

Project Smart 2016

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Problems we want to solve

Students not performing well on assessments

Students not preparing for assessments

Students not using available tools

Student culture, idea that studying and/or doing well is “uncool”

Teachers not aligning different assessment types to class practice

Objectives

Students will be mindful of their study habits.

Teachers will be mindful of the issues preventing students from being successful on assessments.

Teachers will be mindful of assessment preparation.

Students will suggest strategies and classroom activities to the teacher that will help them with content on exams.

Teachers will look at the data of student achievement on assessments after being mindful.

Teachers will experiment with new strategies from “Tools for Thoughtful Assessment” and “Tools for Conquering the Common Core” texts.

Our process

1. Students took a unit exam
2. Scores were collected and an item analysis was performed.
3. Students filled out a test evaluation modified from “Tools for Thoughtful Assessment” to fit a Spanish exam.
4. Student answers from the evaluations were displayed/read aloud. Students were asked to be mindful of their answers on the evaluation. What were the commonalities?
5. During the next unit, teacher implemented strategies suggested by students to help them do better on the next exam.
6. Closer to the next exam, students were given their evaluations once again, and asked to reflect and remember what they said they should do in order to do better on the next exam.
7. Students took the next unit exam.
8. Scores were collected and an item analysis was performed.

Cara Young

Student Averages: Test A

Spanish 2 1AC: 86%

Spanish 2 3AC: 87%

Student Samples of Test A Evaluations

Common Answers (displayed/read aloud for students)

"I didn't take my time on the test, I rushed through it"

"Didn't study long enough"

"wish I checked my work"

"study more"

"study specific, harder areas"

"check test before handing in"

"take my time and don't stress to finish early"

"take more time, check the test when I'm done"

"take my time"

"study more"

"use quizlet more"

"pay more attention in class"

"write things down"

"look over notes"

"look over homework"

"read instructions more carefully"

"ask questions when I don't understand"

"make flash cards"

"practice verbs"

"rewrite charts/words"

"study in advance instead of last minute"

Strategies Implemented in class to prepare for Test B-- Student Suggestions

“Quizlet” day

Ball game

Buzzer game, circle game, Around the World--”more competition”

“Reading practice”-Doing vocab in context of a Spanish sentence during stations

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Student Averages: Test B

Spanish 2 1AC: 89% (increase of 3%
from Test A)

Spanish 2 3AC: 87% (remained the
same from Test A)

Student Evaluations of Being “Mindful” in Class

The following questions were proposed to the students after getting their Test B scores back:

Did you do the things you said you would do to prepare for this exam?

Did the test reflections Señora Joven asked you to do make you want to set a higher goal for yourself? Did you do better on this exam because of it? Were you motivated to beat your last score after reading the evaluations from your “Casa” exam?

Here are their responses ([1](#)) ([2](#)).

Mindfulness Reflections

Percentage of students that said being “mindful” motivated them to set a higher goal:

(13/23 → 57%)

Percentage of students that said being “mindful” didn’t motivate them:

(10/23 → 43%)

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Student Averages: Test A

Spanish 3 1 A/C: 86%

Spanish 3 2 A/C: 75%

Chapter 8 Goal Setting Form

Me llamo _____

Sp 3

Chapter 8.2

Knowing Goals

Doing Goals

What will I need to understand?

What will I need to be able to do?

What is my plan for completing this task successfully? What steps will I take?

Student responses to what steps will be taken to complete unit goals:

"come in for extra help if I don't understand something"

"take time to be accurate"

"turn in all homework"

"get organized"

" study vocab"

" work my hardest"

" pay attention in class"

" slow down when reviewing"

" use quizlet"

" know how to use the materials"

" stay after if extra credit is offered"

" study more outside of class"

" study every night for 15 minutes"

" get more sleep"

" ask questions when confused"

Strategies Implemented in class to prepare for Test B:

Knowing goals, doing goals and unit plan completed by students

Quizlet in library

Por and Para rap song

Socrative in library

Clicker activity

Regular notes

Flip around the room vocabulary

Mercado simulation for speaking

Daily sliders

Cut it out por and para activity

Independent work time in class with teacher available for help and questions

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Student Samples of Test B Evaluations

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Student Averages: Test B

Spanish 3 1 A/C: 92%

(increase of 6% from Test A)

Spanish 3 2 A/C 84%

(increase 10% from Test A)

Other Strategies From Text

[Effort Trackers](#) (“Tools for Thoughtful Assessment” pg. 230)

[Test Feedback Form](#) (“Tools for Thoughtful Assessment” pg.)

[Team O Graph Form](#)

[Paired Repeated Reading](#) (“Tools for Conquering the Common Core” pg. 32)

[Error Analysis \(Chapter 7\)](#) (Created by Megan Rothrock)

Our Reflections

The strategies from “Tools for Thoughtful Assessment” were useful for data tracking for teachers.

The strategies from “Tools for Thoughtful Assessment” were easily adjustable to fit content.

The strategies from “Tools for Conquering the Common Core” increased creativity in lesson plans for reading and speaking activities.

It would be beneficial to start assessment evaluations and goal setting with students in September and to have consistency throughout the year.

Setting goals with students and making periodic checks on their individual goals is beneficial for the students as it holds them accountable and more mindful as they prepare for assessments.

Having students make suggestions for classroom strategies and what they need more work on gave them some ownership in their learning, and seemed to motivate them.

The process of discussing which parts of the exam students needed more practice with (speaking, listening, reading, writing, vocab, grammar) while doing assessment evaluations influenced lesson planning in a positive way.