

Claws, Coats & Camouflage – Lesson Plan – Laura Weakland
Assessment Narrative – November 2008

Description of Assessment Tools and Rationale

I chose anticipation guide pre- and post- assessment tools for this lesson. Students had to read 15 statements about animal adaptations and answer if they agree or disagree with the statements before and after the lesson. I selected this type of assessment because it was one that could be done quickly in the time period that was allotted for this lesson. Upon scoring the assessment and reflecting on the lesson, I altered the point value from my original rubric of just 1 point per statement. Instead I evaluated the statements and determined 10 of them to be primary and 5 of them to be secondary. The primary statements were ones that were essential to the understanding of animal adaptations and the secondary statements were ones that were specific examples and did not carry as high a value in assessing understanding of the central concepts of the lesson. Accordingly, I gave each of the primary objectives 2 points and the secondary objectives 1 point for a total of 25 points for the assessments (pre- and post-).

Appropriateness of Assessment Tools

I think the anticipation guide assessment tool was appropriate for assessing a general overview of the students' knowledge of animal adaptations at this age level. All but one of the students exhibited improvement from the pre- to the post-assessments. This one particular student changed an answer that she had correct in the beginning to an incorrect answer at the end. None of the students answered with 100% accuracy in the pre-assessment, so there was definitely room for growth in their learning. Five out of the eight students, however, answered with 100% accuracy on the post-assessment. One of the students made a 24 percentage point gain in her scores. The students, as a group, gained 9 percentage points from the beginning to the end of this lesson in the assessments.

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Summary of Outcomes

The students gained an overall 9 percentage points from the pre-assessment to the post assessment. All but one of the student's exhibited improvement from the pre- to the post-assessments. This one particular student changed an answer that she had correct in the beginning to an incorrect answer at the end. None of the students answered with 100% accuracy in the pre-assessment; however, five out of the eight students answered with 100% accuracy on the post-assessment. One of the students made a 24 percentage point gain in her scores.

All of the other objectives were given a non-quantitative grade. I gave all of the students marks of "A" for all the objectives with the exception of 2 students whom I gave a "B" on the objective of completing the BUBBLE map graphic organizer during the EXPLAIN section. These students had a hard time playing attention during this section of the lesson (because of distractions in the room) and accordingly, were behind in completing their bubble map. All of the students did exceptionally well in the EXPLORE activity, "Design-A-Species," as well as the ELABORATE activities of presenting their new species to the group and then discussing what would happen if an animal cannot adapt to its environment or cannot adapt quickly enough.

Please see attached table for a summary of the objectives and the student outcomes.