

Analysis of Student Work

Teacher's Name: Mark Valdez Heald		Assignment Title: Exit Slip	
Grade and Subject: 12 th AP EURO		Date: February 15, 2011	
<p>Briefly describe the assignment:</p> <p>The assignment was an exit slip that was given at the end of the week. Students were given a chance to reflect on what they were proud of with regards to the class, and what they were struggling with. In other words, they had to describe on positive in the class and one negative.</p>		<p>List the Learning Objectives:</p> <ul style="list-style-type: none"> • Students will indicate in writing what is going well in AP EURO for them and what they are struggling with • Teacher will use said information to adjust curriculum, class structure, and/or lessons to meet student needs 	
<p>Part 1: Describe expected student responses on the assignment that would show that the objectives are met. Include the evaluative criteria that will be used to determine whether a response is below, meets, or exceeds the objectives.</p> <p>I expect that students will offer a variety of different positives. Most likely they will mention activities that they like or assignments that they did well on and enjoyed. As for negatives, I suspect students will talk a lot about the large workload and that they have little time to complete all the given assignments.</p>			
<p>Part 2: Sort the student work. Write first names below.</p>			
Below	Meets objectives	Exceeds	
<p>The nature of the student work was such that each student met the learning objective. Each student indicated at least one positive and at least on negative aspect of their experience in AP EURO. The exit slip was the students' ticket out of the classroom, and therefore, each student completed this task. Each student also gave sincere and candid responses as well, which leads me to affirm that all students met the desired goal of this activity.</p>			
_____ % of class	_____ % of class	_____ % of class	

Part 3: **Take a closer look** at the student work to find incomplete understandings, misconceptions, or other student needs (including engagement or greater challenge). List those you identify with student first names for each.

Incomplete Understandings	Misconceptions	Other Student Needs
<ul style="list-style-type: none"> - Using Point of View in essays** - Essay Troubles***** - Textbook**** - Historical Chronology - Documents* - Material*** - Map Work* 	<ul style="list-style-type: none"> - Social, Political, Economic 	<ul style="list-style-type: none"> - Maintain Work Ethic* - Task Management** - Time Management** - Too Large of Workload - More Art Days - Going Too Fast

* Denotes student who is having similar issues

Part 4: What **instructional strategies** could you use to address the issues listed above?

Obviously, students are struggling most with their essays. In reviewing Part 3, it seems clear that I need to address their essays more so students will feel more confident about them. Students are also having trouble understanding and reading the textbook. Having assignments, films, and other text to supplement the reading could be helpful. Some students are struggling to grasp the material and feel that I am going too fast. Again, providing students with supplemental resources could help. I need to really emphasize how class assignments relate to the readings and the historical chronology. Perhaps I could address task/time management at some point. They are seniors after all and they are starting to feel stressed out. Providing them with some guidance about how to manage the stresses of senior year could be beneficial.

Part 5: What **additional information** about your instruction and student understanding would you like to have? How could you collect it?

I think the Exit Slips addressed both these needs pretty well. I know what my students are concerned with as well as what is going well for them.