 2

	7:35-7:50	7:50-8:00	8:00-8:30	8:30-9:30	9:30-9:40	9:40-10:00	10:00-10:30	10:30-10:50	10:50-11:00
Mon. 7-01-02	Math Stations A. Rhythm In The Waves B. Whale Take Away C. Sort Shells D. Ocean Floor Puzzle	Announcements over intercom, flag salute, song, role.		Centers A. My favorite Ocean animal B. Ocean Book – Seahorse page C. Ocean Book – Crab page D. Benchmark	Sharing and Calendar		Snack and Recess	Storytime	Prepare for Dismissal
Tues. 7-02-02	Math Stations A. Rhythm In The Waves B. Whale Take Away C. Sort Shells D. Ocean Floor Puzzle	Announcements over intercom, flag salute, song, role	Shared Writing of Ocean Animal Words. Review "sh" Blends and /er/ Sound (LGz)	Centers A. My favorite Ocean animal B. Ocean Book – Seahorse page C. Ocean Book – Crab page D. Benchmark	Sharing and Calendar	How Ocean Animals and People Swim lesson (LG1)	Snack and Recess	Storytime	Prepare for Dismissal
Wed. 7-03-02	Math Stations A. Rhythm In The Waves B. Whale Take Away C. Sort Shells D. Ocean Floor Puzzle	Announcements over intercom, flag salute, song, role	Math Stations A. Rhythm In The Waves B. Whale Take Away C. Sort Shells D. Ocean Floor Puzzle	Centers A. American Listening Center B. A Beach Day Sand Art Project C. Flag Book D. Benchmark Ocean Book – Sea Shell page	Sharing and Calendar	Fish and People Venn Diagram lesson (LG3)	Snack and Recess	Estimation Jar Firecracker Clap Pass out shells	Prepare for Dismissal
Thurs. 7-04-02	Holiday	X	X	X	X	X	X	X	X
Fri. 7-05-02	Holiday	X	X	X	X	X	X	X	X

Instructional Block Plan Week 3

Mon. 7-01-02	7:35-7:50 Math Stations	7:50-8:00 Announcements over Intercom, flag salute, song, role.	8:00-8:30	8:30-9:30 Centers	9:30-9:40 Sharing and Calendar	9:40-10:00	10:00-10:30 Snack and Recess	10:30-10:50 Storytime	10:50-11:00 Prepare for Dismissal
Tues 7-02-02	Math Stations	Announcements over Intercom, flag salute, song, role	Review of Ocean Animals and People (LG1, LG2, LG3)	Centers	Sharing and Calendar	Self-Sort Ocean Animals and People Cards lesson (LG3)	Snack and Recess	Culmination - Magic School Bus Ocean Movie (LG1, LG3)	Prepare for Dismissal

Instructional Decision-Making

Modification One

During my teaching of the Spelling of "sh" Blend lesson, I assessed student learning by having the class write the /sh/ sound in the words shell, shark, fish and fisherman. Even after explicit instruction and guided practice, four students spelled the /sh/ sound as "h". During the lesson, I worked with the students to correct their spelling.

Description of student learning.

Due to these students' continued misspelling of the /sh/ sound, I decided that additional review was necessary. Each time I did a shared writing I would stress the /sh/ sound. In addition when I taught the Spelling of the /er/ Sound lesson I began by reviewing the /sh/ sound. I also decided to work with these students during small group instruction to practice the spelling of this sound.

How was this instruction adapted?

Why did you think this would improve their performance?

Modification Two

As I taught the students the Octopus Song words and hand gestures, I found that the students really enjoyed this activity. My lowest student in the class, who had been held back last year, was actively engaged in the lesson. After learning the words, we talked about the different body parts of the ocean animals in the song. As I made the hand gestures, I asked the lowest student why the humongous whale was spouting water. He was able to tell me that the whale was breathing from his blowhole. From my observations of this student and others, I realized that the hand gestures helped the students to remember the ocean animals' body parts and understand their functions.

Description of student response. Note, the response can be positive!

As a result of these observations, I decided to incorporate hand gestures into my How Ocean Animals and People Swim lesson. I felt that using this bodily-kinesthetic activity would help the students remember the body parts and their functions. In this lesson, I compared the

Instructional Adaptation and explanation of why it would improve student progress.

way the fish and shark's tails move with how the whale's tail moves. I used hand gestures to demonstrate that the fish and shark's tail move side to side and the whale's tail moves up and down. I then had the students make the gestures with me. Later in the lesson, I asked the students how each animals' tail moved and they were all able to demonstrate using the appropriate hand gestures.

