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RADS Report

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Introduction

The class is made up of 18 students. There are 7 boys and 11 girls. The students worked on word problems, multiplication facts, writing numbers through the hundred millions, mixed numbers, money, inch scales, capacity, and decimals. Most of the content has been touched on but they start to dig a little deeper in the concept.

Assessment

The students were given a pretest with one question from each chapter that was taught. The question best represented each chapter. The pretest had 11 questions. The posttest had only eight because the last two lessons were not taught during the clinical period. Question two was also taken out due to a typo. I could not base the progress on the pretest even if I had fixed the question for the posttest.

Data

Students	Pretest Score	Posttest Score
1	50%	63%
2	88%	100%
3	100%	100%
4	63%	100%

5	75%	75%
6	0%	50%
7	100%	50%
8	50%	100%
9	38%	63%
10	50%	63%
11	63%	75%
12	50%	75%
13	75%	50%
14	13%	50%
15	50%	50%
16	25%	63%
17	25%	75%
18	13%	38%

As a whole, the class improved. Not as many students got 100% as were expected but the improvement is good to see. There were many individual red flags that were seen when going through the pretest. Student 7 got 100% on the pretest and only 50 % on the posttest. This is clear that the student was not in the right mindset to take a test. The test was given in a rushed manner and right after they were all excited about a previous event and the fact that it was the last day of classes before break. The external factors were not in the student's favor. By looking at student 7's test, it was obvious he or she did not care. Student 6 did 50% better on the posttest compared to the pretest. The student understood the content but got minor mistakes to get the

question wrong. While looking at student 5's test, the student got the same exact two wrong on both tests. This is a clear indicator that he needed a little extra help in that content area. The student showed improvement in the two questions on the posttest but was not quite there.

Processing

The aspect that I think worked best while giving instruction was when I broke the class up into groups based on their level of knowledge in that area. The groups were different almost everyday because some content areas a student really understood and others content areas were confusing to that student. Some days I did not break the students into the correct groups. I thought they were going to benefit the students but turned out to only hurt them. In the future, I will break them up with 100% confidence that it is appropriate. This comes with knowing the students even better. In the future, I will not move on until the students have grasp the concept. They do not need to 100% understand because that may come later with another lesson when all of a sudden the light bulb goes off and they connect the previous lesson with the current lesson. In small groups, I can reteach the lesson to the students who did not understand and have the students who did understand do the same content but an advanced version.

On the test, I wrote what they did wrong and what they need to do to fix it. I wrote comments that help the students understand why they were way off or why they were so close to getting the question wrong.

Test: Questions 10 and 11 were removed from the test and question two was ignored.