



Summative Assessment Analysis (SAA)

ISTE Assignment #4

ITEC 7305

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Date: October 3, 2021

ISTE standards addressed

7b Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction. (ISTE-E 7b)

7c Use assessments and other qualitative and quantitative data to guide progress and communicate with students, parents and education stakeholders to build student self direction. (ISTE-E 7c)

Description of the Summative Assessment

How: Administered Via Canvas (paper if computer not available)

When: September 17, 2021

Whom: 7th Grade Science Students

The summative assessment tested students on the below standard, learning targets, and success criteria over Unit 1: Classification of Living Things. It included twenty-four multiple choice questions and one open response question. The questions ranged from DOK1 to DOK3 question types and included charts, tables, and graphs on some.

Standards: Obtain, evaluate, and communicate information to investigate the diversity of living organisms and how they can be compared scientifically.
a. Develop and defend a model that categorizes organisms based on common characteristics.

Learning Targets: I am learning to...

- Classify organisms based on physical characteristics
- Evaluate how different historical models of classification led to the current six kingdoms
- Classify organisms into kingdoms based on common characteristic
- Develop a classification model in order to identify organisms

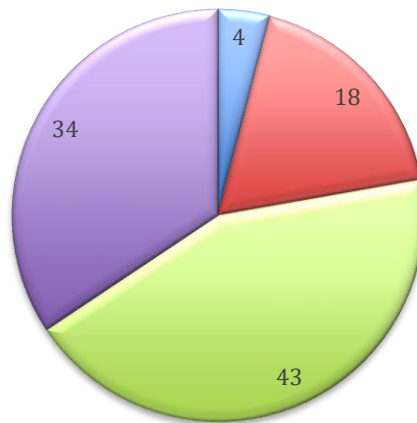
Success Criteria: I will be successful when I can...

- Group organisms based on physical characteristics
- Construct an argument of why classification is an ever-changing model
- Classify organisms into kingdoms based on common characteristics.
- Use a prepared dichotomous key
- Create a dichotomous key
- Defend how I used characteristics to develop my model

Visual Representation of the Data

Teacher Names:	Post Test Data							
	Beginning (0-39)		Developing (40-69)		Proficient (70-89)		Distinguished (90-100)	
	#/total	%	#/total	%	#/total	%	#/total	%
Sirard (88)	4	4%	16	18%	38	43%	30	34%

Post Test Data



■ Beginning ■ Developing ■ Proficient ■ Distinguished

Mean Score: 81.5 Mode Score: 88 Median Score: 84

Analysis of the Data

All four scores scoring in the Beginning range belong to students with IEPs. Two of the Developing scores are students with IEPs and two are ESOL students. Of the twenty students scoring below Proficient, five are female and fifteen are male.

All students scoring below Proficient are in the regular ed science section and 50% are from my second period. This period suffered due to the co-teacher being out with Covid for 4 weeks. That made up 80% of this unit. I believe this effected the data tremendously.

The questions that were the hardest were questions with charts and tables. The average correct responses for these types of questions were 61% in regular sections and 75% in advanced sections.

Changes to Improve Instruction

1. Spend less time on individual classification kingdoms and more time using charts and tables to identify organisms.
2. On block days use stations and previous week learning check data to put students in groups based on needs. Students will only complete work independently based on the skills they are strong with, and the weaker skills will be worked on in a direct instruction station.
3. It is expected that the next time we teach this unit both teachers will be in the classroom. The co-teacher is with me for two sections. This should have a profound effect the next time we teach this unit.

Reporting results to Students and/or other stakeholders

Scores are posted on Canvas. Open response questions are given feedback based on the response. We communicate overall results in PLC as a data team once weekly on the Wednesday following the assessment. When a student wants, they can request a retake. When this occurs, they are given task based on what they did not show mastery on. When these tasks are completed, and the students believes they have now mastered the content they can schedule a retake. Any accommodations the student has will be given so accurate scores are acquired. As a PLC we have agreed that any question in which a class section scores less than 50% we will give credit to all students. We deem this result as we did not fulfil our duties teaching and will reteach and reassess on a future assessment.

Reflection

The biggest thing going forward I need to focus more on is graphs and tables. We know coming into 7th Grade that students are weak with this skill. I believed I had done enough to prepare them for what they would see but it was evident I did not do enough for all students. We began using single point rubrics this unit. I believe once the students are fully comfortable with them and are honest with themselves, they will lead to students studying better. They also predict their scores and self-assess themselves. The strategies come from Hattie's Instructional Strategies.

I also have to say being without my co-teacher for so long without any other support increased my respect and appreciation for them. The students also have stated how difficult the last unit seemed vs the start of this one. One attribute they accounted to this was the co-teacher being back.