Analysis of Student Learning

Whole Class

Charts 1, 2 and 3 display the student's pre and post assessment results that relate to the unit learning goals. Graph 1 summarizes the assessment of LG1, Graph 2 shows the results of LG2 and Graph 3 depicts the results of LG3. Five of the students' scores could not be used to show growth because the students were absent for one of assessments.

Good to explain lack of data.

It is evident from the data that the class greatly improved their scores on the LG1 questions. On the post-assessment, all fifteen of the students who took the test met this learning goal. This is a great improvement from the pre-assessment in which only three students met the goal. On the pre-assessment the mean score was 24.5 and the range of scores was sixteen to thirty-one. In comparison, on the post-assessment the mean score was 36.86 and the range was thirty-one to forty. Two students received a perfect score on this section of the assessment.

The data for LG2 also shows that some growth occurred. The growth in this area is not as great as in LG1, however. On the pre-assessment ten students met this learning goal. On the post-assessment fourteen out of fifteen students met this learning goal. The mean score of the pre-assessment was 28.14 while the mean score of the post-assessment was 30.64.

The data for LG3 illustrates that growth occurred for this learning goal. On the post assessment, again all fifteen of the students who took the test met this learning goal. On the pre-assessment nine students did not meet the goal. On the pre-assessment the mean score was 28.93 and the range of scores was twenty-five to thirty-four. On the post-assessment the mean score was 37.64 and the range was thirty-four to forty. Four students received a perfect score on this section of the assessment.

Specific, number of students and measurable terms are provided to describe student progress towards the

Be cautious of using general terms when describing student performance.

Subgroups

I chose gender as the subgroup I would use to form a comparison of the LG1 assessment results. I wanted to determine if there was any gender bias evident in teaching of this unit. The class consists of six girls and thirteen boys and I wanted to find out if this uneven ratio had any impact on the learning of either gender group. Chart 4 shows the results of the two subgroups on the pre and post-assessments. All of the students met the learning goal on the post-assessments.

Provided rationale for choice of subgroup.

Provided summary of learning for this subgroup.

The mean score of the females' pre-assessment was 25.8 and their mean post assessment score was 37.2. In comparison, the males' pre-assessment mean was 23.78 and the post-assessment mean was 36.67. By looking at growth over time it is apparent that that the females increased by 11.4 points and the males increased by 12.89 points. As a result, it appears that while the males had lower scores initially, they were able to learn slightly more than the females. Because the two scores are so similar, I do not feel that gender bias occurred in the teaching. In addition, the uneven ratio between the males and females did not seem to be an advantage or disadvantage for either group.

Individuals

I chose student number 8 and student number 12 to compare individually. I chose these students in order to compare the learning of a student that scored high on the pre-assessment, student 8, and a student that scored low, student 12. I wanted to ensure that I was able to create learning opportunities for both high and low students.

Provided rationale for choice of individuals.

On the pre-assessment, student 8 met all three learning goals by scoring a thirty-one out of forty for LG1, a thirty-two out of forty for LG2, and a thirty out of forty for LG3. Throughout his formative assessments he demonstrated mastery of the lesson objectives. On

the Spelling of "sh" Blend lesson he correctly wrote the "sh" sound in all of the words given.

On the How Ocean Animals and People Breath lesson he circled and named the blowhole of his whale picture. For the Self-Sort of Ocean Animals and People lesson he correctly stood up four times when characteristics of his octopus were given.

On the post-assessment, student 8 increased his scores for all three learning goals. He scored thirty-eight out of forty for LG1, thirty-four out of forty for LG2, and forty out of forty for LG3. As a result, he increased his overall score by nineteen points from his pre-assessment.

Provides detailed summary of learning of individuals.

On the pre-assessment student 12 did not meet any of the learning goals. He scored a twenty-one out of forty for LG1, a twenty-five out of forty for LG2, and a twenty-five out of forty for LG3. Throughout his formative assessments he showed interest in the lessons and met all but two of the lesson objectives. On the Spelling of "sh" Blend lesson and the Spelling of the /er/ Sound lesson he was not able to write the "sh" blend or the /er/ sound for all of the words given. After additional practice, however, he mastered the spelling of the "sh" blend. On the How Ocean Animals and People Breath lesson he circled and named the gill of his shark picture. For the Self-Sort of Ocean Animals and People lesson he correctly stood up three times when characteristics of his fish were given.

