

Teacher Work Sample

Submitted by:

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Student Teaching Seminar

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Excellent
TWS!!

Exemplary 4

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Contextual Factors

Knowledge of Community, District, and School Factors: This Title I elementary school is located in the ██████ County School District. Although the town is growing, with a population of around 14,000, the area still remains very rural. The school has the largest enrollment in the district, with over 700 students. From preschool to sixth grade, the school maintains a goal that all students can learn at high levels and that all students can read at or about grade level. The school is predominantly Caucasian, with a few students who are African American, Chinese, Japanese, Mexican, or biracial. There are a variety of socioeconomic classes represented, with services such as free/reduced lunch and an excellent family/resource center. There are structured procedures for everything from behavior in the hallway, restrooms, and cafeteria, to a voice level rubric. The school is lucky to have an immense number of parent volunteers, as well as an active Parent Teacher Organization and several community business partners.

Knowledge of Classroom Factors: There are many factors that make this Kindergarten classroom student-friendly and a great place to learn. There are many resources and materials available, including a vast library, 2 computers that students can access, a Smart Board, overhead projector, posters with key vocabulary and concepts, and a wide variety of manipulatives and center activities. There are reading and math blocks that are ability-grouped before lunch, and the rest of the day is spent with students in their homeroom conducting literature focus activities, social studies and science connections, and special classes. Students are seated at tables of six, and schoolwide discipline procedures apply. Parent/Teacher conferences are held regularly and a folder is sent home nightly to parents with student work and notes and reports of behavior.

Knowledge of Student Characteristics: Based on Thoughtful Education, the students have a variety of learning styles. The majority of students, 13, are Mastery learners, which means they prefer structured and organized instruction and activities. 4 students are Understanding, 4 students are Interpersonal, and 2 are Self-Expressive learners. The students are all 5-6 years old, and there are 12 males and 11 females. They are predominantly Caucasian, with one student who is Mexican-American and one who is Biracial. The classroom has a predominantly American culture, with one migrant family, and almost half of the students have parents who are divorced or remarried. All students are proficient English speakers; 1 student speaks English as his second language but he is very proficient. There are 2 students with IEP's who have been identified for special education services. 4 students attend speech therapy, and 2 students attend Lit Lab because of low reading skills. The students are very interested in sports, love to work on the computers, and enjoy working in centers and hands-on activities. 75% of the classroom is considered average/on grade level, while 15% are above average and 10% are below. The students are considered developing readers. In regard to background knowledge and prior learning, the students are limited on knowledge about the presidents. They have discussed some historical figures briefly, but have not concentrated on Lincoln, Washington, or other noted presidents. They have an idea who the president is, but they do not understand the role the president plays or what the title really means. They have discussed some of the presidents briefly, as they have learned about money, but the majority of the information I teach will be new.

Instructional Implications: All of the before mentioned factors will play a vital role in planning my instruction and assessment. First of all, the procedures and structure of the

school, as well as this class, provide the framework for establishing a maintained classroom environment while I am teaching. It will be important for me to be familiar with and utilize the same rules that the students are accustomed to. The wide variety of resources will prove to be helpful in facilitating student learning while I am teaching.

In a lot of ways, this class is typical of that of most Kindergarten classes. These students are very energetic and social. As a result, it will be important for me to make sure that all of my lessons are engaging and keep them actively involved. I will also need to provide an abundance of hands-on learning experiences, which will provide additional practice in still-developing fine motor skills, as well as many visual aids. Another factor to consider is that most of the students are Mastery learners. This means that I must make sure that instruction and processes are clear and structured, and that I provide step-by-step directions.

Furthermore, I must also consider my students' developmental levels. As a whole, the group is still developing as readers; thus, my assessments and activities must not involve long written activities as these skills are still progressing. Instead, I will provide opportunities for students to show or explain what they have learned. I will also need to make accommodations for my two students with IEP's; I may need to provide extra assistance for these students, including additional time, support, or readers/scribes. Since the concept of presidents is relatively new to students, it will be my responsibility to provide the foundation of this material. I will reinforce these concepts by connecting it to information students have already covered, such as money, and the presidents that appear on the currency they are so familiar with.

Learning Goals

Learning Goal 1: The student will describe various leaders of our country and interpret their historical significance.

Program of Studies- SS-P-HP-U-3: Students will understand that history has been impacted by significant individuals and groups.

LG1 aligns with this standard because the students will become knowledgeable about important presidents of our country. These presidents were important leaders and founders of our country, and thus have greatly impacted our nation's history.

Level of Bloom- Analysis: LG1 fits this level and is appropriate because it requires students to analyze the accomplishments of our national leaders in order to interpret their historical significance.

Appropriateness of Goal: This goal is appropriate for my students because it will provide them with a foundation of various presidents who have historical importance. This knowledge will serve as the basis for later concepts, such as their relation to major events that shaped our country. This goal will provide opportunities for hands-on learning, which is vital to this age group. It will also allow students to be appropriately challenged.

Learning Goal 2: The student will explain the historical significance of holidays such as Presidents' Day and evaluate why these celebrations are observed today.

Program of Studies- SS-P-HP-S-3: Students will investigate the significance of patriotic symbols, patriotic songs, patriotic holidays and landmarks (e.g., the flag of the United States, the song "My Country, 'Tis of Thee," the Fourth of July, Veterans' Day, the Statue of Liberty).

LG2 aligns with this standard because the students will become knowledgeable about the patriotic holiday of Presidents' Day. Through learning about this holiday, its history, why it exists, and why it is still observed today, the students will have a grasp on the different leaders who helped to found our country. Once they learn the background behind the holiday, they will be able to evaluate why it is important.

Level of Bloom- Evaluating: LG2 fits this level and is appropriate because it requires students to learn the background of the holiday of Presidents' Day and justify why it is still important to our country today.

Appropriateness of Goal: This goal is appropriate for my students because it will provide them with a foundation of important presidents and historical figures, as well as the background of a holiday that we all observe. This goal will provide opportunities for hands-on learning, which is vital to this age group. It will also allow students to be appropriately challenged.

Learning Goal 3: The student will evaluate the historical significance of national symbols, monuments, and landmarks.

Core Content- SS-EP-5.2.1: Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veterans' Day, Martin Luther King's birthday, Fourth of July) and explain their historical significance.

LG3 aligns with this standard because the students must be able to identify important national symbols and what they represent in order to evaluate their significance to our nation's history.

		<p>they would do if they were president, complete a Lincoln handout where they circle the picture that represents a fact about him, put events of his life in order, construct Lincoln's log cabin, Washington handout (put an X on facts about him), construct Washington's hat, Comparison (hold up puppet of president that corresponds with fact read); (anecdotal notes/checklist).</p> <p>Post Test: Individual oral assessment Questions: 1, 2, 3, 8, 9, 10, 14</p>	<p>personal assistance on activities, such as readers or scribes.</p> <ul style="list-style-type: none"> • Time: Students with IEP's may need additional time to complete assignments. • Input: Many visual, engaging activities, as well as hands-on learning opportunities. <p>Post Test: (See above adaptations for pretest)</p>
	Post Assessment (Summative)		
Learning Goal	Assessments	Format of Assessments	Adaptations
Learning Goal 2: The student will explain the historical significance of holidays such as Presidents' Day and evaluate why these celebrations are observed today.	Pre-Assessment	Pretest: Individual oral assessment Questions: 5, 6, 7	Pretest: <ul style="list-style-type: none"> • Each test given individually to students. • Test questions are read orally to students and a scribe is provided to accommodate developing reading and writing skills and the two students with IEP's.

