

		Exemplary (3)	Satisfactory (2)	Unsatisfactory (1)	Comments
1	Context	Candidate provided detailed description of the students and the classroom context.	Candidate provided some description of the students and the classroom context.	Candidate provided little to no descriptions of the students or the classroom context.	3
2	Pre-Assessment	Candidate included a pre-assessment that closely aligned with the learning objectives.	Candidate included a pre-assessment that loosely aligned with learning objectives.	Candidate did not include a pre-assessment.	3
3	Analysis of Pre-assessment	Candidate reflected deeply and critically over the pre-assessment data and used that data to determine instructional decisions	Candidate referenced pre-assessment data, but data analysis did not impact instructional decisions.	Candidate made no reference to pre-assessment data.	3
4	Lesson plan	A detailed lesson plan was included that aligned with the instructional objectives and reflected the students' learning needs as determined by the pre-assessment.	A lesson plan was included that may have aligned with instructional objectives and may have reflected students' learning needs as determined by the pre-assessment.	A lesson plan was either not included or did not align with instructional objectives or did not reflect students' learning needs as determined by the pre-assessment.	3
5	Reflections on the Lesson	Candidate demonstrated deep, critical reflection about the lesson taught.	Candidate demonstrated some level of reflection about the lesson taught.	Candidate did not provide a reflection about the lesson taught.	3
6	Post-Assessment	A post-assessment was included that aligned with the objectives and with instruction.	A post-assessment was included that may have aligned with objectives and with instruction.	A post-assessment was not included.	3
7	Assessment of Student Learning	Candidate <u>reflected</u> deeply about the learning of each student, noting what each student did and did not learn and what might be done based on data analysis.	Candidate provided limited reflection about the learning of students, making <u>some</u> reference to the <u>data analyzed</u> in the post-assessment.	Candidate did not provide a reflection about the learning of students. No reference was made to post-assessment data analysis.	3 2
8	Final reflection	Candidate reflected deeply about the Assessment-Reflection-Instruction cycle and their own development as a <u>constructivist</u> teacher.	Candidate <u>included some</u> reflection about the <u>Assessment-Reflection-Instruction</u> cycle and their development as a constructivist teacher.	Candidate did not include a reflection about the Assessment-Reflection-Instruction cycle and their development as a constructivist teacher.	3 2

Assessment of Student Learning: Portfolio Assessment

Pre- Assessments

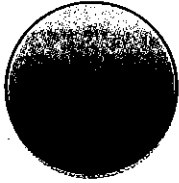
Student A

Name:

~~XXXXXXXXXX~~ (2.2)

Plane Shapes

1.



0

sides

0

vertices

circle

2.



4

sides

4

vertices

rectangle

3.



4

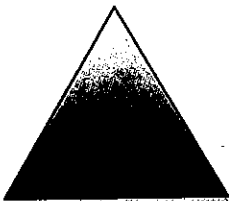
sides

4

vertices

square

4.



3

sides

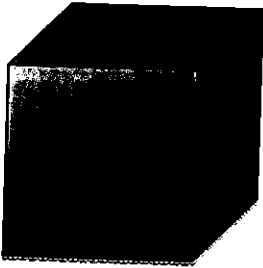
3

vertices

triangle

Solid Shapes

1.



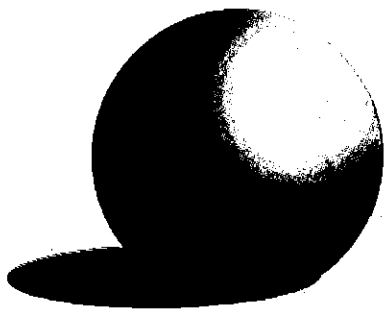
2.



