

*Title of Lesson used– Class Vocabulary and Agreeing/Disagreeing
Implemented – November 8th 2004*

***The criteria I used to evaluate student work and how I know that
these are important and relevant criteria:***

For this lesson, originally, I had planned to have the students only ask their partner or tell their partner the required things, and have their partner respond. However, I wanted students to gain practice writing out the vocabulary and the expressions for agreeing/disagreeing. In addition, I wanted something tangible I could look at in order to judge the effectiveness of the lesson today. Therefore, I decided to have the students write down the questions and comments and then ask/tell their partner, and then write down what their partner says back. This worked well, because it also added additional structure to the activities and again, it allowed me to assess how the students did with these activities during class today.

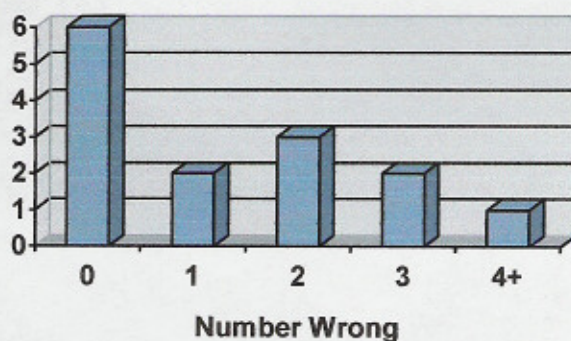
- a) The papers that the students turned in were important and relevant criteria for evaluating the effectiveness of the lesson, because they showed what the students had understood from the lesson. I was able to see if they were able to choose an appropriate expression for each of the activities, and if they were grasping the concept that these expressions were used to replace “j’aime ___” and “je n’aime pas ___”.
- b) In addition, I walked around the room while the students were working in partners to see that they were on task, but also because then I was able to correct mistakes before the students had practiced them too much. For the most part, the students worked well with the activities and did understand the use of the expressions. I felt that observing what the students were saying during the activity was important because I was able to see how they were working together to figure out an appropriate answer. I found that it was a very good idea to have the students work with a partner, because they were able to talk each other through the steps and come up with a correct answer together. This was important to see, because I had set up an activity that allowed students to analyze the situation and think about what an appropriate answer would be.
- c) Finally, I also used class participation as a way to evaluate the students and the effectiveness of the lesson. I feel that the number of students who are volunteering answers is (sometimes, but not always) a good reflection of how well the students are grasping the material. Also, the amount of confidence/doubt in the way that a student answers also helps me to know if the students still need more practice with the expressions.

For each class period, the charts show how many papers were collected after three in-class activities took place. These charts reflect the number of answers the students answered incorrectly. Students had to a) write down three questions and write the appropriate response given from their partner b) write down three classes they like and write down the appropriate response given from their partner and c) write down three classes they did not like and write an appropriate response given from their partner.

The students did well with writing questions and writing what classes they did and did not like. This part of the activity was a review. Therefore, I graded and focused on the appropriateness of the written responses to the questions/comments.

Since the students were writing down the answers their partner gave, this sort of graded activity would not be used to grade individual students. It would not be fair to penalize a student for writing down their partner's incorrect answer. Instead, this activity served as an introduction and practice to these expressions, and allows me to see how well the students (as a whole) were able to use these expressions.

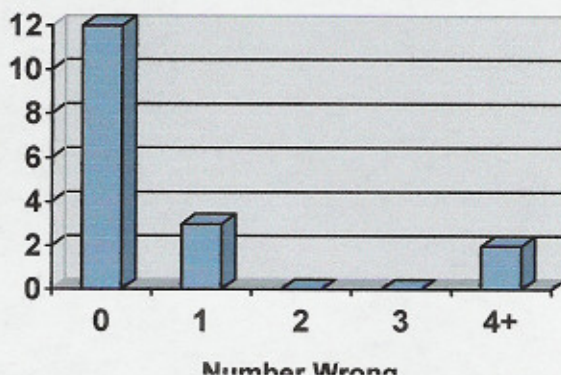
Student's Grades (Period 1)



■ Number of Students

Data comes from 14 collected papers.

Student's Grades (Period 7)



■ Number of Students

Data comes from 17 collected papers.

In comparing the two sections, I immediately notice that the 7th period class had double the amount of students with zero mistakes than the 1st period class had. According to the graphs, it is fair to assume that the 7th period class did much better with the activities than the 1st period class. There are changes that I made for the 7th period class which added more structure and eliminated some of the guess work for the students. For example, in the 1st period class, I left the entire chart for them to use – forcing them to have to think and choose which choices they had to use to answer a question/respond to a comment. In looking at the papers after 1st period, I noticed that some of the students had some difficulties realizing which expressions to choose from.