On the post-assessment, student 12 greatly increased his scores and met all three learning goals. He scored thirty-five out of forty for LG1, thirty out of forty for LG2, and thirty-six out of forty for LG3. As a result, he increased his overall score by thirty points from his pre- assessment.

From the increase in both students' post-assessment scores and their generally successful formative assessments, I believe both students learned. Both the student that scored low on the pre-assessment and the one that scored high increased their performance

and met the learning goals on the post-assessment. Based on the data, it appears that this Ocean Animals Unit successfully taught students that pre-tested both high and low.

Learning Goal One - Pre and Post Assessment Chart 1

Student	LG1 Pretest	LG1 Posttest
1	24	34
2	16	31
3	30	38
4	26	40
5	x	x
6	23	39
7	22	x
8	31	38
9	26	37
10	x	39
11	25	37
12	21	35
13	26	38
14	28	39
15	27	34
16	22	40
17	18	36
18	21	x
19	22	x
Total	408	555
Mean	24.5	36.86
Range	16 to 31	31 to 40
Growth		
A. Range	Increased by 3	15
B. Average	Increased by 3	12.36

Charts are clear and accurate.

Learning Goal Two - Pre and Post Assessment Chart 2

Student	LG2 Pretest	LG2 Posttest
1	22	29
2	30	32
3	18	33
4	33	31
5	x	x
6	31	31
7	18	x
8	32	34
9	24	25
10	x	31
11	30	31
12	25	30
13	33	35
14	29	28
15	30	30
16	30	32
17	27	28
18	31	x
19	9	x
Total	452	460

Data is provided for each Learning Goal.

Mean 28.14 30.64

Range 18 to 33 25 to 35

Growth

A. Range Increased by: 7

B. Average Increased by: 2.5

Learning Goal Three - Pre and Post Assessment
Chart 3

Student	LG3 Pretest	LG3 Posttest
1	34	38
2	27	34
3	28	38
4	27	39
5	x	x
6	31	36
7	26	x
8	30	40
9	31	37
10	x	40
11	28	39
12	25	36
13	27	36
14	33	40
15	25	40
16	33	38
17	26	36
18	33	x
19	25	x
Total	489	567

Mean 28.93 37.64

Range 25 to 34 34 to 40

Growth

A. Range Increased by : 9

B. Average Increased by : 8.71

Interpretation of this data was meaningful and appropriate.

**Learning Goal One - Pre and Post Assessment
Comparison by Gender Chart 4**

Female Students	LG1 Pretest	LG1 Posttest
1	24	34
3	30	38
5	0	0
6	23	39
9	26	37
13	26	38
Total	129	186

Mean 25.8 37.2

Range 23 to 30 34 to 39

Growth

A. Range Increased by : 11

B. Average Increased by : 11.4

Chart of sub-group data.

Male Students	LG1 Pretest	LG1 Posttest
2	16	31
4	26	40
7	22	0
8	31	38
10	0	39
11	25	37
12	21	35
14	28	39
15	27	34
16	22	40
17	18	36
18	21	0
19	22	0
Total	279	369