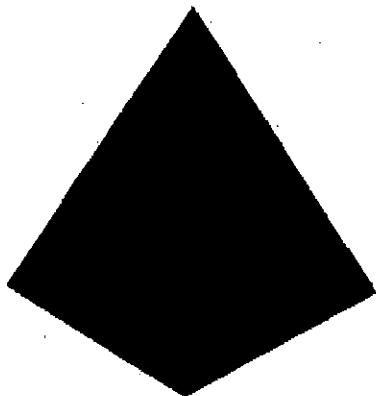
3.



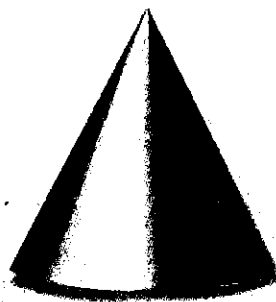
4.



5.



6.



}

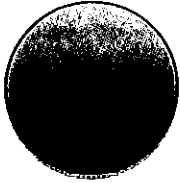
Student B

Name:

~~XXXXXXXXXX~~ (2.2)

Plane Shapes

1.

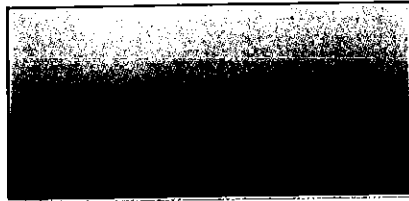


0 sides

0 vertices

Circle

2.

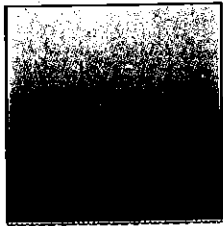


4 sides

4 vertices

Rectangle

3.

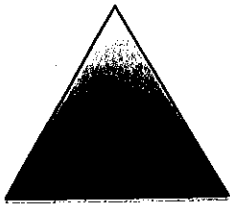


4 sides

4 vertices

square

4.

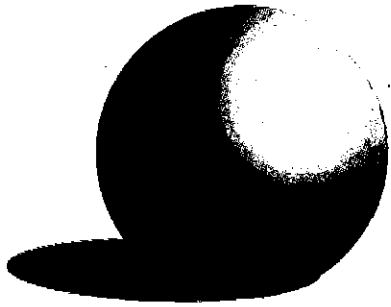


3 sides

3 vertices

triangle

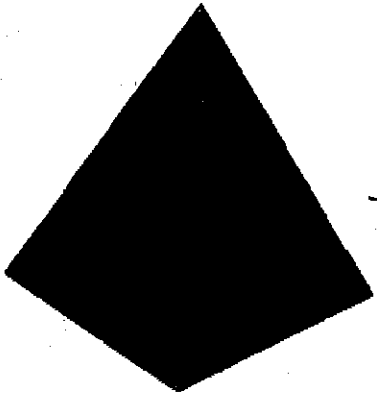
4.



0 sides 0 vertices

Cylinder

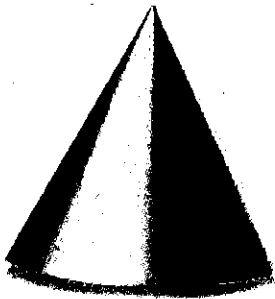
5.



2 sides 3 vertices

Sphere

6.



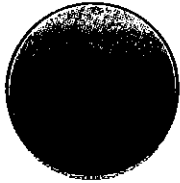
3 sides 3 vertices

Cone

Student
Name: ~~XXXXXXXXXX~~ (1.9)

Plane Shapes

1.



0

sides

0

vertices

Circle

2.



4

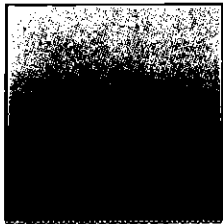
sides

4

vertices

Rectangle

3.



4

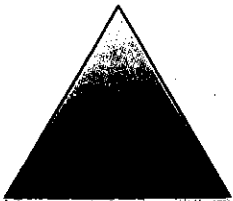
sides

4

vertices

Square

4.



3

sides

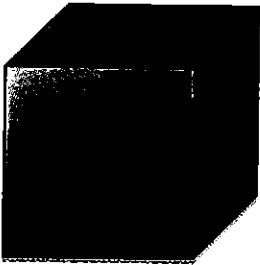
3

vertices

Triangle

Solid Shapes

1.