	Formative Assessment	Tools: Writing Prompt and scoring rubric Criteria: The student describes when Presidents' Day is and why it is celebrated.	Formative: <ul style="list-style-type: none"> • Level of Support: Students with IEP's may need additional personal assistance on activities, such as readers or scribes. • Time: Students with IEP's may need additional time to complete assignments. • Input: Clear instructions and processes given to accommodate Mastery learners.
	Post Assessment (Summative)	Post Test: Individual oral assessment Questions: 5, 6, 7	Post Test: (See above adaptations for pretest)

Learning Goal	Assessments	Format of Assessments	Adaptations
Learning Goal 3: The student will evaluate the historical significance of national symbols, monuments, and landmarks.	Pre-Assessment	Pretest: Individual oral assessment Questions: 4, 11, 12, 13	Pretest: <ul style="list-style-type: none"> • Each test given individually to students. • Test questions are read orally to students and a scribe is provided to accommodate developing reading and writing skills and the two students with IEP's.
	Formative Assessment	Tools: Mt. Rushmore	Formative: <ul style="list-style-type: none"> • Level of

	<p>Post Assessment (Summative)</p>	<p>presidents handout, presidential coins handout, Puzzle Pieces handout (identification of national landmarks and symbols). Criteria: The students recognize the four presidents on Mt. Rushmore and key information about each, as well as the presidents who are on major currency, and national symbols and landmarks of our country.</p> <p>Post Test: Individual oral assessment Questions: 4, 11, 12, 13</p>	<p>Support: Students with IEP's may need additional personal assistance on activities, such as readers or scribes.</p> <ul style="list-style-type: none"> • Time: Students with IEP's may need additional time to complete assignments. • Input: Clear instructions and processes given to accommodate Mastery learners. Many visual, engaging activities, as well as hands-on learning opportunities. <p>Post Test: (See above adaptations for pretest)</p>
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(See Appendix A for Pre/Posttest Assessment) (See Appendix B for Answer Key)

In order to measure student growth and progress, the pretest and posttest were exactly the same. The tests were given orally to students individually, with the teacher recording student responses. Questions 1, 2, 3, 8, 9, 10, and 14 align with learning goal 1; there are more questions that represented this goal as a result of its broadness. Questions 5, 6, and 7 aligned with learning goal 2, and questions 4, 11, 12, and 14 correspond with learning goal 3. There were a variety of types of questions on both the pretest and posttest. Questions 2 and 3 were selected response, in the form of multiple

choice, asking students how a president is chosen and who can become a president. Questions 8-10 and question 13 were selected response, in the form of matching, asking students to match the presidents' names with the coins they are on, and to match the Mt. Rushmore presidents' names with their pictures. There were also 7 constructed response questions. Number 1 asks students to describe what a president is and what they do, while number 4 asks students how many stars and stripes are on the flag. Questions 5, 6, and 7 ask students to describe when Presidents' Day is, why it is celebrated, and whose February birthday the holiday is based on. Questions 11 and 12 relate to identifying the White House and the Statue of Liberty, as well as their locations. Question 14 is a Performance Question, which requires students to compare and contrast Washington and Lincoln. A 3x4 rubric was utilized for scoring the performance question.

There are a total of 14 points on the pre- and post-assessments. Each question has the value of one point, regardless of its structure or number of parts. There were 7 points reflecting LG1, 3 points for LG2, and 4 points for LG3. In order for the students to meet mastery for the overall test, they must score 11 points out of the possible 14, or 78.57%. Mastery criteria for LG1 is 6 out of 7 (85.7%); mastery for LG2 is 2 out of 3 (66.7%); and mastery for LG3 is 3 out of 4 (75.0%).

A variety of assessment modes and methods will be incorporated into formative assessments. Each day of the eight-day unit will consist of a new topic or concept; even though concepts will build upon one another, it will be important to frequently formatively assess student progress before moving on to new material. I plan on using handouts that require students to recognize examples from nonexamples. As this is a Kindergarten class, a lot of assessment will be conducted on an individual basis, and

there will be many opportunities to assess by observations, checklists, or anecdotal notes. There will be independent and whole class activities that will be assessed, and additional assistance and reinforcement may need to be provided before moving on. A review will be given prior to the posttest and any misconceptions will be clarified.

Design for Instruction

There were 21 students that took the pre-assessment. None of these students met the criteria for mastery. The highest grade on the pretest was 8 out of 14. The overall class average was 2.9 out of the possible 14 points, or 21%. 6 students scored 1 out of 14, which was the lowest score. There were several students who scored 2's, 3's, or 4's, and one student who scored a 7. Only one student achieved mastery for LG1, and the average score for this goal was 2.4 out of 7 points, or 34%. None of the students reached mastery for LG2 or LG3. The average score for LG2 was 0.24 out of 3 possible points, or 8%, and the average score for LG3 was 0.38 out of 4 possible points, or 9.5%.

The results of the pretest led to several conclusions. The students clearly do not have a deep understanding of the concepts on the pretest, thus in-depth instruction will be needed concerning all three learning goals. The unit will cover eight days, with a new concept being introduced each day, while building on previously learned material. The students collectively scored best on LG1 questions; however 34% is far from mastery. The majority of the instruction, as reflected on the pre-assessment, will focus on LG1 because it is more broad than the other two goals. One child did reach mastery for this goal, so concepts will be enhanced and new material will be covered to accommodate this student.

(See Appendix C for detailed spreadsheet of student results on pretest.)

Overview:

Day	Lesson Title	Instructional Strategies/Activities	Addressed Learning Goal	Assessments
Day 1	What is Presidents' Day?	*Presidents' Day introductory video from United Streaming *Whole-group discussion: why and when is it celebrated?	Learning Goal 2	Writing Prompt (with scoring rubric): When is Presidents' Day? Why do we celebrate it?
Day 2	What is a President?	*Introduction: Read-aloud <i>Teacher for President</i> *Complete "What is a President?" concept map as whole group, including roles and responsibilities. *Whole-group discussion of how a president is elected. *Ice cream election: the class votes for their favorite kind of ice cream to demonstrate the election process.	Learning Goal 1	Classroom observations (during discussion and completion of concept map). Writing Prompt (with scoring rubric): If I Were President I Would...
Day 3	Abraham Lincoln	*Introduction: Read-aloud <i>Just Like Abraham Lincoln</i> and <i>A Picture Book of Abraham Lincoln</i> . *Whole-group discussion about key points in his life history and accomplishments. *"Do You Know Who's On the Penny?" song. *Guest Speaker (dressed as Lincoln,	Learning Goal 1	*"Young Abraham" handout (students are read various facts and must circle ones that apply to Lincoln). *Sequencing handout (students cut out major events in his life and must put them in order). *Construct a model of Lincoln's log cabin (using popsicle sticks on construction paper) and write 3 facts that

		presented his story to entire Kindergarten).		they have learned.
Day 4	George Washington	<p>*Introduction: Read-aloud <i>A Picture Book of George Washington</i>.</p> <p>*Whole-group discussion of life history and accomplishments.</p> <p>*"Do You Know Who's on the Quarter?" song.</p>	Learning Goal 1	<p>*Construct a mini-book of George Washington (with key facts about him).</p> <p>*Handout (students place an X on pictures that show things that pertained to him).</p> <p>*Construct his "3-corner hat" (when hat is complete, they must tell something they learned about Washington in order to wear it).</p>
Day 5	Comparing and Contrasting Washington and Lincoln	<p>*Review of facts about Washington and Lincoln's lives.</p> <p>*Complete Venn Diagram pocket chart as whole-group (facts written on sentence strips).</p>	Learning Goal 1	<p>*Handout (list of facts, students color whether it represents Lincoln, Washington, or both).</p> <p>*Each student constructs puppets of Washington and Lincoln (observation/anecdotal notes). As a fact is read, they must raise the puppet that corresponds with it (may be Lincoln, Washington, both, or neither).</p> <p>*Students may sort the sentence strips into the appropriate pockets on the Venn Diagram chart for additional reinforcement.</p>
Day 6	Mount Rushmore	<p>*Introduction: Mount Rushmore video from United Streaming.</p>	Learning Goal 3 (also Learning	<p>*Observation and anecdotal notes during discussion.</p> <p>*Handout (A fact</p>

		<p>*Whole-class discussion of history of the monument, its scale, and how it was constructed.</p> <p>*Reading from <i>The Mount Rushmore Presidents</i> big book from Core Knowledge.</p> <p>*Introduction of the 4 presidents on the monument.</p>	Goal 1)	about a president is read and the student must identify the president by placing a corresponding number by it).
Day 7	A Deeper Look at Theodore Roosevelt and Thomas Jefferson	<p>*Introduction: Read-aloud <i>Thomas Jefferson</i> and <i>Theodore Roosevelt</i>.</p> <p>*Whole-class discussion about life history, interesting facts, and accomplishments, including the legend of the teddy bear.</p>	Learning Goal 3 (also Learning Goal 1).	<p>*Handout: Presidential coins (students identify which presidents are shown on common coins).</p> <p>*Roleplay (anecdotal notes/observations): Students come up and say a fact they learned about either Roosevelt or Jefferson (from their point-of-view), and the rest of the class must decide which one it corresponds with.</p>
Day 8	Symbols of our Country	<p>*Flag video clip from United Streaming.</p> <p>*Statue of Liberty clip from United streaming.</p> <p>*Discussion of history and significance.</p> <p>*Tour the White House (show pictures of White House, including those from personal trip.) Discussion of what living in the</p>	Learning Goal 3	<p>*Handout: Pictures of the flag, the White House, the Statue of Liberty, and Mount Rushmore are given. The students must identify the monuments/symbols and color them accurately and realistically.</p>

		White House would entail.		
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Activity One:

One activity that demonstrated a variety of instructional strategies/techniques occurs on Day 2, in the lesson over what exactly a president is. These activities were chosen because the unit will cover a number of important presidents who have impacted our nation's history. In order for students to understand the significance of these presidents, they must first understand what a president is, including their roles and responsibilities, and based on the results of their pre-assessments, the students have very little understanding in this area. This set of activities correlates with LG 1. The book *Teacher for President* will be read aloud, in which a student explains to a news station why they feel their teacher would make a great president, because of the roles she fills and the qualities she possesses. Based on the information from the book as well as additional factors, the students will complete a concept chart entitled "What is a President?" as a whole-group. Then, the students will learn about how a president is elected by the people of the United States who vote, and a mock election will be held, voting for the class's favorite kind of ice cream. This will model a simplified version of the election process for the students. Finally, students will be assessed by completing the writing prompt "If I were president, I would..." Students must consider actual roles and responsibilities the president has when responding, and their answers will show whether they truly grasp what the president does.

