

Suzan Halabi
EDHD 485
Final Project: Part III
December 13, 2004

Final Project Part III

I collected data on a kindergarten class of fifteen students consisting of ten females and five males. Six of the children were Caucasian, three were African American, three were Asian, and three were Hispanic. Three of the children who get pulled out everyday for ESL. All three of them understand and speak English.

I analyzed the students' data through the MCPS language assessment and math performance assessment in the Kindergarten class. Fortunately, my teacher trusted me with the students' scores. I had to make sure I used the students' initials in my Excel and Word documents. In the different categories of the Excel documents, I highlighted the students' low scores, using the conditional formatting feature. This helped me visualize which children were in need of extra assistance. After analyzing the data, I realized that each child has different weaknesses. The teacher's goal must be to strategize the most effective way to improve her student's scores.

The data showed that a lot of children need help in reading. I also realized that different children needed help in different areas. Phonemic awareness was the only area that the whole class needed improvement. My mentor teacher and I will have to create activities and centers that will further develop the students' phonemic awareness. We will then test the children during the winter quarter and see if the student's improve. D.A, J.B, D.C, D.D, N.F and S.L. all need help in oral language skills.

There are eight children who didn't understand the concepts of print. The child who needs the most help is D.C. He tested a "0" in this category. D.C. is one of our

lowest scoring child in the class. With the math assessment, he scored “0” in six different areas:

- (1) Sort by a Given Attribute and Describe Likenesses,
- (2) Sort a Set of Objects and Explain the Rule,
- (3) Ask and Answer Simple Questions to Generate Data in a table, Pictograph or Bar Graph,
- (4) Gather and Organize Relevant Data to Answer a simple Question,
- (5) Use 1-1 Correspondence to make Tally Charts, Pictographs, Bar Graphs,
- (6) Interpret Most and Least from Graphs.

My mentor teacher and I are quite concerned with his progress. The ESL students score higher on the tests than he does. My mentor teacher and I are constantly helping him and giving him extra attention during lessons. Nonetheless, he has a hard time learning at the pace of the rest of the students. He constantly cries and is constantly complaining about his stomach hurting. My mentor teacher has spoken to his mother several times. His mother claims that she helps him at home, but she also admits that he is completely spoiled. She does everything and anything for him. He is a child that we must keep an eye on so that he will continue to progress. It will be interesting to document and analyze his progression. Documenting his assessments will help my mentor teacher and I know if he should be further tested or retained. The best thing we can do now is for us to work with him one on one. The Para-educator also spends extra time with him.

There are three children who need to work on letter identification. DC, AR, and RV will need some extra help identifying letters of the alphabet. Each child might have a

few letters he or she cannot identify. With a bit of work, I think my mentor teacher and I can help them identify all of the letters in the alphabet.

There are six children who scored poorly in hearing and recording sounds. When I collected the data, a majority of the class had not yet been tested. The six children's scores were pretty close to one another. The class Para-educator will take these children and plan a mini-lesson around hearing and recording sounds. I will have to wait until all the students have been tested to understand how well the class can hear and record sounds.

Overall, the class did an excellent job with the math assessments. All of the students were able to work as a group to organize and display data in a table, pictograph, or bar graph. In this area, the entire class earned the highest possible score. There are five children, however, who will need help in different mathematical subjects. DD will need help in one subject: modeling and using directional and positional words. It might be best to form a small math group that consisted of these five students. Together, they can get extra help with math concepts.

I did one running record with MG, who is in the highest reading group. MG really excels in reading. We thought it would be best to complete a running record and see what level-book she needs to be reading. "Where's Cupcake" was extremely easy for her – she made two mistakes but then she self corrected herself. It might be best to do a mini lesson with words: "On," "Up," "Behind," etc. But overall she is ready to read a more difficult book.

I noticed a pattern with the students' assessments. The three students who need help in many different areas are the ESL students. It might be beneficial to talk to the

ESL instructor. Maybe my mentor teacher and the ESL teacher can coordinate activities together that will help the ESL students with their weaknesses. I think it is very important that the ESL teacher is in good communication with his or her student's teacher. The students can benefit immensely if the ESL teacher knows what is being taught in their classroom.

If the teacher can successfully analyze her class data and help the students who are doing poorly, she can truly make a difference in her class. I tried to suggest strategies based on the data and think putting these into practice will really help.