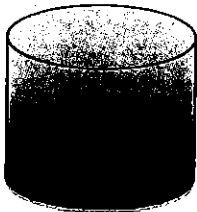
4 Sides 7 vertices

2.



4 Sides 7 vertices

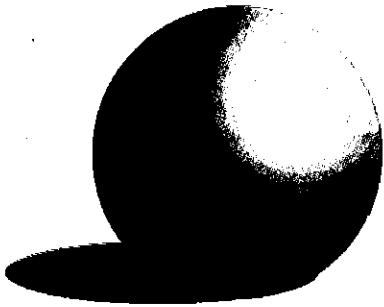
3.



0 Sides 0 vertices

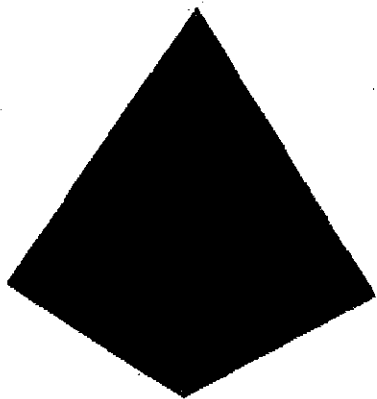
4.

0 sides 0 vertices



Cylinder

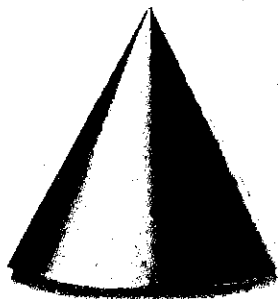
5.



4 sides 4 vertices

Rectangular
Prism

6.



3 sides 3 vertices

Cone

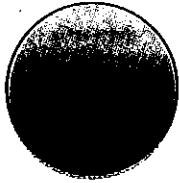
Student D

Name:

~~XXXXXXXXXX~~ (3.9)

Plane Shapes

1.



0 sides

0 vertices

CIRCLE

2.

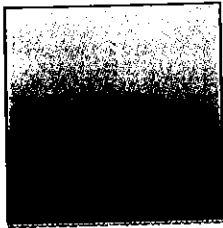


4 sides

4 vertices

RECTANGLE

3.

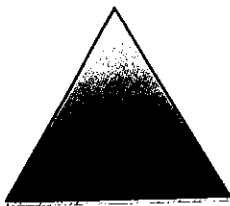


4 sides

4 vertices

SQUARE

4.



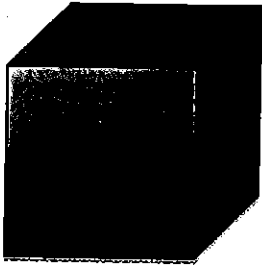
3 sides

3 vertices

TRIANGLE

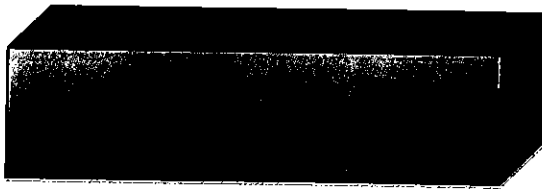
Solid Shapes

1.

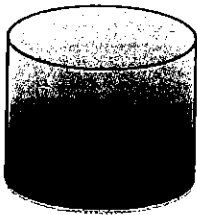


7 Sides 7 Vertices
Cube

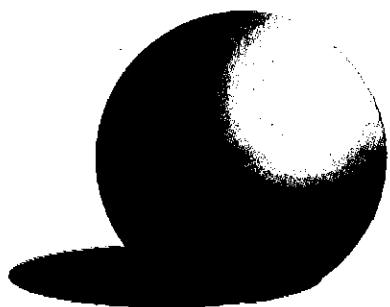
2.