Activity Two:

Another activity designed involves students comparing and contrasting Abraham Lincoln and George Washington. Based on their pretests, the students have little background knowledge about these two presidents, but it is very limited. They also have not looked at similarities and differences between the two. These activities relate to LG1 as well, and provide a variety of hands-on activities for students. This lesson would begin with review of important facts about the two presidents. Then, as a whole-group the students would complete a Venn Diagram pocket chart. As the students present an idea or fact, I will write it on a sentence strip and we will place it in the appropriate column of the diagram. Then, students would complete a handout, in which a fact is read and they must color to signify if it corresponds with Lincoln, Washington, or both. Finally, additional assessment would be provided as students would construct a puppet of Lincoln and Washington. When a fact is read, they must hold up the puppet that corresponds; it may be about Washington, Lincoln, both, or neither. Anecdotal notes and observations would be utilized. To provide additional reinforcement, the students might go to the Venn Diagram pocket chart as a center, and sort all of the sentence strip facts into the appropriate column.

Activity Three:

A third activity that will be used, which correlates with LG3, occurs on Day 6 of the lesson, which covers Mount Rushmore. Based on the pretest, the students have no prior knowledge on this subject. The lesson would begin with a video clip from United Streaming. This clip was chosen because it really shows the construction process of the monument, as well as its scale. There is even one portion that shows one of the workers scaling down one of the sculptures' noses. A whole-group discussion will be conducted

to review the history of the monument, as well as how it was constructed and why. We will discuss how all of this hard work was done to honor these presidents, and what exactly this means. Next, a big book about Mount Rushmore will be read, which gives an overview of the four presidents who appear on it. This is great review of Lincoln and Washington, and an introduction is provided of Roosevelt and Jefferson, who will be covered more in depth on the following day. The students will be assessed by observation and anecdotal notes during discussion. They will also be assessed by completing a handout, which has pictures of the four presidents on Mount Rushmore. I will read a few facts about a president and identify their name, then the students will write the number I give them for that president beside their picture.

Technology will be greatly utilized for planning and implementing this unit. First of all, I will use the Internet to research concepts that will be taught and find materials to be used during instruction. I will also incorporate video clips into instruction; these tools can demonstrate some concepts (such as the scale of monuments) visually. The videos will be shown using a projector onto the Smart Board. The Smart Board will also be used to show pictures of presidents, symbols, or landmarks.

Instructional Decision Making

There are many times during teaching where one must alter their original plans to meet the learning needs of all students. The first instructional decision occurred during Day 2 over what a president is. We were briefly discussing how our president is chosen, how the people of the United States vote for and elect the president. We had a classroom election over the group's favorite kind of ice cream to model the process, and most of the students seemed to be grasping the concept. However, at the end of our discussion, one

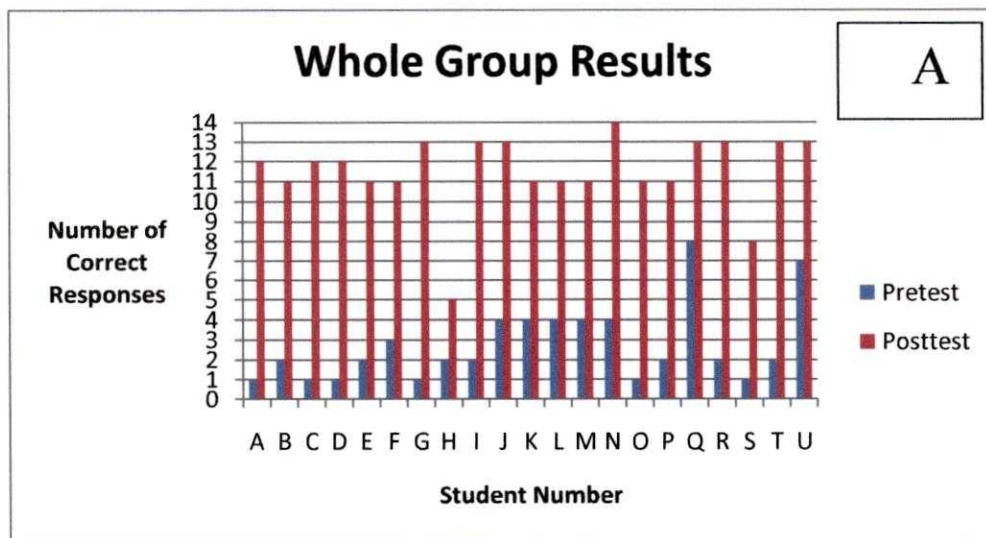
student raised her hand and said, "I thought the president was picked by those little rooms our mommies and daddies go in." I asked her what she meant, and she said, "You know, those little rooms our parents go in to pick the president." The other students nodded their heads, and signaled that they, too, knew about these "little rooms." I realized that she was talking about voting booths, and that even though I had explained that the president was elected by votes, I had not explained the process of voting. We then had a class discussion about how to vote, and who is eligible to vote. It is easy to assume that our students have mastered some of these abstract concepts, but in this case, there was confusion between how going in that "little room" meant that you had voted. Just as we had put our heads down on our desks and secretly voted for our favorite ice cream, adults vote privately as well in these booths. I explained to students that this would ensure that everyone could vote for whom they truly thought was right for the job. After our discussion, the students fully understood this concept.

The second instructional decision made occurred on Day 5, when comparing and contrasting Abraham Lincoln and George Washington. We were working on completing the Venn Diagram pocket chart, and I was calling on students to explain a fact that they had learned and tell where it went on the chart. One student that I called on said, "Washington and Lincoln were friends." I asked the students, "Did Washington and Lincoln live at the same time?" to which they answered in unison, "Yes!" I realized that this concept had not been thoroughly explained during our lessons on the two presidents. The students' ideas of "long ago" all fell into the same time period, and they thought that Lincoln and Washington had lived at the same time. I explained to students that this was not so; Lincoln was president several years after Washington had died, and although he

greatly looked up to and admired Washington, the two had never met and therefore could not have been friends. The students’ misconceptions were cleared up after that. A few days earlier, when we had our Lincoln guest speaker, one of the students had asked, “Why didn’t you bring Washington with you?” At the time, I hadn’t realized this was such a misconception the whole class possessed, but after our discussion, it was cleared up.

Analysis of Learning

After completing both the pre- and post-assessments, several conclusions could be drawn concerning student progress. Graph A (below) shows the results for the pretest and posttest for the whole group, which consisted of 21 students.

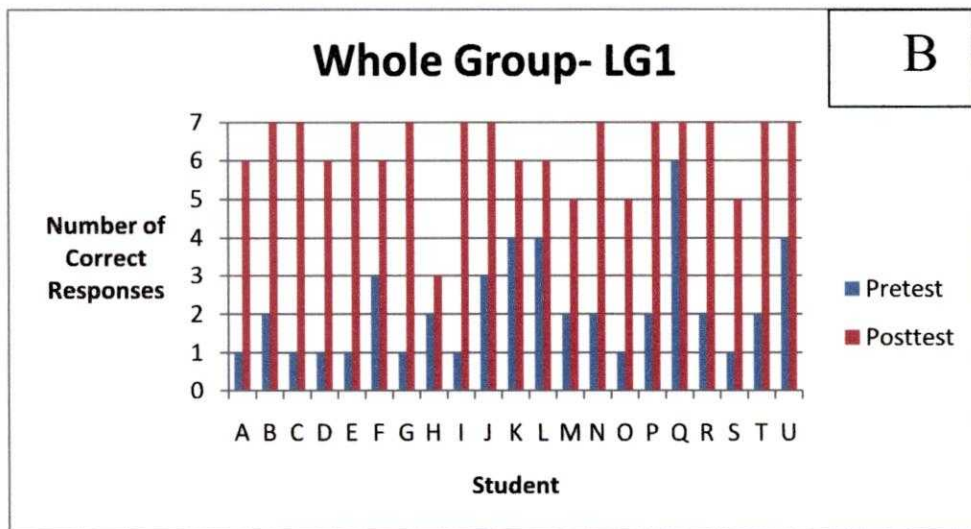


(See Appendix C and D for detailed spreadsheet of student scores on pretest and posttest.)

