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RADS Report

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### ***Introduction***

The class is made up of 19 students. There are 10 females and 9 males. The students are working on long division, prime factorization, greatest common factor, least common factor, dividing and multiplying decimals. Part of the content they will be learning about is review, but the second half will be totally new to the students.

### ***Assessment***

The students were given an exit ticket with one question in which the students had to describe or explain the process of determining the greatest common factor.

### ***Data***

<b><i>Student #</i></b>	<b><i>Pretest, met standard</i></b>	<b><i>Post-test, met standard</i></b>
<b><i>Student 1</i></b>	<b><i>no</i></b>	<b><i>yes</i></b>
<b><i>Student 2</i></b>	<b><i>no</i></b>	<b><i>yes</i></b>
<b><i>Student 3</i></b>	<b><i>no</i></b>	<b><i>yes</i></b>
<b><i>Student 4</i></b>	<b><i>no</i></b>	<b><i>yes</i></b>
<b><i>Student 5</i></b>	<b><i>yes</i></b>	<b><i>yes</i></b>
<b><i>Student 6</i></b>	<b><i>yes</i></b>	<b><i>yes</i></b>

<i>Student 7</i>	<i>no</i>	<i>yes</i>
<i>Student 8</i>	<i>yes</i>	<i>yes</i>
<i>Student 9</i>	<i>yes</i>	<i>yes</i>
<i>Student 10</i>	<i>yes</i>	<i>yes</i>
<i>Student 11</i>	<i>yes</i>	<i>yes</i>
<i>Student 12</i>	<i>no</i>	<i>yes</i>
<i>Student 13</i>	<i>no</i>	<i>yes</i>
<i>Student 14</i>	<i>yes</i>	<i>yes</i>
<i>Student 15</i>	<i>no</i>	<i>yes</i>
<i>Student 16</i>	<i>yes</i>	<i>yes</i>
<i>Student 17</i>	<i>yes</i>	<i>yes</i>
<i>Student 18</i>	<i>yes</i>	<i>yes</i>

**B)** I was surprised by the amount of students who were able to explain the process of determining the greatest common factor. While I expected some students to know how to determine the greatest common factor, it is another thing to have to write out the process in words. 10 of the 18 students who took the pretest passed or met my standard. When the students took the unit test, they were once again asked to explain the process of determining the greatest common factor. This time every single student met or passed my standard.

### ***Processing***

Every teacher should want their students to answer questions correctly the first time, however, that is not always possible. Some students will need things explained many different ways in order for them to make the connection needed. I was pleasantly surprised to have over half the

students correctly answer the first time. If I had the opportunity to do this again, I would make sure to go around and check every student's understanding before the class was over. I was able to get to around two thirds of the students. Many of the students were able to solve any problems with the greatest common factors, but couldn't translate that to words. Often times when you can have one on one time with students, they will be able to push past something they may otherwise be stuck on.

***B)***

I was able to review and go over with the students the pretest the day after they tested. This was beneficial because it was still fresh, and I was basically able to reteach any point that was a problem for the students. I made sure to have students determine the greatest common factor the next day, and they also had to be able to turn and talk with a partner about the process.