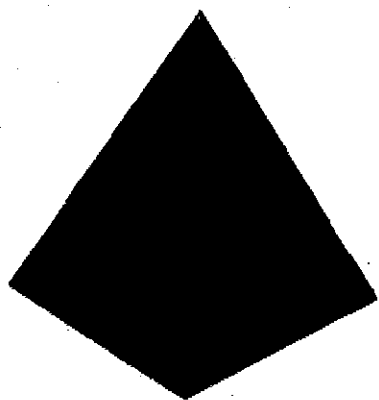
3.



4.

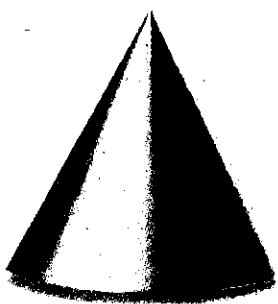


5.



Cylinder

6.



3 Sides

3 Vertices

Cone

Lesson Plan

Classroom setting:

- 1st grade math
- 18 students
- 14 ELLs (ELP levels range from 1.0-4.2)
- I selected 4 students (levels: 1.9, 2.2, 2.2, and 3.9)

Classroom is split in $\frac{1}{2}$. Mainstream teacher is one on side of the room teaching group 1 while ESL teacher is on the other side of the room teaching group 2. After approximately 20-25 minutes, the teachers switch and repeat their lesson with the other group. Essentially all students will receive two lessons—one from the mainstream teacher and one from the ESL teacher (on the same topic).

Materials: Visual showing solid shape and corresponding name, solid shape (wooden) manipulatives, real life objects: cereal box, ball, party hat, soup can, and a large die
Read aloud book:

Objectives: The student will be able to pair solid shapes within real world objects (as well as recognize the plane shapes that comprise the solid shapes).

SOL: 1.12

Assessment at the end of this lesson: the student will name a plane shape and how it relates to a solid shape. For example, I see two circles when I look at the soup can (cylinder).

Prerequisites: plane shapes (rectangle, square, circle, triangle)

Process

Anticipatory set:

Attention grabber: Holding a tissue box (only showing the bottom), the teacher asks, "What shape do you see?" Students respond—a rectangle. Teacher removes hands, rotates the tissue box and shows students other dimensions and then asks if there is only one rectangle.

Differentiation: A large list will be present for the students. It will include a picture of the solid shape as well as the corresponding word (name). Students will work with partners to enhance language output and cooperative work. The auditory learners will engage in listening to read aloud/discussion. ELL students at a lower ELP level will have higher-level students to engage in conversation and visual supports.

Conclusion: the student will name a plane shape and how it relates to a solid shape. For example, I see two circles when I look at the soup can (cylinder).

Time frame: 25 minutes total

Sequence:

- Teacher read aloud and discussion of shapes found in real world scenes
- Students view part of a cereal box. They describe seeing one rectangle. The teacher leads the students in a discussion about the other sides of the box and how there are more rectangles that make up the rectangular prism.
- Students are paired with a partner to explore solid shapes (wooden manipulatives) and match them with real world solid shapes (cereal box, party hat, etc.). Students are encouraged to use the names of the shapes (rectangular prism, sphere, cone, cube and pyramid).
- The teacher facilitates the conversations among the students.
- Closure: teacher discusses with students the shapes they discovered within the real world objects and what name can be assigned to these shapes.
- Conclusion/exit ticket: the students name one real world object and which shape they associate it with

Reflection:

See reflection notes included in the ASL portfolio assignment.

