

STUDENT PROGRESS IMPLEMENTATION

Week 5 - Student Progress Implementation

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OTL541K – Evaluation and Assessment

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Student Evidence

STUDENT SUCCESS

State Standard (4th Grade Writing)

CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely (CCSS, 2014).

Concepts, Ideas, and skills

Students will understand...

- how the five senses can paint a picture.
- proper grammar when using adjectives to describe.
- what concrete words and phrases are.
- use sequence words to organize time in a writing.
- cause and effect for action and events.
- use precise verbs for more a more detailed picture.
- how to use new vocabulary in a sentence based on the type of word allowing for students to add new vocabulary without grammar mistakes.
- use details to explain events and experiences clearly.

Rubric

	Proficient	Good	Ok
Spelling	There are no misspelled words in the story.	There are less than 5 misspelled words in the story. The mistakes do not distract from the reading.	There are more than 5 misspelled words in the story and it can distract from the reading.
Grammar	There are no grammar mistakes. The story is clear and easy to follow.	There are less than 5 grammar mistakes. The story is mostly clear and the ideas are easy to follow.	There are more than 5 mistakes. The story is not always clear and easy to follow.
Organization	There is a clear beginning, middle, and end. Sequence words are used to help with organization of time.	There is a beginning, middle, and end. There is a few sequence words, but it is not always clear when things are happening.	The beginning, middle, and end are not always clear. There are little or no use of sequence words to help. It is not always clear when things are happening.
Concrete Imagery	All five senses are used to help paint a picture. It is clear what picture is being painted with the language.	Most of the five senses are used to paint a picture. It is mostly clear what picture is being painted with the language but there are parts that need more precise language.	Few of the five senses are used to paint a picture. It is not always clear what is being painted with the language. The writing needs more description to paint a clear picture.

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Student Self-Assessment			
Spelling	Grammar	Organization	Concrete Imagery
Rebecca fashion	is Because Famous Sing is be	five senses	Little bit

Error Analysis Worksheet			
Original Problem	Correction(s)	Explanation	Future Goal
Grammar	Rebecca fashion intends put together.	five senses. I think I have to add more senses. And be careful grammar.	No grammar mistake.

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Student Progress Tracker	
Journal 1 Character Sketch (Rebecca)	Rubric Score: <u>19 point</u> Goals for improvement: No grammar. More details
Journal 2	Rubric Score: _____ Goals for improvement:
Journal 3	Rubric Score: _____ Goals for improvement:
Journal 4	Rubric Score: _____ Goals for improvement:

Reflection

I created a three page self-assessment and progress tracking worksheet packet to help my students assess their writing in relation to the standard. They were to use the rubric to peer-assess their partners writing, then use that information to finish the worksheets. The students did not really appreciate the paperwork I was offering them at first, but by the end of the class I think they were starting to understand how this was relevant to them and with a little more routine, this will be a very helpful exercise for them because “self-assessment plays a significant role in developing self-perceptions that lead to greater motivation” (McMillan & Hearn, 2008).

One challenge to implementing the student peer/self-assessment and progress tracking worksheet was mentioned already - the students were not excited to see three sheets of paper they needed to fill out. It is a writing class, so they are expected to write, but they are used to writing stories and informational paragraphs, so it seemed difficult and boring to them at first. This challenge will be overcome in time. By the end of class they were doing well with their work. They started to see how it was relevant to their writing as they were filling out the error analysis. As this becomes a routine, that initial reaction will subside and the benefits of the exercise will become apparent to the students. Which leads into the next challenge.

Another challenge for implementing the student peer/self-assessment and progress tracking worksheet is making it routine. Implementing something like this without the students having experience with it was difficult. They needed a lot of explanation on how to fill out the forms, where to put mistakes, how to offer effective feedback and why they were doing this (Brooke, 2013). The first time is the hardest time. Once the students get used to this, they will be able to

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fill it in quickly and become more accurate. As they do that, and as they know it is coming, they will automatically start fixing their writing before the self-assessment process. That will be the entire point of this exercise, in my eyes. Once this becomes routine, then it will move onto second-nature. As they get accustomed to filling this worksheet out, they will start to naturally fill it out in their head as they write causing them to edit their work as they go more effectively.

The benefits of this I have touched on already, as the students get used to the idea that they will need to assess their work, and their peers', in relation to a rubric that has set out clear expectations, they will start to edit their work before having to fill out a worksheet. Once they internalize the process, they have really transferred the skill that is being taught here. "Self-assessment is an essential component of cognitive and constructivist theories of learning and motivation" (McMillan & Hearn, 2008). They will eventually be able to assess their work in relation to certain expectations without the worksheet and without guidance from a teacher - which is the whole point of teaching.

Even though it was a bit hard to begin with and there was a lot of explanation to start, this exercise is going to be a regular part of my teaching schedule because it helps students internalize the skills needed to self-assess their work. "Metacognition, which has been widely investigated and reported in both educational and psychological literature, involves the capacity to monitor, evaluate, and know what to do to improve performance" (McMillan & Hearn, 2008). Making this idea a routine will greatly benefit the students' work and my ability to guide them to understanding.

References

Brooke, G., & Andrade, H. (2013, April). *Student centered assessment: Peer assessment*. Jobs for the future. Retrieved from <http://www.studentsatthecenter.org/resources/student-centered-assessment-guide-peer-assessment>

McMillan, J., & Hearn, J. (2008). *Student self-assessment: the key to stronger student motivation and higher achievement*. Department of Foundations of Education at Virginia Commonwealth University. Retrieved from <http://files.eric.ed.gov/fulltext/EJ815370.pdf>