Mean 23.78 36.67

Range 16 to 31 31 to 40

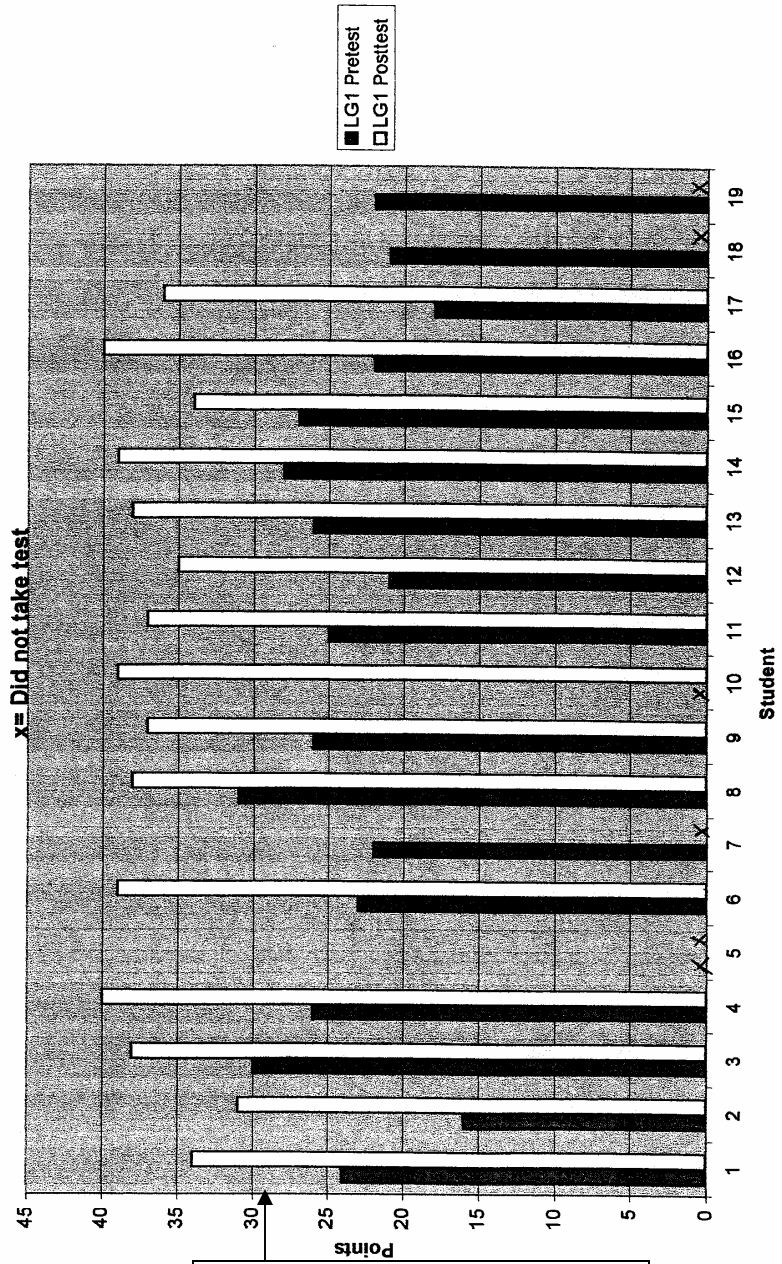
Growth

A. Range Increased by : 15

B. Average Increased by : 12.89

Pre and post assessment data is provided for every student for each Learning Goal.

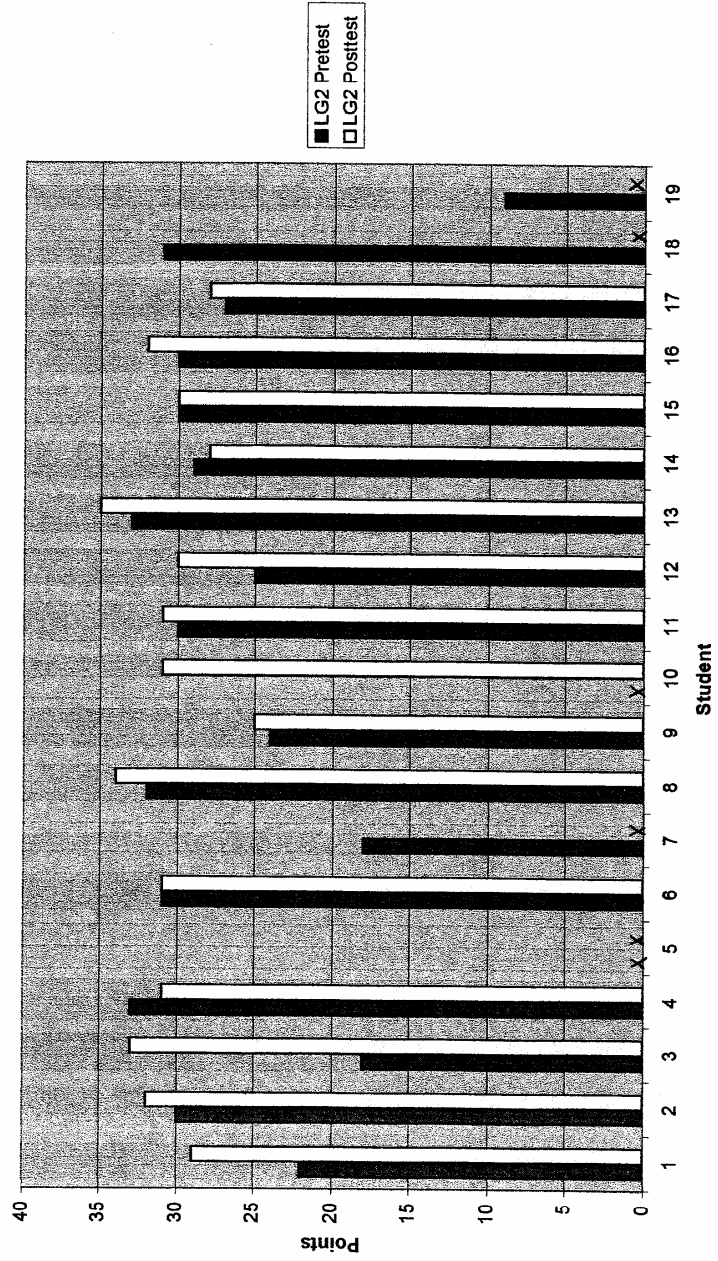
Learning Goal One Pre and Post-Assessment Comparison Graph 1