Post- Assessment Data

A	Shape:					
	Shape:	rect. Prism	sphere	cube	cone	cylinder
	ID	no/yes	no/yes	no/yes	no/yes	no/no
	Matched to real item	yes	yes	yes	yes	yes
	Vertices	no/yes	no/yes	no/no	no/yes	no/yes
	Sides	no/no	no/yes	no/no	no/yes	no
B	Shape:					
	Shape:	rect. Prism	sphere	cube	cone	cylinder
	ID	yes/yes	no/yes	yes/yes	yes/yes	no/yes
	Matched to real item	yes	yes	yes	yes	yes
	Vertices	no/no	yes	no/no	no/no	no
	Sides	no/no	yes	no/yes	no/no	no
C	Shape:					
	Shape:	rect. Prism	sphere	cube	cone	cylinder
	ID	no/yes	no/yes	no/yes	yes	no
	Matched to real item	yes/yes	yes	yes	yes	yes
	Vertices	no/no	yes/yes	no/no	no/yes	no/yes
	Sides	no/no	yes/yes	no/no	no/yes	no/no
D	Shape:					
	Shape:	rect. Prism	sphere	cube	cone	cylinder
	ID	no/yes	no/yes	yes	yes	no
	Matched to real item	yes	yes	yes	yes	no/yes
	Vertices	no	no/yes	no	no	no
	Sides	no	no/yes	no	no/yes	no/yes

pyramid
no/no
n/a
no/no
no/yes
pyramid
no/no
n/a
no
no
pyramid
no
n/a
no
no/yes
pyramid
yes
n/a
no
no

Improvement:

cracker box
ball
large die
birthday hat
can of soup

Reflections

EDCC 501: Creating Cultures of Change
Assessment of Student Learning: Portfolio Assessment

I work in an elementary school as an ESL teacher. Each day I "push in" to classrooms at each of the grade levels (K-4). My focus is vocabulary enrichment in the content areas. For this particular assignment I chose my 1st grade group of students. During my first grade time, I spend approximately 45 minutes with them. The classroom teacher and I split the class in half. One half of the class starts with her and the other half starts with me. After about 20 minutes, we switch and repeat our lesson with the other group. 14 out of the 18 students are English language learners. Their English proficiency levels range from 1.0 to 4.2 (on a 1-6 scale).

I chose to focus on four particular students for this assignment (even though I taught the lesson to the entire class). I purposely chose four students who range in English language proficiency levels and abilities. Student A is a level 2.2, Student B is a level 2.2, Student C is a level 1.9, and Student D is a level 3.9. Interestingly, although Student A and Student B are the exact same ELP level (on paper), their abilities are much different. Student B seems to have stronger language skills. Their ELP levels are determined by the annual ACCESS test. This test is state-mandated and tests their English proficiency in each of the language domains: reading, writing, listening, and speaking. As with any assessment, it has its flaws. Of particular concern to me is seeing Student B and Student A as the same "level" on paper. It frustrates me that they are "assigned" the same level, when in reality they are not very similar in their language skills.

My pre-assessment consisted of both plane (circle, rectangle, square, and triangle), and solid shapes (cube, rectangular prism, cylinder, sphere, pyramid, and cone). The students were shown pictures of these shapes, first the plane shapes, and then separately, the solid shapes. They were shown and read to the shape's names. Their assignment was to write the correct name for the shape. In addition, they were to write how many sides and how many vertices each shape has. I found that most of the students were familiar with the plane shapes but not very familiar with solid shapes. Student A was not able to identify any of the solid shapes. Student B was able to identify a rectangular prism, cube, and a cone. Student C identified a cone. Student D identified a cube and a cone. These results were pretty close to what I expected. I wasn't sure if any of the students would be able to identify the solid shapes. However, based on each student's abilities, I am not surprised by my data. The actual assessment process was relatively smooth. I pulled each student independently. First I showed them the plane shapes and then the word cards. I read the word cards and asked them if they could identify any of the shapes. I repeated the words as needed. I had the word cards for two reasons, the first being the visual for the students. The second reason I had the word cards is because I did not want the students to have a "traditional" assessment. I did not want a list of shapes for them to identify on their own, on paper. I wanted the interaction piece and a more relaxed task (feeling less like a "typical" assessment). The student's task was to write the name of the shape on the line. I also asked them if they could count the sides and vertices of each shape. We then moved on to solid shapes. I found it both interesting but not surprising that the students would often

identify the number of sides and vertices of a solid shape as being the same as a plane shape. For example, they might tell me a square has four sides and four vertices and then also tell me that a cube has four sides and four vertices. They were transferring their knowledge about a square to the cube because they recognized it as consisting of squares (what they already knew).