None of the students reached mastery on the pretest; however, on the posttest 19 students met mastery, or 90% of the whole group. Two of the students (Students H and S) did not meet mastery, or 10% of the class. All students except one showed significant growth on the posttest. The average student score for the pretest was a 2.9 out of the possible 14 points, or 21%. The average student score for the posttest was 11.52 out of 14 points, or

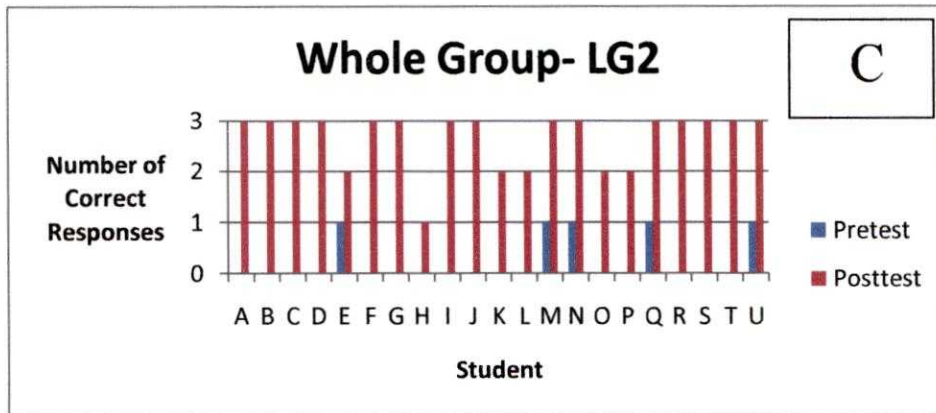
82%. This means that the students scored an average of 8.62 points higher on the posttest, or improved by 61%. There were only 58 correct responses out of the possible 294 on the pretest, while on the posttest there were 242. The range of the pretest (the highest score of 8 minus the lowest score of a 0) was 8. The range of the posttest (14-5) was 9.

Graph B (below) shows whole group results for the pretest and posttest for LG1.



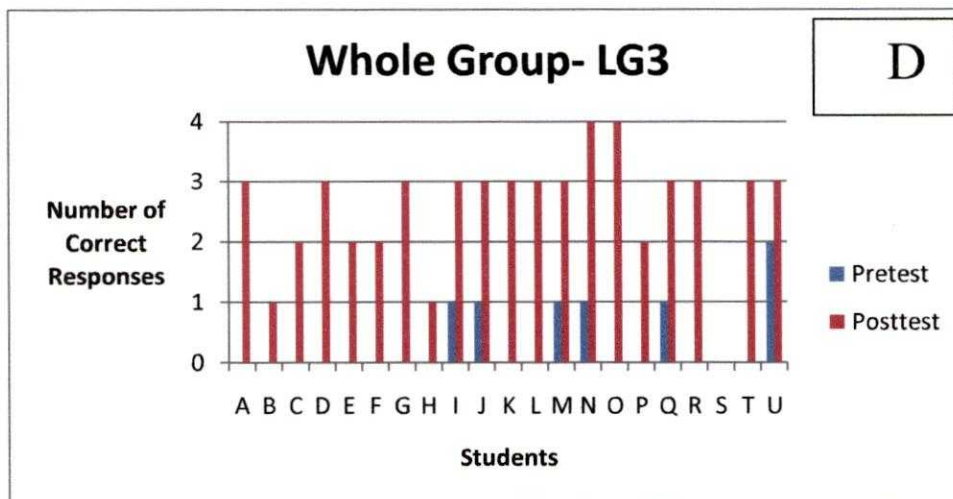
Only one student reached mastery of LG1 on the pretest; however, on the posttest 17 students, or 81% of the whole group, met mastery. All of the students made progress on this goal. The average student score for LG1 on the pretest was 2.19 out of 7 points, or 31%. The average student score for LG1 on the posttest was 6.29, or 90%. This means that the students scored an average of 4.1 points higher on the posttest, or improved by 58.6%.

Graph C (below) shows whole group results for the pretest and posttest for LG2.



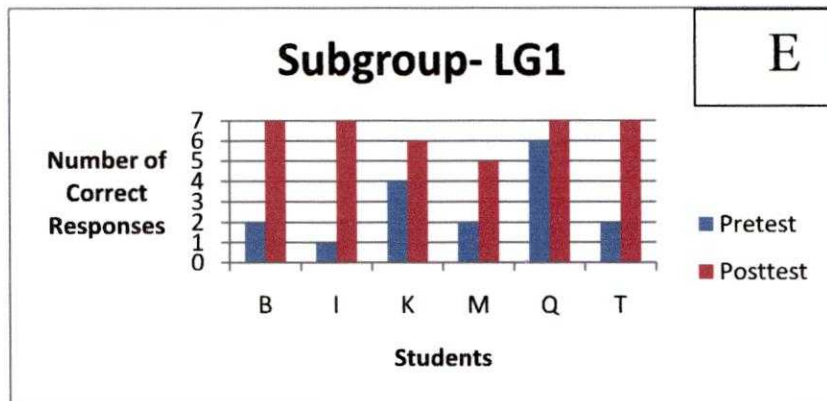
None of the students reached mastery on the pretest for LG2; however, on the posttest 20 students, or 95.2%, met mastery. All of the students made progress on this goal. The average student score for LG2 on the pretest was 0.24 out of 3 points, or 0.08%. The average student score for LG2 on the posttest was 2.67, or 89%. This means that the students scored an average of 2.43 points higher on the posttest, or improved by 81%.

Graph D (below) shows whole group results for the pretest and posttest for LG3.



None of the students reached mastery on the pretest for LG3; however, on the posttest 14 students, or 66.67%, met mastery. All of the students made progress on this goal. The average student score for LG3 on the pretest was 0.33 out of 4 points, or 0.08%. The average student score for LG3 on the posttest was 2.57, or 64.3%. This means that the students scored an average of 2.24 points higher on the posttest, or improved by 56%.

Students who had attended educational preschool were selected as a subgroup. These students were chosen because the background knowledge they attained from preschool might have a significant effect on their performance. Graph E (below) shows subgroup results for the pretest and posttest for LG1.



The students in the subgroup had greatly varying scores on the pretest, ranging from a 1 to a 6. Only one student met mastery for this goal on the pretest; however, 5 of the 6 students, or 83.3%, in the subgroup met mastery for LG1 on the posttest. All of the students who had attended preschool made significant progress on this goal. The average score for the subgroup for LG1 on the pretest was 2.83 out of 7, or 40.4%, while on the posttest it was 6.5, or 92.9%. This means that the subgroup students scored an average of 3.67 points, or 52.4%, higher on this goal on the posttest. Compared with the whole group, students in the subgroup scored slightly higher on the pretest and posttest; however, their growth on this goal increased by a slightly lower amount.

Students N and S were chosen to individually evaluate because they represent two levels of performance, high and low. It is important to understand the learning of these particular students because they represent how in a classroom you have students on multiple levels; sometimes even, as in this case, from one extreme to the other.

Regardless of their “level,” teachers are responsible for meeting the needs of all students and teaching them important content.

On the pretest, Student N scored 4 out of 14, or a 28.8%; however, on the posttest she scored 14 out of 14, or 100%. She did not master any of the learning goals on the pretest, but mastered all 3 on the posttest. Her score improved by 10 points, or 71.2%. Student S scored a 1 out of 14 on the pretest, or 7.1%, and 8 out of 14 on the posttest, or 57%. He too did not master any of the learning goals on the pretest, but mastered LG2 on the posttest. His score improved by 7 points, or 50%. Although both students showed progress with this new material, their scores are very different. Student N is a high-achieving student, while Student S often struggles. He is in special education classes for a large part of the day, and lessons in this unit were designed to be especially engaging to help keep his attention.

During formative assessments, Student N was almost always on track and greatly participated in classroom discussion. Student S would frequently be off task, and his attention would have to be regained. Also, instructions would have to be repeated for Student S, and often he would have to redo assignments because he would rush through them simply trying to get finished, even though he knew a lot of the material.

(See Appendix D for samples of Student N’s work)

(See Appendix E for samples of Student S’s work)

Reflection and Self-Evaluation

The learning goal where my students were most successful was LG2. 95.2% of the whole group met mastery criteria for this goal, significant growth considering none of them mastered this goal on the pretest. The students improved their scores for this goal

by an average of 81%. The students had no prior knowledge on these concepts, including the historical significance of Presidents' Day. Their growth may have been a result of engaging activities incorporated into this lesson, such as a video clip from United Streaming, as well as the use of scaffolding. The remainder of the unit somewhat built upon this goal.