Is helpful when criteria for mastery of goal is indicated on the chart. For example, indicate 28 points constitutes mastery.

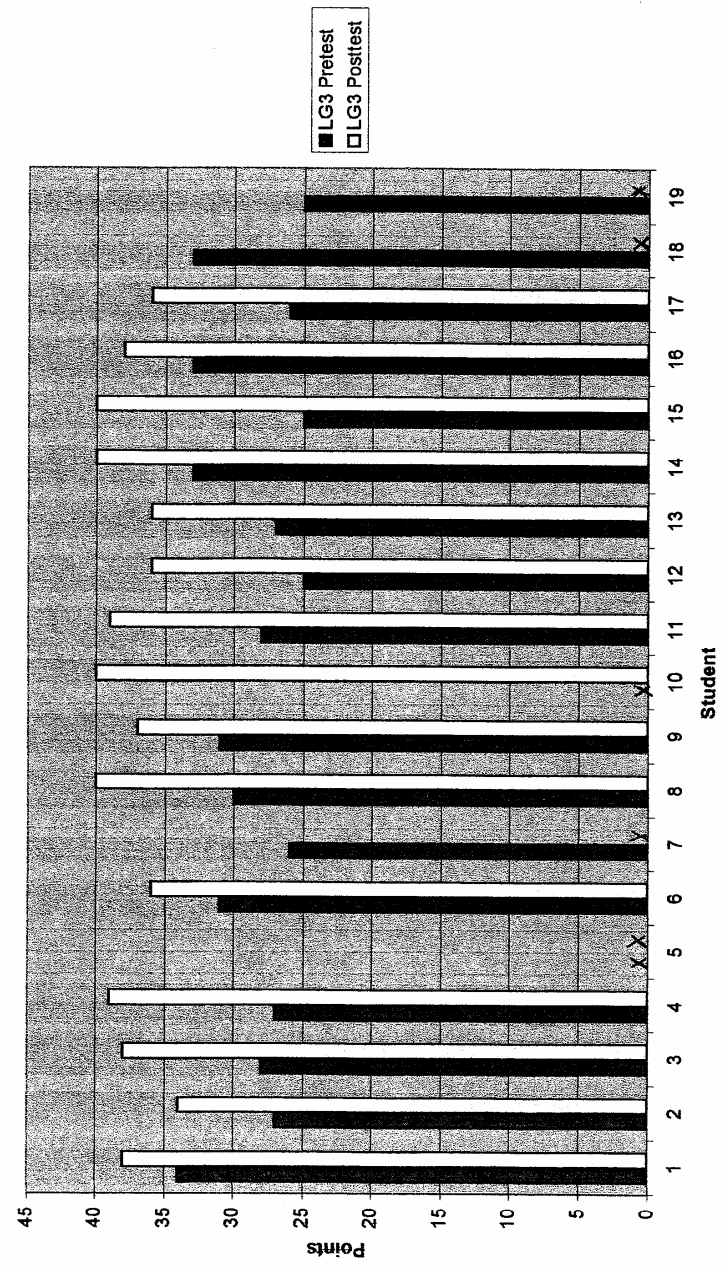
Learning Goal Two Pre and Post-Assessment Comparison Graph 2