After looking at each student's pre-assessment, I realized that they were relatively knowledgeable about plane shapes. I assume this is because it is a concept they also learn in kindergarten. I concluded that they were not very familiar with solid shapes. I knew my instruction would need to focus on solid shapes. I began thinking about how the students could interact with the shapes. I knew I had access to small wooden models of the shapes but wanted to do more than have the students look at these shapes. I asked myself, "how can I relate shapes to their every day lives? How can these students learn, at a young age, the importance and application to their lives?" I originally thought I would gather school objects or have the students find things in the classroom that exhibited the solid shapes. However, I thought more about it and, again, wanted the students to see the application *outside* of school. I thought this was especially important for the younger students who still sometimes think the teachers live at school (☺).

I gathered realia that would likely be common to each of the students. I wanted to ensure that each student felt familiar with at least one of the objects. I brought in the following objects to represent the solid shapes: sphere—balls, cylinder—soup cans, cone—birthday party hat, cube—large dice, and rectangular

prism—cereal or cracker boxes. I did not bring materials for a pyramid. I gathered enough items so the students could work in groups of four to five.

I must deviate from my math lesson as I describe my lesson planning and reflection for this assignment. I had a really difficult time figuring out how to incorporate this assignment into my current teaching. I very easily understand the importance of pre-assessing students to see where they are, planning lessons according to their needs, constantly reflecting and adjusting, and then post-assessing. However, being in so many different classrooms and serving as a resource and support teacher, it was difficult to figure out how to incorporate this assignment and make it authentic. I typically collaborate with the classroom teacher and we plan together. We usually take the "topic" and decide who will teach what. My reflection for lesson planning consists of the many different ideas I tried to implement as well as the fact that I did my first pre-assessment in a completely different classroom and subject area. My first pre-assessment was in second grade social studies. I created a map skills vocabulary pre-test. However, after using it and realizing it was not going to fit the needs of the assignment, I decided to try something different. I wanted this assignment to be authentic. The first assessment didn't work because of the structure of how second grade teaches social studies. They will spend a pre-determined set of time on social studies and then move to science, and then back to social studies. They may spend 1.5-2 weeks on social studies and then switch to science. They alternate like this throughout the year. This was not conducive to the timeline of this assignment.

As I began to plan my shape activity, I knew I needed to be deliberate in my grouping of the students. I wanted to ensure that I had varying ability levels in each group. I would need students with more English proficiency in a group with students who may be at a lower proficiency; they would need a role model and support system. I also planned the activity for the carpet area so it would be more conducive to working in cooperative groups and in a relaxed atmosphere. I enjoyed the thought of the students exploring and discovering on the rug rather than their typical location at their desks. I always try to incorporate a read aloud in each of my lessons, even in math. I think the benefit of a read aloud is enormous. It is especially beneficial for English language learners as they can learn new vocabulary as well as hear an experienced reader's tone, intonation, and fluency (not to mention, it is fun!). I am very deliberate in the books that I choose for read alouds. I am certain to pick a book that will relate to the topic at hand. For this particular lesson I chose Shapes, Shapes, Shapes by Tana Hoban because it is full of illustrations of shapes found in nature and our every day lives. The read aloud also serves as a nice opening activity to get the students focused on what is ahead. As we read aloud, we discussed the every day shapes that we found and also looked around the room to see if we could find any other shapes around us. I posted a small laminated poster on the easel for the students to look at. It had a picture of each of the solid shapes and their names. We discussed each shape and its characteristics (faces, vertices, etc.). Next I put the students in groups of two and had them spread out on the carpet. I handed out items for them to explore. The items were slightly different for the pairs but they included: a party hat (cone),