The learning goal where students were least successful was LG3. 66.67% of the students met mastery for this goal on the posttest, which was significant growth since none of them mastered it on the posttest. The students improved their performance in this goal by an average of 56%, but this was the lowest percent increase among the goals. This may have been a result of not having as many hands-on, extending activities, as well as not going quite as in depth with this content. In the future, to improve student performance, I would spend more time on this goal, perhaps extending my unit for another day or so. We really just got to focus on identifying key symbols and monuments and their historical significance. I think that if we spent more time on them individually and had more hands-on experiences, the students would get a more in-depth understanding and retain more of the information.

Throughout the process of completing this unit, I learned many valuable lessons. This was great practice in building and developing assessments that are appropriate for all students. Authentically assessing students is vital to student success and decision-making, and I would like to continue to improve in this area. Also, New Teacher Standards II and III (Creates/Maintains Learning Environment and Implements/Manages Instruction) are two professional areas in which I would like to continue to grow in order to improve my ability to facilitate student learning. Observation of my cooperating

teacher and other experienced teachers would be a great activity for improving my performance in these areas, providing me with effective strategies that I can take to my own classroom someday. Another activity that would be beneficial would be to attend professional development in these areas. This would give me professional advice on how to effectively achieve these standards, and it would build my professional resume.

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Presidents Learning Inventory

(Appendix A)

Name _____

Date _____

1. What is a president? What do they do?

Multiple Choice

2. How is a president chosen?

- A. It is based on the family they are born in to.
- B. They are elected by the people of the United States.
- C. One president picks the next one to replace him/her.

3. Who can be a president?

- A. Only men
- B. Only white men
- C. Anyone- even you!

4. How many stripes are on the flag? How many stars?

5. When is Presidents' Day?

6. Why do we celebrate Presidents' Day?

7. Whose February birthdays are the holiday based on?

Matching

Match the coin with the president that appears on it.



8.

A. George Washington



9.

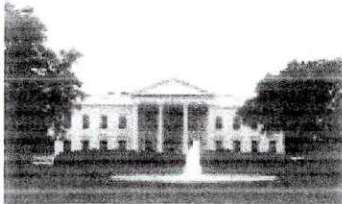
B. Abraham Lincoln



10.

C. Thomas Jefferson

11. This is a picture of the house where the president lives. What is it called? What city is it located in?



12.



What is this monument called?

13. Match the Mount Rushmore president with their picture.



Jefferson

Roosevelt

Lincoln

Washington



Performance Question

14. a. Name 2 facts about Abraham Lincoln.
b. Name 2 facts about George Washington.
c. Tell 2 things Lincoln and Washington had in common.

Scoring Rubric

Criteria	1	2	3	4
a. Name 2 facts about Abraham Lincoln.	The student identifies 1 unique fact about Lincoln.	The student identifies 1 unique fact about Lincoln.	The student identifies 2 unique facts about Lincoln.	The student identifies 2 unique facts about Lincoln.
b. Name 2 facts about George Washington.	The student identifies 1 unique fact about Washington.	The student identifies 1 unique fact about Washington.	The student identifies 2 unique facts about Washington.	The student identifies 2 unique facts about Washington.
c. Tell 2 things that Washington and Lincoln had in common.	The student does not provide similarities between the two presidents, or they provide similarities, but no unique characteristics.	The student describes 1 thing that Lincoln and Washington had in common.	The student describes 1 thing that Lincoln and Washington had in common.	The student describes 2 things in which Lincoln and Washington had in common.

Presidents Learning Inventory- KEY

(Appendix B)

Name _____

Date _____

1. What is a president? What do they do?

They are the leader of our country; (assorted answers) They help people find jobs, help our country during emergencies, make friends with other countries, Solve problems, Help keep peace, Help keep Earth clean, Makes decisions, etc.

Multiple Choice

2. How is a president chosen?

- A. It is based on the family they are born in to.
- B. They are elected by the people of the United States.
- C. One president picks the next one to replace him/her.

3. Who can be a president?

- A. Only men
- B. Only white men
- C. Anyone- even you!

4. How many stripes are on the flag? How many stars?

13

50

5. When is Presidents' Day? February (Third Monday)

6. Why do we celebrate Presidents' Day?


To honor/remember our presidents and their accomplishments because they were special.


7. Whose February birthdays are the holiday based on?


Abraham Lincoln (Feb. 12th) and George Washington (Feb. 22nd)

Matching

Match the coin with the president that appears on it.

8.  A. George Washington

9.  B. Abraham Lincoln

10.  C. Thomas Jefferson

11. This is a picture of the house where the president lives. What is it called? What city is it located in?



White House, Washington, D.C.

12.  What is this monument called? Statue of Liberty

13. Match the Mount Rushmore president with their picture.



Jefferson

Roosevelt

Lincoln

Washington



Performance Question

14. a. Name 2 facts about Abraham Lincoln.
b. Name 2 facts about George Washington.
c. Tell 2 things Lincoln and Washington had in common.

Scoring Rubric

Criteria	1	2	3	4
a. Name 2 facts about Abraham Lincoln.	The student identifies 1 unique fact about Lincoln.	The student identifies 1 unique fact about Lincoln.	The student identifies 2 unique facts about Lincoln.	The student identifies 2 unique facts about Lincoln.
b. Name 2 facts about George Washington.	The student identifies 1 unique fact about Washington.	The student identifies 1 unique fact about Washington.	The student identifies 2 unique facts about Washington.	The student identifies 2 unique facts about Washington.
c. Tell 2 things that Washington and Lincoln had in common.	The student does not provide similarities between the two presidents, or they provide similarities, but no unique characteristics.	The student describes 1 thing that Lincoln and Washington had in common.	The student describes 1 thing that Lincoln and Washington had in common.	The student describes 2 things in which Lincoln and Washington had in common.

Pretest Spreadsheet

Appendix C

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total	G1	G2	G3
A	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1/14	1/7	0/3	0/4
B	0	0	1	0	0	0	0	1	0	0	0	0	0	0	2/14	2/7	0/3	0/4
C	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1/14	1/7	0/3	0/4
D	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1/14	1/7	0/3	0/4
E	0	0	1	0	0	1	0	0	0	0	0	0	0	0	2/14	1/7	0/3	0/4
F	0	0	0	0	0	0	0	1	1	1	0	0	0	0	3/14	3/7	0/3	0/4
G	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1/14	1/7	0/3	0/4
H	0	1	0	0	0	0	0	1	0	0	0	0	0	0	2/14	2/7	0/3	0/4
I	0	0	1	0	0	0	0	0	0	0	0	1	0	0	2/14	1/7	0/3	1/4
J	0	0	1	0	0	0	0	1	0	0	1	0	0	1	4/14	3/7	0/3	1/4
K	0	1	0	0	0	0	0	1	1	1	0	0	0	0	4/14	4/7	0/3	0/4
L	0	0	1	0	0	0	0	1	1	1	0	0	0	0	4/14	4/7	0/3	0/4
M	0	1	0	0	0	1	0	1	0	0	0	0	1	0	4/14	2/7	1/3	1/4
N	0	1	1	0	0	1	0	0	0	0	0	1	0	0	4/14	2/7	1/3	1/4
O	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1/14	1/7	0/3	0/4
P	0	0	1	0	0	0	0	0	0	1	0	0	0	0	2/14	2/7	0/3	0/4
Q	0	1	1	0	0	1	0	1	1	1	0	1	0	1	8/14	6/7	1/3	1/4
R	0	1	0	0	0	0	0	0	1	0	0	0	0	0	2/14	2/7	0/3	0/4
S	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1/14	1/7	0/3	0/4
T	0	0	1	0	0	0	0	1	0	0	0	0	0	0	2/14	2/7	0/3	0/4
U	0	1	1	0	0	0	1	1	1	0	0	1	1	0	7/14	4/7	1/3	2/4

Key:

Red= Goal 1 questions

Blue= Goal 2 questions

Green= Goal 3 questions

Posttest Spreadsheet

Appendix D

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total	G1	G2	G3
A	1	0	1	0	1	1	1	1	1	1	1	1	1	1	12/14	6/7	3/3	3/4
B	1	1	1	0	1	1	1	1	1	1	0	0	1	1	11/14	7/7	3/3	1/4
C	1	1	1	0	1	1	1	1	1	1	1	1	0	1	12/14	7/7	3/3	2/4
D	1	0	1	0	1	1	1	1	1	1	1	1	1	1	12/14	6/7	3/3	3/4
E	1	1	1	0	0	1	1	1	1	1	0	1	1	1	11/14	7/7	2/3	2/4
F	1	0	1	0	1	1	1	1	1	1	1	0	1	1	11/14	6/7	3/3	2/4
G	1	1	1	0	1	1	1	1	1	1	1	1	1	1	13/14	7/7	3/3	3/4
H	0	1	1	0	0	0	1	1	0	0	0	0	1	0	5/14	3/7	1/3	1/4
I	1	1	1	1	1	1	1	1	1	1	0	1	1	1	13/14	7/7	3/3	3/4
J	1	1	1	0	1	1	1	1	1	1	1	1	1	1	13/14	7/7	3/3	3/4
K	1	0	1	0	1	0	1	1	1	1	1	1	1	1	11/14	6/7	2/3	3/4
L	1	0	1	0	1	0	1	1	1	1	1	1	1	1	11/14	6/7	2/3	3/4
M	1	1	1	0	1	1	1	1	0	0	1	1	1	1	11/14	5/7	3/3	3/4
N	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14/14	7/7	3/3	4/4
O	1	1	1	1	0	1	1	1	0	0	1	1	1	1	11/14	5/7	2/3	4/4
P	1	1	1	0	1	0	1	1	1	1	1	0	1	1	11/14	7/7	2/3	2/4
Q	1	1	1	0	1	1	1	1	1	1	1	1	1	1	13/14	7/7	3/3	3/4
R	1	1	1	0	1	1	1	1	1	1	1	1	1	1	13/14	7/7	3/3	3/4
S	0	0	1	0	1	1	1	1	1	1	0	0	0	1	8/14	5/7	3/3	0/4
T	1	1	1	1	1	1	1	1	1	1	0	1	1	1	13/14	7/7	3/3	3/4
U	1	1	1	0	1	1	1	1	1	1	1	1	1	1	13/14	7/7	3/3	3/4

Key:

Red= Goal 1 questions

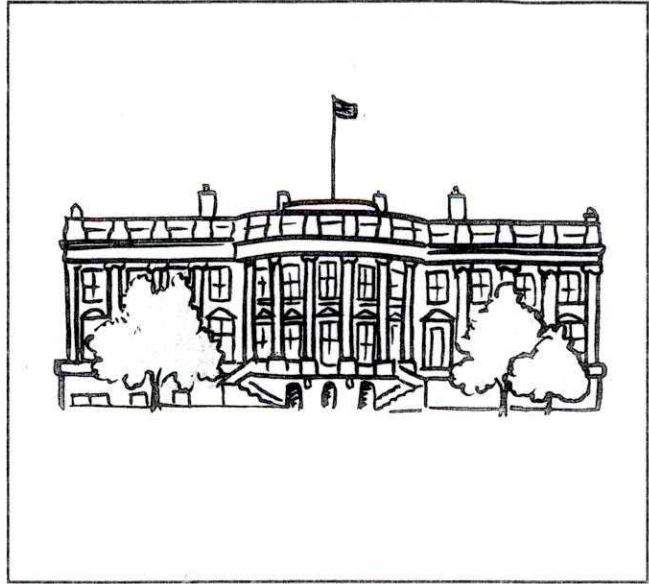
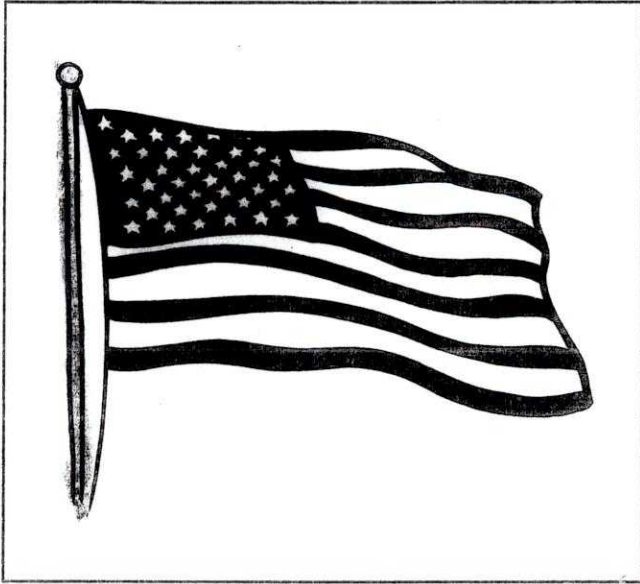
Blue= Goal 2 questions

Green= Goal 3 questions

Name _____

Date 2-2

Puzzle Pieces



Statue of Liberty

American flag

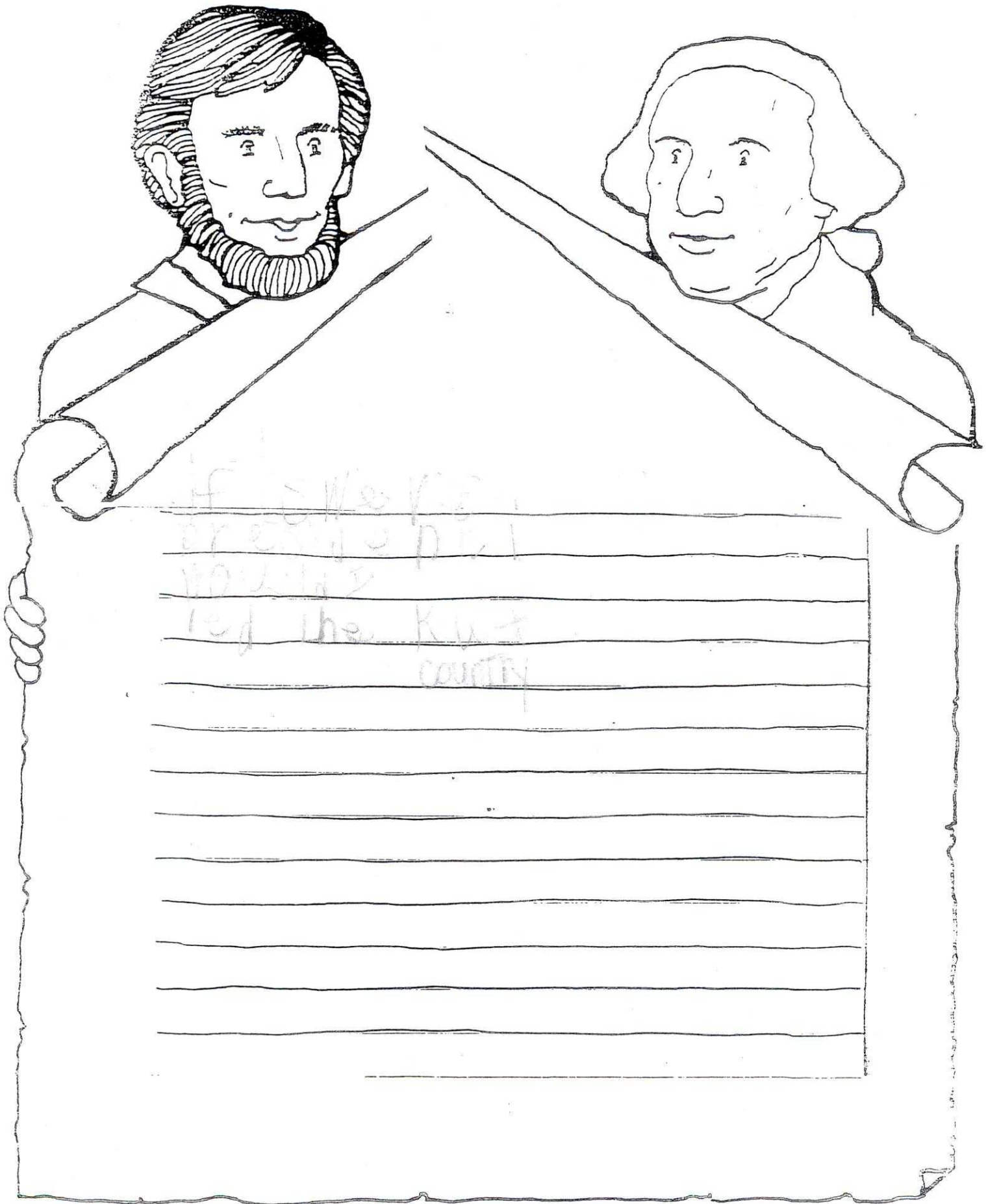
The White House

Mount Rushmore



Directions: Read the titles of the pictures, and ask children to draw a line from the title to the correct picture.

Purpose: To reinforce recognition of American symbols



of Sweden
of Sweden
led the King
country

Put an X on the pictures that show things that George Washington did.



Read and trace this fact about George Washington.

He was a hero.

-10

4/14

Pretest

Presidents Learning Inventory

Name _____

Date 2-6-08

1. What is a president? What do they do?

They help ppl w/ lots of stuff.

