

Data Analysis and Interpretation Paper  
Data Analysis and Interpretation with Technology Module: EDHD 435  
Part 3

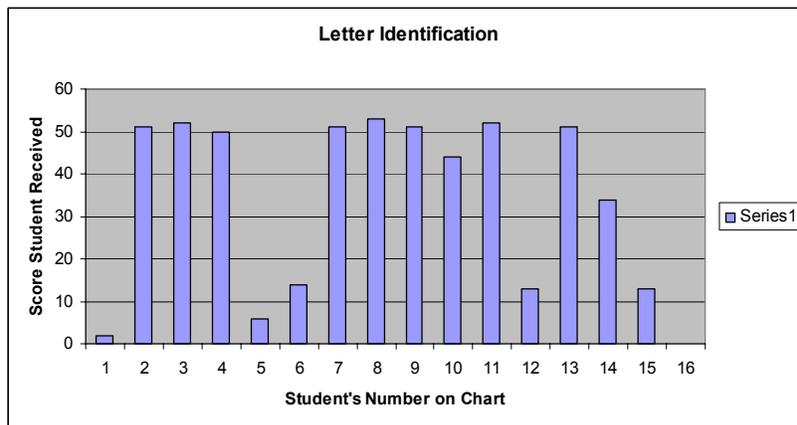
Fall 2004  
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The class that I have collected data on is a Kindergarten class made up of sixteen students. There are eight boys and eight girls in my class. These sixteen students are originate from twelve different countries, Zimbabwe (1), Cambodia (1), El Salvador (1), Guatemala (1), America (4), Haiti (1), Ethiopia (2), Jamaica (1), Taiwan (1), Vietnam (1), Argentina (1), and Kenya (1). There are twelve students in this class who go to ESOL classes, which includes everyone except for the four children who originate from America. The sixteen children in the class that I observed are very diverse.

For my data I used my mentor teacher's spreadsheet for her mandated testing she does throughout the year. I filled in her class' scores for the beginning of the year. This testing includes: letter identification, concepts about print, word recognition, hearing and recording sounds, record of oral language, phonemic awareness, and running records. This testing is done in the fall, winter, and spring. Once a child fails a section the teacher is supposed to stop. If a child passes a section, the teacher is supposed to continue on until the child does below average on a section. The county decides what is failing and passing. The conditional formatting that I did are the different colors that the county declares the children to be if they get within a certain range. The color red is for students who receive a score of 0-3, which is the dangerously below average range. The color yellow is for a score of 4-9, which is below average. The color green is for the average range of 10-12. The color blue is for children who receive a score of 12 or more, which is above average. The conditional formatting helps the teacher see what each child needs help with.

I made charts of all of the students' performances on their letter identification aspect of this assessment. The majority of the class is in the blue portion. Two of the

students were in the red for this portion. One of these students in the red did not know any English and the other is the youngest in the class. One of the students is in the yellow portion, so I know that they are going to need extra help as well. This student just recently came from Argentina, so he is still working on learning English as well. Through this chart I can see that three other students were close to the yellow portion, so these students are going to need extra help as well. Even through the conditional formatting helped to see which students need help, the chart shows that although some children were in blue they were very close to the yellow region. Therefore, the chart helps to show which children need help also. The conditional formatting and chart show which children need to be helped with their letter identification.

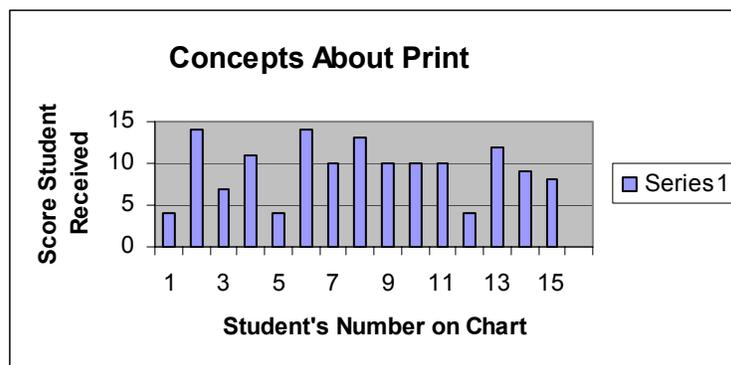


*Source: Data from Kindergarten Placement*

I also chose to make a chart of all of the students' performances on their concepts of print assessments. Three students were in the blue of the concepts about print assessment. Six children are in the green area for the concepts of print assessment. Six children are in the yellow area for the concepts about print assessment. Only one child, the one who doesn't know any English, is in the red for the concepts about print assessment. Through the conditional formatting I would focus on the children in the red

and yellow areas, since there are a lot more in the lower ranges for this assessment.

Through the chart on concepts about print I can see that there are there children who are a lot lower than the rest of the class in concepts about print. Through the data from the chart I would work especially hard with these three children to help them move onto the next level of understanding concepts about print. The conditional formatting and chart show which children need to be helped with their concepts about print.



*Source: Data from Kindergarten Placement*

This is the only data that I chose to focus on since the majority of the class did not get above the yellow range on the rest of the assessments. The rest of the activities, such as word recognition and record of oral language, were especially difficult for this class because the majority of them are still learning how to speak English. These children need to be exposed to more language and books before they can be assessed again for these factors. If I were their teacher I would focus on this class's letter identification and concepts of print before worrying about the other factors, which will come when the students have more experience with the English language.

If I were the teacher of this class I would create lessons which enriched the students' language through experiences with new materials and books. An example of a

good lesson to do with this class would be to read a big book about a pumpkin with the class and then show them a pumpkin. Once you have shown the students the pumpkin you can help them use oral language to describe it. Then you can open the pumpkin and help them describe the inside of the pumpkin using their five senses. Through this activity the children are exposed to concepts about print and letters through the story. Then the students are exposed to new language through the experience of describing the inside and outside of a pumpkin. If I were the teacher of this class I would use this data to help me create lessons that help the class with their oral language, letters, and concepts about print.