cereal or cracker box (rectangular prism), large dice (cube), soup can (graduated cylinder), and a ball (sphere). Being 1st graders, the students were really excited to see "every day" items that they have at home. I asked them to hold the items, look at them, talk about them, and decide which shape they could call each item. They still had the small poster on the easel to reference. I moved around on the carpet to listen to the students' discussions and to answer any possible questions. I was excited to hear comments such as, "Oh! This looks like...umm...let me look...a cylinder!" After giving the students ample time to explore the shapes, we came together as a group to look at the shapes and talk about them. We discussed and compared these every day solid shapes to the small poster they used as a reference. We talked about the plane shapes within the solid shapes (ex. Rectangles within the rectangular prism—and how many), the faces, and the vertices.

I really enjoyed this activity because the students were excited about it and it didn't seem like a "learning" activity to them. They, being young students, were excited to see items at school that they also have at home. A few times I even got the question, "you have this at home, too?!" Not only were the students able to explore shapes with their hands, but they were also given the opportunity to talk about it with each other and negotiate their thoughts for identification. They were also reviewing plane shapes during this activity (circles, squares, rectangles, triangles, etc.) as they evaluated the solid shapes.

After teaching this lesson, I revisited the same students to do a post-assessment. In between the time of the lesson and the post-assessment, the students had a few additional (short) lessons on solid shapes. My post-assessment

was interview style. I had solid figures for the students to see/touch, the real-life objects, and a checklist for myself. As I asked students questions, I marked on my own scoring sheet. This is different from the pre-assessment, which was a printed sheet of paper (see attached). The results of my post-assessment are as follows:

Student A improved his identification of solid shapes from 0/6 to 4/6. He matched 5/5 real life items to their solid shape (I excluded pyramids because I did not have an adequate real life item for this). He counted/identified the vertices of 0/6 shapes on the pre-assessment and improved to 4/6 on the post-assessment. Lastly, he identified 0/6 for the number of sides for each solid shape on the pre-assessment and improved to identifying 3/6 on the post-assessment.

Student B improved his identification of solid shapes from 3/6 to 5/6. He matched 5/5 real life items to their solid shape (excluding pyramids). He counted/identified the vertices of 1/6 on the pre-assessment and did not improve on the post-assessment. He counted/identified 1/6 sides on the pre-assessment and improved to 2/6 on the post-assessment. I was actually surprised by his lack of improvement on the post-assessment. This tells me I need to spend more time with these two concepts with this particular student.

Student C improved her identification of solid shapes from 1/6 to 4/6. She matched 5/5 real life items to their solid shape. She counted/identified the vertices of 1/6 on the pre-assessment and improved to 3/6 on the post-assessment. She identified 1/6 sides on the pre-assessment and improved to 3/6 on the post-assessment.

Student D identified 3/6 shapes on the pre-assessment and 5/6 on the post-assessment. She matched 5/5 real life items to their solid shape. She counted/identified 0/6 vertices on the pre-assessment and 1/6 on the post-assessment. She identified 0/6 sides on the pre-assessment and 3/6 on the post-assessment.

Overall I am pleased with the results. I see that I still need to focus on the number of sides and vertices of the shapes. However, my objective was for the student to be able to match/recognize real life items to the solid shapes. I feel that this overall objective was met. Given more teaching opportunities on this subject matter, I feel confident that the students' knowledge of sides and vertices of shapes would improve.

I found it enjoyable because of its practicality to real life. There are a few areas in which I might change for next time. I was discouraged that several of the students were unable to resist the temptation to throw/play with the balls. Prior to distributing the materials I made my expectations very clear. I was certain to discuss the dos and don'ts for this activity. Perhaps next time I might exclude the balls and find something else in its place. In addition, I think the students need a lot of practice with this type of [partner] activity. They were on task, but not as much as I would have liked. Part of the problem with this is my inability to be with this group of students all day. I can set the ground rules for partner or group activities, but it has to be consistently followed all day—not just when I am in their classroom for one hour. However, this is also the nature of my current position. I am not with a group of students for more than one hour/one hour and 15 minutes per day.