Multiple Choice

2. How is a president chosen?

A. It is based on the family they are born in to.

B. They are elected by the people of the United States.

C. One president picks the next one to replace him/her.

3. Who can be a president?

A. Only men

B. Only white men

C. Anyone- even you!

4. How many stripes are on the flag? How many stars?

6

30

5. When is Presidents' Day? July 10

6. Why do we celebrate Presidents' Day?


B/c we need to remember about the presidents


7. Whose February birthdays are the holiday based on?


Lincoln & Bushington

Matching

Match the coin with the president that appears on it.

8.  A. George Washington


9.  B. Abraham Lincoln

10.  C. Thomas Jefferson

11. This is a picture of the house where the president lives. What is it called? What city is it located in?



• White House
• France

12.  What is this monument called?
Statue of Liberty

13. Match the Mount Rushmore president with their picture.



~~Jefferson~~

~~Roosevelt~~

Lincoln

Washington



Performance Question

14. a. Name 2 facts about Abraham Lincoln.
 b. Name 2 facts about George Washington.
 c. Tell 2 things Lincoln and Washington had in common.

a. Nice (b/c presidents are always nice)
 b. B
 c. Both boys

Scoring Rubric

Criteria	1	2	3	4
a. Name 2 facts about Abraham Lincoln.	The student identifies 1 unique fact about Lincoln.	The student identifies 1 unique fact about Lincoln.	The student identifies 2 unique facts about Lincoln.	The student identifies 2 unique facts about Lincoln.
b. Name 2 facts about George Washington.	The student identifies 1 unique fact about Washington.	The student identifies 1 unique fact about Washington.	The student identifies 2 unique facts about Washington.	The student identifies 2 unique facts about Washington.
c. Tell 2 things that Washington and Lincoln had in common.	The student does not provide similarities between the two presidents, or they provide similarities, but no unique characteristics.	The student describes 1 thing that Lincoln and Washington had in common.	The student describes 1 thing that Lincoln and Washington had in common.	The student describes 2 things in which Lincoln and Washington had in common.

Presidents Learning Inventory

(-0) 14/14
Posttest

Name _____

Date 2-25-08

1. What is a president? What do they do?

Somebody who helps people, help keep city clean, lead our country.

Multiple Choice

2. How is a president chosen?

- A. It is based on the family they are born in to.
- B. They are elected by the people of the United States.
- C. One president picks the next one to replace him/her.

3. Who can be a president?

- A. Only men
- B. Only white men
- C. Anyone- even you!

4. How many stripes are on the flag? How many stars?

13

50

5. When is Presidents' Day? February on Monday

6. Why do we celebrate Presidents' Day?


To honor them


7. Whose February birthdays are the holiday based on?


Lincoln & Washington

Matching

Match the coin with the president that appears on it.

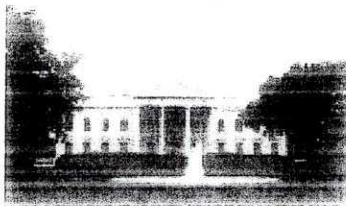
8.  A. George Washington

9.  B. Abraham Lincoln


10.  C. Thomas Jefferson

(Note: Hand-drawn lines connect coin 8 to A, coin 9 to C, and coin 10 to B.)

11. This is a picture of the house where the president lives. What is it called? What city is it located in?



White House Washington DC

12.  What is this monument called?

Statue of Liberty

13. Match the Mount Rushmore president with their picture.



Jefferson

Roosevelt

Lincoln

Washington



Performance Question

4

14. a. Name 2 facts about Abraham Lincoln.
 b. Name 2 facts about George Washington.
 c. Tell 2 things Lincoln and Washington had in common.

a. He was a lawyer. Feb. 12-birthday
 b. 1st president; Feb. 22nd-birthday
 c. Both presidents, Both in wars

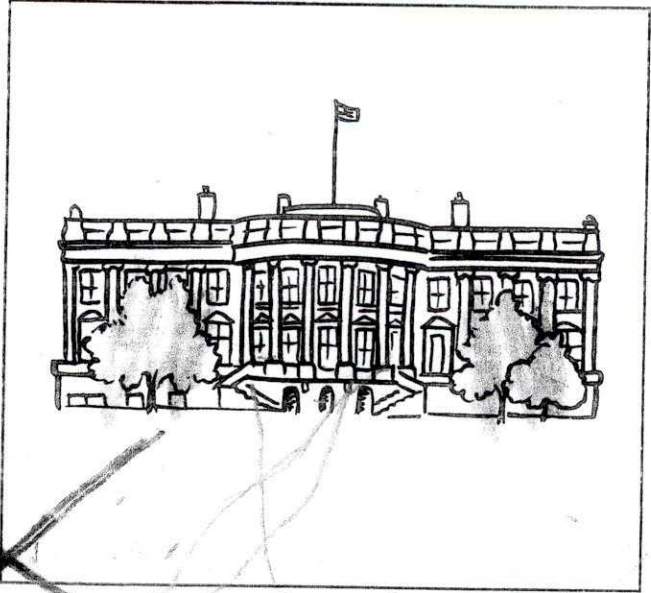
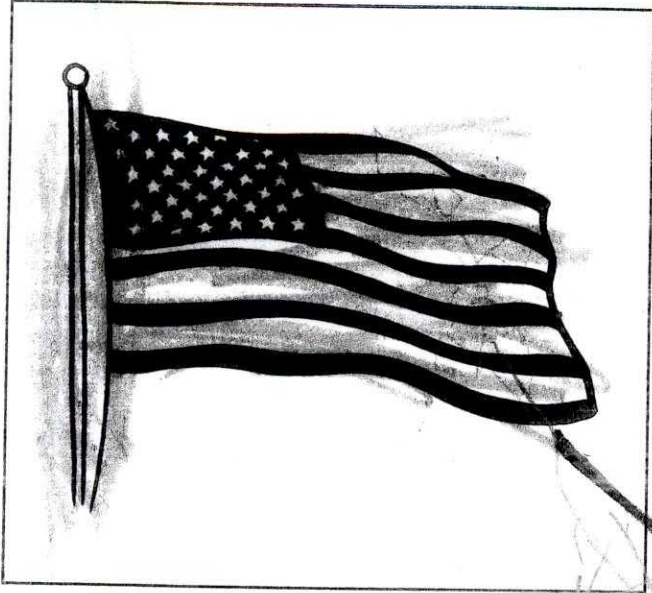
Scoring Rubric

Criteria	1	2	3	4
a. Name 2 facts about Abraham Lincoln.	The student identifies 1 unique fact about Lincoln.	The student identifies 1 unique fact about Lincoln.	The student identifies 2 unique facts about Lincoln.	The student identifies 2 unique facts about Lincoln.
b. Name 2 facts about George Washington.	The student identifies 1 unique fact about Washington.	The student identifies 1 unique fact about Washington.	The student identifies 2 unique facts about Washington.	The student identifies 2 unique facts about Washington.
c. Tell 2 things that Washington and Lincoln had in common.	The student does not provide similarities between the two presidents, or they provide similarities, but no unique characteristics.	The student describes 1 thing that Lincoln and Washington had in common.	The student describes 1 thing that Lincoln and Washington had in common.	The student describes 2 things in which Lincoln and Washington had in common.

