Montserrat Granados

EDUC 450

**Data Analysis:**

**Section 1: Reaching Consensus about Proficiency**

**Standards:** For a two-and-a-half-week project students were pro assigned a sterling silver ring with chip stone inlay. This consisted of three demos; 2 soldering demons and 1 inlay demo. Standards covered were Create and Comprehend. Standard 1 GLE 2, Art and design have a purpose and function. Standard 3 GLE 3, Assess and produce art with various materials and methods. Students filled out two handouts during the first two days. The first consisted of their views on the purpose and function of jewelry. Students also self-reflected during their process and again for their assessment.

**Learning Target/Success Criteria**

For their assessment, they will list the steps of soldering along with three things that can percent solder from flowing. The final questions is about their reflection of the process, they must identify a problem they encountered and say if they surpassed it or how they might be able to get through it in the future. Knowing the steps of soldering along with identifying how and when solder doesn’t flow is an important part of working with metal.

The quiz will be worth ten points the first two questions will be worth 7 points together, because the answers are clear. The last question is worth 3 points the breakdown of points goes as follows:

**Questions 1: List the Steps of soldering**

Acceptable answers:

-Clean metal and solder

-Flux both areas

-Cut solder, place solder

-Heat solder with torch until it flows.

3 Points- include the at least the above steps, some may include details for each step.

2 points- students list flux, solder, torch

1 point- students include 1-2 of the above steps

**Question 2: List three things that can prevent solder from flowing**

Acceptable answers:

Yellow Ochre, Dirty Metal, Dirty Solder, not enough Flux/Too Much Flux, not enough heat, torch direction, too much Solder, Opening too big, Misplaced Solder

2 Points-students must list all three parts.

1 Point -Students list two parts

0 Points- students list zero/one part

**Question 3: What is a mistake you encountered during this project?** Do you know why this happened? How did you fix it/ how can you fix it? Students should be able to use their past reflection experiences to thoughtfully identify problems and how they solved them.

3 Points – Student had 3 or more sentences, had a solution for

problem and added details about their process.

2 Points- student had 1 sentence and a solution

1 Points- Student had incomplete sentence

0 Points- no response

**Section B: Diagnosing Student Strengths**

|  |  |  |
| --- | --- | --- |
| **High** | **Expected** | **Low** |
| **76% of class**  **(9-10 points )** | **11% of class**  **(7- 8 points)** | **11% of class**  **(less than 7 points)** |

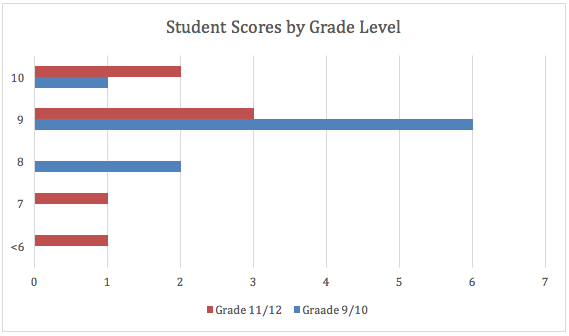
Class has 20 students total, there were 3 students missing and 3 didn’t do the assessment which counted as zeros. The list below includes every student that completed the assessment along with their placement of the criteria, *high*, *expected* and l*ow*.

|  |  |  |  |
| --- | --- | --- | --- |
|  | HIGH | EXPECTED | LOW |
| Lauren M. |  | Only wrote 1 sentence for her response with no solution. 8/10 |  |
| Amira |  | Only wrote 2 out of 3 items for question 2. She wrote one sentence with vague solution to her problem (7/10) |  |
| Lauren A. | Received all points for questions 1 and 2. Point taken off for not having a solution but had two sentences for identifying problem (9) |  |  |
| Julia S. | Question 1 and 2 were correct. Point taken off for one sentence identifying problem and vague solution. (9) |  |  |
| Jacob B. |  | Question 1 and 2 were all correct. 2 points taken off for having one sentence response. (8) |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | HIGH | EXPECTED | LOW |
| Jessica | Questions 1 and 2 were correct. Response included details on how she solved her issues with soldering along with her mistakes she made at first. (10) |  |  |
| Alyssa | Question 1 and 2 were all correct. Response had a detailed problem along with a drawing of what went wrong. She is still struggling with a solution to problem. (10) |  |  |
| Riley | Questions 1 and 2 were correct. Response had various steps she went through to fix soldering problems which included teacher intervention. (10) |  |  |
| Addie | Questions 1 and 2 were correct. Point taken off for one sentence response and short solution. (9) |  |  |
| Jade | Questions 1 and 2 were correct. Point taken off for only one sentence response and solution without details. (9) |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | HIGH | EXPECTED | LOW |
| Karolyn | Questions 1 and 2 were correct. Point taken off for vague response. Identified problem with details. (9) |  |  |
| Savannah | Questions 1 and 2 were correct. Point taken off short solution but had details on her various steps on her soldering problems. (9) |  |  |
| Grace | Question 1 was correct. Had two sentence response and solution. Point taken off because question 2 was incomplete. (9) |  |  |
| Regan | Question 1 and 2 were correct. Point taken for having a vague solution, but had two sentences describing various issues throughout process. (9) |  |  |
| Hazel | Question1 was correct. Detailed answer for question 3. Question 2 was incomplete. (9) |  |  |

|  |  |
| --- | --- |
| Student | Reason for not completing |
| Zeke | Absent |
| Blanca | Absent |
| Amelia | Absent |
| Bethany | Did Not Complete |
| Ariana | Did Not Complete |
| Akasha | Did Not Complete |



**CHART 1:** Students were categorized by grade level; scores are on the Y axis and the colors and number of students are on the X axis. Students were categorized like this because there was no other way to divide up the class. There are only two male students in the class, so grade level was a more divisible way to break up the class. It surprising to see upperclassmen mostly stay in the low or high scores.

**Section C: Identifying Instructional Next Steps**

In the assessments students succeeded well in the process portion of the assessment. This tells me that this was too easy for students, this part of the test might of been better placed right after the demo. During my demos, I did not stress enough the importance of good notes, this lead to students asking questions I had already covered. If this assessment would have been given after the first two demos I know the results would of been drastically different. Since students will not understand from the demo that proper way to solder and follow steps, many learned from failing which was shown in their responses. Students learned through hands on learning which I believe is a great way to fail. I would focus more next time on when I do this assessment. By giving students a formative assessment on soldering I could've seen that many struggled with following the steps, and could of re taught the demo. This would have also meant giving more accountability on the student’s part by stating that they should take good notes because I would not cover the information one more time.

Another area where I would focus on is how I do the reflection. I think the studio habit reflection sheet that I used as an in-process reflection would've worked better for instead of the question. Since students had already used the studio habit sheet at the beginning it would of bee familiar the second time around. Students could check the various sections and think if they had struggles pertaining to that habit.

Finally, I would change what I assess, though these two learning targets are relevant to the project I would of also like to assess student’s techniques by observing their actual rings and soldered pieces. I wrote this in my lesson plan but due to time was unable to check every student's pieces. I would have needed to check for pitting, overheating, or un-flowed solder. I think this deals with time management and dividing the assessments into sections. If I could repeat this lesson I would make these changes to see if I would get better results in answers and projects. Though the scores were high on this assessment it was an unsuccessful assessment because it was not done at the right time and formats could have been altered. The information should have been taken early on so I could re-taught the demos, instead of having students struggle a couple of class periods.