Using Assessment Data to Inform Instruction

M5U3A3
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Presentation Flow

Data Overview
A look at the data before it is sorted.

Homogenous Groups
How students would be grouped for re-teaching based on the data.

Activity Examples
Examples of what the students could do in their groups.

Additional Notes
Final thoughts & clarification for this assignment.

Modifications
How the activity would be modified.

Heterogeneous Groups
Project description and how students would be grouped for an in-class project.

Data Overview

Student	Quiz 1 %	HW %	Quiz 2 %	Project %	HW %	Quiz 3%	EOU Review%	EOU Test %	AVERAGE
Aiden	100	100	100	100	100	100	100	100	100
Byeongkwan	100	95	100	100	100	95	100	100	98.75
Celine	80	75	80	80	85	80	80	86	80.75
Donghun	60	65	70	80	75	80	88	92	76.25
Elle	90	95	90	100	100	100	92	96	95.375
Felicia	90	85	90	95	90	95	96	100	92.625
Grant	30	20	10	30	25	30	36	42	27.875
Hai	100	absent	70	65	40	60	48	50	55.5
Ian	40	40	40	50	60	55	48	54	48.375
Junhee	10	100	40	50	100	50	40	54	55.5
Kate	90	95	90	95	95	65	68	72	83.75
Lisa	70	65	70	80	80	80	84	88	77.125
Morgan	100	0	80	70	40	20	16	20	43.25
Naeyeon	80	85	80	85	90	90	92	78	85
Olivia	20	20	30	20	10	20	20	18	19.75
Paul	70	65	70	70	75	70	76	78	71.75
Quincy	not enrolled	not enrolled	40	50	70	60	75	68	60.5
Rian	10	0	20	10	5	10	12	12	9.875
Sehyoon	20	80	10	20	absent	30	40	64	44.66666667
Taeyoung	80	85	80	90	95	90	96	98	89.25
Vie	50	70	60	70	75	70	72	62	66.125
Wonwoo	60	50	40	30	25	20	16	20	32.625
Yuchan	30	0	20	40	0	40	44	48	27.75

Title of table: **Kindergarten ESL Theme Unit**

Unsorted Data

These are the scores that the students obtained over the course of a two month unit about animal classifications.

Green means the student has shown through their scores that they understand the unit content.

Yellow means the student is showing signs of proficiency with the content, however needs to review the content more before continuing forward.

Red means that the students are not understanding the unit content, and are in need of additional teaching.

Homogenous Groups

Groups Sorted by Content Proficiency

Kindergarten ESL Theme Unit									
Student	Quiz 1 %	HW %	Quiz 2 %	Project %	HW %	Quiz 3%	EOU Review%	EOU Test %	AVERAGE
Aiden	100	100	100	100	100	100	100	100	100
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Kate	90	95	90	95	95	65	68	72	83.75
Naeyeon	80	85	80	85	90	90	92	78	85
Donghun	60	65	70	80	75	80	88	92	76.25
Quincy	not enrolled	not enrolled	40	50	70	60	75	68	60.5
Vie	50	70	60	70	75	70	72	62	66.125
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Hai	100	absent	70	65	40	60	48	50	55.5
Junhee	10	100	40	50	100	50	40	54	55.5
Ian	40	40	40	50	60	55	48	54	48.375
Morgan	100	0	80	70	40	20	16	20	43.25
Yuchan	30	0	20	40	0	40	44	48	27.75
Sehyoon	20	80	10	20	absent	30	40	64	44.66666667
Wonwoo	60	50	40	30	25	20	16	20	32.625
Grant	30	20	10	30	25	30	36	42	27.875
Olivia	20	20	30	20	10	20	20	18	19.75
Rian	10	0	20	10	5	10	12	12	9.875

Reteaching Groups

The **purpose** of my **homogenous groups** is to work with students in small groups to either challenge them or reteach them.

Green students will be given additional challenge work while students in **yellow** and **red** groups are worked with to make sure their understanding of the material is strong enough before continuing on.

Both **yellow** and **red** groups are broken into two in order to make sure that each group is small enough to address their needs. Their scores are in consideration, for example the **team of 3** in yellow will likely take less time than the **team of 5**.

Red is similarly broken into two groups based off scoring. The team with the higher scores will possibly have different needs than those who have the lowest scores.

Sample Activities/RTI Techniques

GREEN	YELLOW	RED

GREEN
- Additional games & activities that let the students practice content independently
- Animal sorting, animal name tracing, etc.
- Example: https://www.havefunteaching.com/resource/subject/science/life-science/animals-matching-classification-worksheet/

YELLOW
- Students revisit the work they missed or have gaps in understanding
- Look over previous worksheets/content
- Example: https://www.liveworksheets.com/qe104259yg

RED
- Closely go over the work with each student to evaluate where they are misunderstanding the material
- Create a plan to help them bridge the gap
- Activities specialized to meet their needs

"Discover" A New Animal

Age Group	Kindergarten
Unit Topic	Animal Kingdom
Group Size	3-4 Students

Project Description

After studying animal classifications, the class will have a project day where they work in groups using the knowledge they have gained over the last two months.

Students will be put into groups in order to "discover" (re: create) a new animal that has never been seen before.

In their groups, students will create their animal, classify it, and provide the reasons *why* their "discovered" animal belongs in that animal classification.

Together they will draw and present their creation.

Groups Sorted for "Balance"

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Naeyeon	80	85	80	85	90	90	92	78	85
Kate	90	95	90	95	95	65	68	72	83.75
Sehyoon	20	80	10	20	absent	30	40	64	44.66666667
Rian	10	0	20	10	5	10	12	12	9.875

Project Groups

Please note I have additional commentary about this assignment on the final slides

The students are sorted for the "Discover A New Animal" project that will be completed in a 45 minute class, and presented the next day depending upon time restraints.

In this scenario, students are being sorted in an attempt to best equally distribute students based off scores.

This method provides students the opportunity to practice working with others of different skill sets. Students can bring unique perspectives to the projects, and it allows me to monitor the students' work as well as how they are engaging socially with one another.

Students would also have the opportunity to self-evaluate, as well as evaluate their teams.

Modifications

In terms of modifications for students with special needs, the assignments/projects would be modified to meet their specific needs. They will be provided the assistance they need in order to complete and participate in the activities to the best of their ability. This may take the form of giving them the parts of the group project that best fits what they are able to complete, or the directions might be simplified/modified depending upon the situation.

The end.