During the 7th period class, I covered the extra expressions and they were only able to see the expressions that were useful for that particular activity (ie. Asking a question ---- they were only able to see the expressions “oui beaucoup”, “moi non” and “non, pas trop”, instead of the entire chart). Since mainly the mistakes that 1st period made were just not picking the right expressions, I believe this adjustment that I made for 7th period may have had a lot to do with the fact that these 7th period students had a larger amount of students without mistakes.

Are the results what I expected?

Since I did make adjustments for the 7th period class, I was hoping that these students would have less mistakes than the 1st period class. I must say though, that I was very pleased with how well the students did with this activity. I had really tried to have a highly structured, yet effective activity for the students. Yet since this was the first time they were being introduced to these expressions, I had not expected the students to do so well with using these expressions.

I was very happy to see that only a very few students (a total of 3 students from both the 1st and 7th period classes) had not completed all three activities (and they are shown as having 4+ mistakes on the graphs). I wanted the students to gain practice in writing the vocabulary words and these expressions – but I also was hoping that in having them write the activities out, that this would increase the amount of participation from the students. This seemed to work well and I was pleased with the way they wrote out the activities, and also how they worked together with their partners.

What patterns of performance are evident in the assessment?

As mentioned above, the only patterns that I noticed were that the students had used the wrong part of the chart to choose answer from, and also, there were a very small amount of answers that still contained “j’aime” or “je n’aime pas” and the expressions they were learning are used instead of that.

It was helpful to notice these two patterns and I made a point to stress to the 7th period class that these expressions we are learning today are used to replace “j’aime or “je n’aime pas”. For the 7th period class, I no longer saw that students were still using these expressions – instead they were using the correct expressions from the chart. And also, since I had covered the extra expressions and they were only able to see those that were relevant to the activity they were working on, students in the 7th period class had less students using the wrong expressions.

In what areas did the students perform best/worst?

This is a difficult thing to determine, since there were so few mistakes on the activities. However, it seems that the 1st period class had the most difficulty with the second activity – responding to a “j’aime” comment. Those who had answered this incorrectly did so because they treated it as a question – and so they answered “non, pas moi” (instead of “moi, non”). Since the majority of 7th period did very well, there is not a clear section from the activities that they had difficulties with. This was most likely due to the fact that they had less “guess work” for responding to the questions/comments.

What student or teacher misconceptions are revealed by the assessments?

There were a few students from the 1st period class that continued to answer with “j’aime” or “je n’aime pas” – I believe I should have stressed more that the expressions we were learning today are used to replace “j’aime” and “je n’aime pas”. This seemed to be the case based on looking at the papers collected from the 7th period class – they did not have this same misconception.

How would I modify this lesson for a special needs student in my class?

This is not the case currently in either of my classes. However, if I had a student that had difficulties, for example, with hearing, I would be sure to talk louder, and be sure that I was near the student when I was explaining or presenting material/directions. I would also give them a modified copy of my lesson plan, so that they would be able to follow along and know what was going on, without having to solely rely on what they could hear from me. As for the activities that were done today, I feel that a student who had difficulty hearing could still participate in these activities. The modification would be to have the partners complete this task by passing their paper back and forth to read/answer through writing, instead of solely through listening to what the partner said.

Three actions that students should undertake to improve their learning and performance:

1. I notice, from observing the students and their work on previous quizzes, that the students could definitely benefit from having additional practice in writing the vocabulary words or grammatical structures they are learning. This may require time outside of class – but it would definitely benefit the students to assign additional homework or studying.
2. The mentor teacher has allowed them to talk amongst themselves or not focus on the material without negative consequences. I would like the students to pay more attention in class and to be respectful and not talk – particularly while the teacher is presenting material or going over an activity.
3. I would also like to believe that if the students were not rewarded for incorrect answers, that they may have more incentive to put forth more effort –for in-class assignments, homework, and quizzes and tests. The students have found out what they need to do in order to “get by” in this class and I believe they are rewarded without putting forth a fair amount of effort. From teaching the class this week, I have come to find that the students are capable of much more than

what has been expected of them – and I think that they would be very surprised of what they are capable of if they would put forth more effort in their studies.

Changes I should make in my assessment instruments:

Something that I could do at the beginning of classes is to give them a very short quiz that would review the material from the previous class – this way the students would be able to practice this material and see exactly what they need to study. It is important for the students to know where they are making mistakes, and how to fix them!

In addition, at the end of a lesson where I presented material, for example in this lesson, I could give them a very short quiz to see if they learned any of the expressions and were able to use them without relying on the overhead chart they used for the activities. This would help me to see what they retained, and also how much additional practice may be necessary.