x = Did not take test



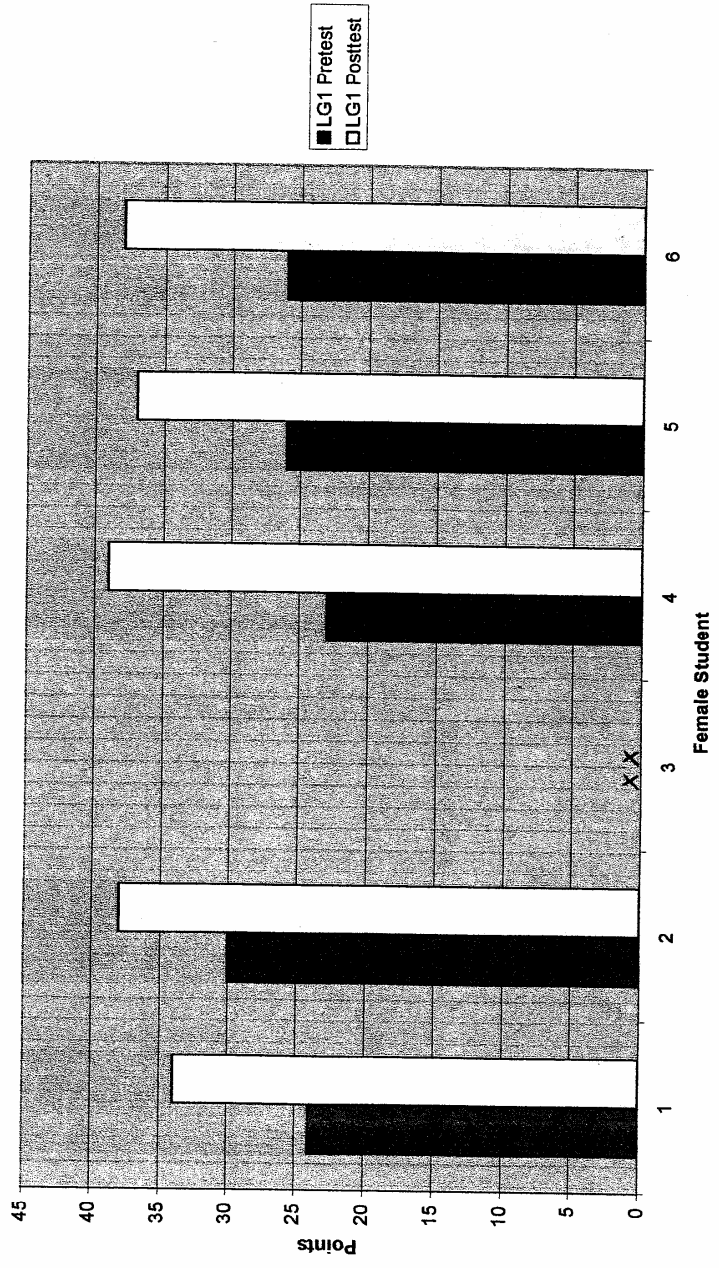
Learning Goal Three Pre and Post-Assessment Comparison Graph 3

