

### Level 3 Inquiry Reflection & Findings

Using the formative and summative assessment data you collected during the enactment of your plan and the data you collected when analyzing your video for the outcomes related to your wondering, respond thoroughly to the following questions. \*Include as an appendix the chart or graph you created to communicate your assessment results (FEAP 4f).

#### **#1 Analysis of your formative & summative assessment data:**

- What were the results of your assessment?
- Which students achieved the learning objective(s) and which did not?
- Which of the following helped or hindered your students' learning – teaching methods, activities, instructional materials, planned differentiation strategies?
- If your assessment(s) did not adequately provide the information you needed relative to your learning objective(s), how would you change the assessment(s) you used to gain more appropriate information? If your assessment(s) did provide adequate data relative to your learning objective(s), what would your next instructional steps be – what would you do for students who met your objectives and what would you do for those who did not?

My assessment results were overall successful! 12/16 students reached the learning target, 3/16 students were able to select the author's purpose but were unable to support their answer with text evidence, and one student needed reteaching after the lesson. The three students that got a 75 on the exit ticket were ESOL students. The one student who needed reteaching is in the process of getting a red folder (IEP accommodations). I believe the plicker and I do, we do, you do, teaching strategy were effective. The plicker provided a review of what would be assessed from the learning target. It was designed to have students pick out the author's purpose when given a paragraph. Their learning target was to pick out the author's purpose within a story. The I do, we do, you do, set students up for success because it allowed them to see me model what they should be doing and thinking, then they got to collaborate with their peers on what they should be doing and thinking, and the exit ticket was designed to do the same exact thing but independently. The learning objective, standard, and exit ticket were all aligned but in the future I would give the students extra time and pull them into a small group as I had originally planned but ran out of time to do.

**#2 Planning for the success of ELL students:** Explicitly describe the instruction and assessment you planned to meet the needs of ELL students. If you enacted your plan with ELL students, what were the outcomes for those students? Did these students meet the learning objective(s)?

Out of the 16 students in this lesson, 7 of the students are enrolled in the ESOL program. To meet the needs of these students, I used whole brain teaching methods, pre taught

vocabulary, included visual and partner work. For the assessment I intended on pulling a small group to do the exit ticket together with extra time. Due to the lesson having a few hiccups with it being at the end of the day and cut short with dismissal and the possibility of a lock down drill, there was not enough time to pull a small group and scaffold the way I had intended to. I did however read the exit ticket aloud for all of the students to have a fair opportunity to answer based on their knowledge and not on their ability to read the question and answers. The 3 students who did not get a 100% on the exit ticket were ESOI students, therefore I believe if they were given the extra time and scaffolding, they may have gotten a 100%.

**#3 Findings from Data Analysis:** After looking across/analyzing all of the data collected and actions taken, what learning statements/claims might you make (minimum of 3 statements)? For each learning statement, describe the data or evidence that you used to develop that claim, including proper citations if literature/course connections served as evidence.

1. The introduction of Plickers into instruction has facilitated my ability to adapt lessons to the needs of individual students. Each week I begin the day with a plicker that is reflective of the learning target that day. The students answer the questions and I can immediately see which students need additional help in these areas. David Kent states, "it is an app that addresses one of the most critical needs of teachers: rapid identification of learner progress. Instant checks for understanding, in turn, identify those students who require additional support or may be experiencing challenges, allowing teachers to decide which students to then assign to others during pair/group work by tying stronger learners to weaker ones (2019, pg.99). With this information I am able to address misconceptions during the lesson and in following lessons.
2. It is important to keep asking questions as a form of formative assessment to track student comprehension of knowledge at a deeper level. Within my plicker activities, as well as in my lessons and exit tickets, I have challenged myself to encourage students to back up their answers with evidence. "Tell me why you chose that answer and not this one" or "what from the text helped you answer that question", are things I often say within my lessons. Brent Duckor states, "some questions can promote thinking and learning. An effective question sizes up the context for learning, has a purpose related to the lesson and unit plan, and, ideally, is related to larger essential questions in the discipline (2014, pg.30). My questions are aligned with the standard being assessed but they also dig deeper to see if students truly understand the concepts or if they are guessing.
3. Always ensure that students understand what is expected of them at the beginning of the lesson so that when they are assessed at the end of the lesson they know exactly what is expected to be successful. The book, Enhancing Learning through Formative Assessment and Feedback states, " the criteria for evaluating their learning

achievements must be made transparent to students to enable them to have a clear overview of the aims of their work and of what it means to complete it successfully (Sadler, 2010). Clarifying key learning outcomes in this way helps to develop their 'assessment literacy', where students acquire an understanding of assessment practices, processes, criteria, and standards through open, active engagement and participation (Price et al., 2012)." (Irons & Elkington, 2021, pg. 53-54). At the beginning of each lesson I present the learning target that aligns with the standard as well as the learning objective in terms that the students understand so that they know exactly how to be successful throughout the lesson. This engages students and allows them to think throughout the lesson about what information is important to be successful.

**#4 Conclusion/Final Reflection:** Reflect upon your inquiry work as a whole. Thoroughly address the following questions -

- What did you learn about yourself as a teacher?
- What were the most powerful adjustments you made during the planning process? What do you believe would be the most beneficial changes you could make next to improve student learning?
- What have you learned about using data as a part of your teaching? What did you learn by evaluating data with your teaching peers (CT, cohort, resource teachers)?
- What new wonderings do you have?

The first thing I learned was that it is important to record data as much as possible and analyze it as soon as it is collected so that I can use it to inform my future teaching. After my pre-conference, there were not many adjustments I needed to make to plan for the lesson. Overall as I plan for future lessons my goal is to have more student teachers/leaders and to ensure that everyone is engaged and tracking the speaker. One way I can do this is by incorporating classroom expectations into the beginning of the lesson to remind students what is expected. I learned that asking questions can be harder than it seems but it is important to push students to think deeply and allow for multiple students to answer questions to ensure everyone has the same understanding. The data I have documented and collected throughout the semester has helped me reflect on student knowledge and misconceptions as well as help me meet the learner at their needs and differentiate and scaffold instruction based on the data that I see. I have learned many new formative assessment techniques that I will continue to use to help me facilitate instruction in the

future! A new wondering I have is, in what ways can I differentiate instruction to maximize ELL comprehension without taking away from whole group instruction?

**Assessment Data:**

**Exit Ticket:**

[https://docs.google.com/spreadsheets/d/1mga\\_m\\_dqVtKYcF2MvyxkL56VhmMpy-eab3TLI7xAyn8/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1mga_m_dqVtKYcF2MvyxkL56VhmMpy-eab3TLI7xAyn8/edit?usp=sharing)

**Plicker:**

[https://docs.google.com/spreadsheets/d/1wJ0\\_zBiZDo3-WyDB3lmxWXHLd3eTvBt0F9EUSD5XtWU/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1wJ0_zBiZDo3-WyDB3lmxWXHLd3eTvBt0F9EUSD5XtWU/edit?usp=sharing)

Sources:

Duckor, B. (2014, March 1). *Formative Assessment in Seven Good Moves*. ASCD.  
<https://www.ascd.org/el/articles/formative-assessment-in-seven-good-moves>

Irons, A., & Elkington, S. (2021). *Enhancing Learning through Formative Assessment and Feedback* (2nd ed.). Routledge. <https://doi.org/10.4324/9781138610514>

Kent, D. (2019). PLICKERS AND THE PEDAGOGICAL PRACTICALITY OF FAST FORMATIVE ASSESSMENT. *Teaching English with Technology*, 19(3), 90–104.