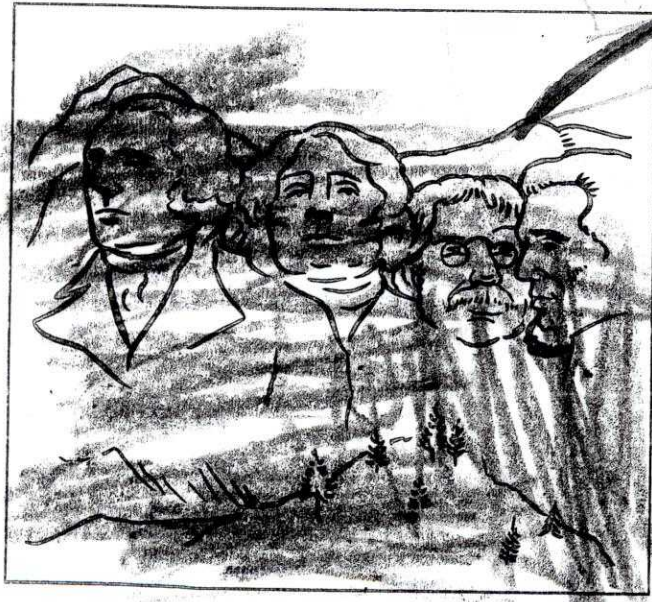
Name _____

Date _____

Puzzle Pieces

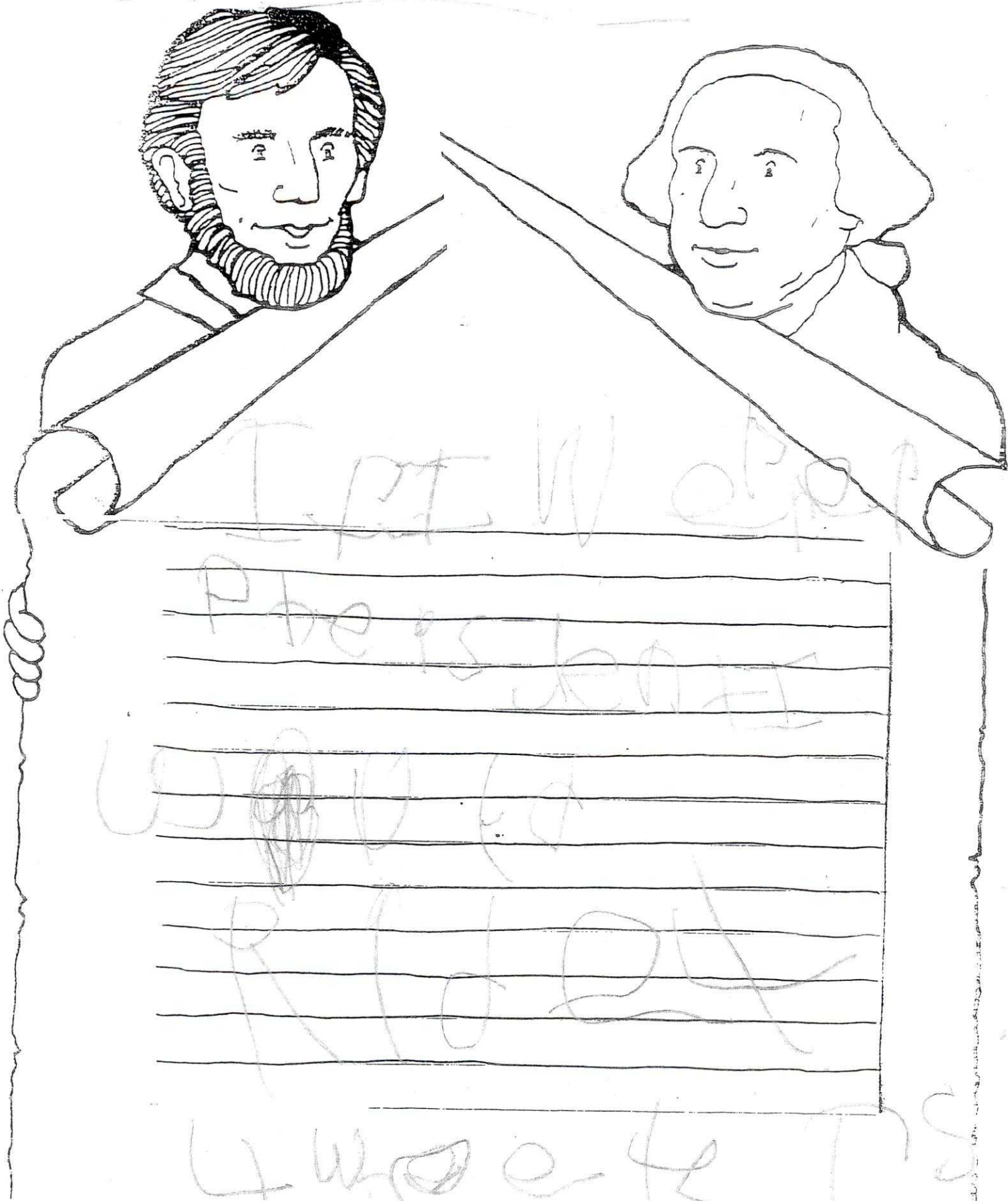


Statue of Liberty
The White House
American flag
Mount Rushmore



w/ scribe & reader

Directions: Read the titles of the pictures, and ask children to draw a line from the title to the correct picture.
Purpose: To reinforce recognition of American symbols



w/ Scribe & Reader

NAME _____

Put an X on the pictures that show things that George Washington did.



Read and trace this fact about George Washington.

He was a hero.

Answers: 1, 2, 4, 6, 8

(-13)

1/14
Pretest

Presidents Learning Inventory

Name _____

Date _____

1. What is a president? What do they do?

Multiple Choice

2. How is a president chosen?

- A. It is based on the family they are born in to.
- B. They are elected by the people of the United States.
- C. One president picks the next one to replace him/her.

3. Who can be a president?

- A. Only men
- B. Only white men
- C. Anyone- even you!

4. How many stripes are on the flag? How many stars?

100

5. When is Presidents' Day? Friday

6. Why do we celebrate Presidents' Day?

Cause that's when Santa Claus comes

7. Whose February birthdays are the holiday based on?

Matching

Match the coin with the president that appears on it.



8.

A. George Washington



9.

B. Abraham Lincoln



10.

C. Thomas Jefferson

11. This is a picture of the house where the president lives. What is it called? What city is it located in?



• Home

• D



12.

What is this monument called?

• D

13. Match the Mount Rushmore president with their picture.



~~Jefferson~~

~~Roosevelt~~

~~Lincoln~~

~~Washington~~



Performance Question

14. a. Name 2 facts about Abraham Lincoln.
 b. Name 2 facts about George Washington.
 c. Tell 2 things Lincoln and Washington had in common.

a. 0
 b. 0
 c. 0

Scoring Rubric

Criteria	1	2	3	4
a. Name 2 facts about Abraham Lincoln.	The student identifies 1 unique fact about Lincoln.	The student identifies 1 unique fact about Lincoln.	The student identifies 2 unique facts about Lincoln.	The student identifies 2 unique facts about Lincoln.
b. Name 2 facts about George Washington.	The student identifies 1 unique fact about Washington.	The student identifies 1 unique fact about Washington.	The student identifies 2 unique facts about Washington.	The student identifies 2 unique facts about Washington.
c. Tell 2 things that Washington and Lincoln had in common.	The student does not provide similarities between the two presidents, or they provide similarities, but no unique characteristics.	The student describes 1 thing that Lincoln and Washington had in common.	The student describes 1 thing that Lincoln and Washington had in common.	The student describes 2 things in which Lincoln and Washington had in common.

Presidents Learning Inventory

(-6)

0/14
Posttest

Name _____

Date 2-25-08

1. What is a president? What do they do?
Ø

Multiple Choice

2. How is a president chosen?
A. It is based on the family they are born in to.
B. They are elected by the people of the United States.
C. One president picks the next one to replace him/her.

3. Who can be a president?
A. Only men
B. Only white men
C. Anyone- even you!

4. How many stripes are on the flag? How many stars?
13 15


5. When is Presidents' Day? February (Monday)


6. Why do we celebrate Presidents' Day?
B/c it's their birthdays.


7. Whose February birthdays are the holiday based on?
Washington & Lincoln

Matching

Match the coin with the president that appears on it.

8. 

9. 

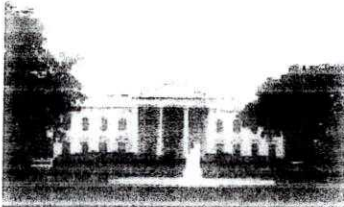
10. 

A. George Washington

B. Abraham Lincoln

C. Thomas Jefferson

11. This is a picture of the house where the president lives. What is it called? What city is it located in?



White House

D

12.

What is this monument called? 

13. Match the Mount Rushmore president with their picture.



Jefferson

Roosevelt

Lincoln

Washington



Performance Question

14. a. Name 2 facts about Abraham Lincoln.
 b. Name 2 facts about George Washington.
 c. Tell 2 things Lincoln and Washington had in common.

a. Wore a black hat, ^{Liked to} Read books
 b. Ride Horses, 1st President
 c. Both born, both worked

Scoring Rubric

Criteria	1	2	3	4
a. Name 2 facts about Abraham Lincoln.	The student identifies 1 unique fact about Lincoln.	The student identifies 1 unique fact about Lincoln.	The student identifies 2 unique facts about Lincoln.	The student identifies 2 unique facts about Lincoln.
b. Name 2 facts about George Washington.	The student identifies 1 unique fact about Washington.	The student identifies 1 unique fact about Washington.	The student identifies 2 unique facts about Washington.	The student identifies 2 unique facts about Washington.
c. Tell 2 things that Washington and Lincoln had in common.	The student does not provide similarities between the two presidents, or they provide similarities, but no unique characteristics.	The student describes 1 thing that Lincoln and Washington had in common.	The student describes 1 thing that Lincoln and Washington had in common.	The student describes 2 things in which Lincoln and Washington had in common.