x = Did not take test



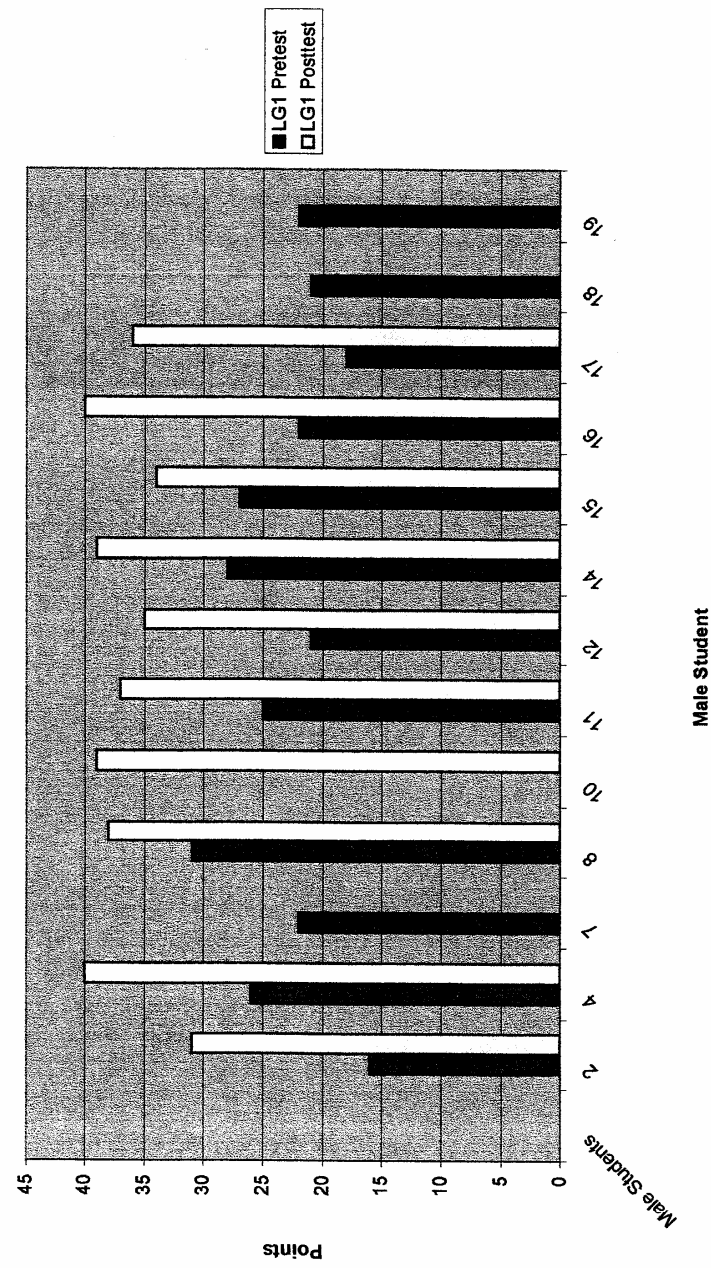
Learning Goal One Pre and Post-Assessment Comparison - Females Graph 4

x= Did not take test



Learning Goal One Pre and Post-Assessment Comparison - Males Graph 5

x = Did not take test



Reflection and Self-Evaluation

Two reasons for success were provided.

Student Learning

I believe LG1 was the most successful learning goal in this unit. From the dramatic improvement between the pre and post-assessments, I was able to determine that students learned. One reason I feel that this learning goal was successful is that I used a variety of activities that addressed multiple intelligences. These kindergarten students, who are just learning to read, were able to acquire knowledge in ways other than reading. The students listened to a read-aloud, interacted with the costumed fish, used manipulatives to locate the parts of the ocean animals, learned the Octopus Song, and watched a Magic School Bus ocean movie.

Another possible reason for this success was that the learning goal and its lessons were developmentally appropriate for this kindergarten class. Five and six year olds are generally able to identify the major body parts of animals after guided instruction. For all of these lessons I provided visuals, concrete examples and hands on activities to help establish background knowledge for all of the students.

Areas for Improvement

I believe that the students were least successful at LG2 in this unit. This lack of success may be due to several things. First, the assessment may not have been developmentally appropriate for this kindergarten class. The students had difficulty writing out the eight words on the assessment. I had to break up this section for several students who were having trouble staying on task. In addition, many of the words I used were over five letters long and multisyllabic.

Reasons for lack of success.

Another reason that it may not have been as successful was that not enough time was spent on this learning goal. I only taught three lessons in this area although the need was great. In particular, more time needed to be spent with the Spelling of /er/ Sound lesson. Many of the students continued to spell the /er/ sound as "r".

In the future, I would shorten the list of words on the assessment by removing some of the most difficult ones. In addition, I would devote more time to lessons on phonetic and conventional spelling. I would also create a word wall and use word wall activities to familiarize students with the spelling of these words.

Possibilities for Professional Development

Future modifications of lessons are provided.

One area of professional development that would be beneficial is continued instruction and practice with teaching spelling to young children. To improve in this area I will review the teaching strategy for spelling that I learned in my reading classes. In addition, I will work with my master teacher to create a developmentally appropriate plan for teaching phonetic and conventional spelling to young children.

Described two professional learning goals.

Another professional goal is to improve my assessment strategies for young children. Although I did take steps to make my pre and post-assessments developmentally appropriate for kindergartners, I could do more. One way to improve in this area would be through the observation of students to determine what the average time a kindergartner stays on task during an assessment. In addition, I could do further research by talking to teachers, looking at existing tests, and research data to help create more developmentally appropriate assessments in the future.

Two specific steps towards improving performance were provided.