**Analysis of Student Learning**

**Whole class:** The only learning goal that did not have an increase percentage of understanding from the class as a whole was Learning Goal #4. For the post-assessment, I conducted conversations with the students to see if they understood the importance and function of the multiple and patterns. Majority of the students did not have much of an answer. This was absolutely my fault, because I did not stress the importance as much as I should have. In the other learning goals, there was an overall average increase of understanding within the class.

From the pre-assessment to the post-assessment of Learning Goal #1, there was a 40% increase of understanding. For Learning Goal #2, there was an 11% increase, and a17% for Learning Goal #3. In all of these learning goals, the post-assessment was a discussion, and for the students to demonstrate that they know the proper techniques. The students were able to do this as I walked around the classroom and noted to myself whether they were practicing the procedures we had learning. Before I took the final notes for their post-assessment, if I noticed a student was struggling with the proper techniques and skills I would walk them through the proper steps again, demonstrate those steps briefly, and then allow them to continue working to see if they would change how they were doing things.

Throughout each of the pre-assessments, many students were absent or just did not partake in the activities. The reason that at the beginning of every day the class recaps what we had learned thus far was for those students who were absent. Not only is this beneficial to the absent students, but it is helpful for all of the students to have the information repeated over and over so that they would remember it. During the beginning of class the students do not work as diligently as they do further into the class, so it may have been beneficial for me to give the pre-assessment at another time, and maybe this would have helped the scores for some of the questions. The questions in the post-assessment to each learning goal are similar to, but not the same as, the questions from the pre-assessment. In the post-assessment, I made sure to ask most questions the same way I had all throughout the unit to set the students up for success. Some of the questions were not the same, because I wanted to test to see if the students could think more deeply about the answers to the questions and tasks.

**Subgroups:**  I decided to use the subgroups of gender for this portion of the analysis. For starters, I have 14 male students and 7 female students. The females had been the better behaved students the entire time I had been at Cumberland thus far before my unit, so I decided to test the theory to see if they were the same way with me as well. The girls were generally always more excited than the boys about anything and everything that is taught in the classroom. The boys would have much rather talked about their games and played their videogames, or they liked to tease and pick on each other causing them to run around the room and become careless about if they would do their work or not. Overall the girls consistently had a higher score in grades, but in Learning Goal #3 most of the gentlemen excelled. Looking at both of the individual

**Individuals:**

Student B is one of my students who have a learning disability. He typically sits off at a secluded table by himself to not be a distraction to any other students. When student B gets excited about things, he tends to get antsy and begins to fidget a lot, which becomes distracting to some of the other students. I found out during this unit though that Student B actually needs the peer interaction sometimes to get his energy out. Being around the other students and reacting with them actually gets B excited about the art work too. Having said that though, when B gets excited, B’s hands start to shake, and it makes it difficult to do intricate things, like carving a stamp. Although Student B does not do very well on the spoken part and in depth written part of the assessments, B knows far more than teachers think. If the time is taken to sit down with student B to discuss answers, B has very insightful answers, but he will not answer unless it is quiet and he sitting down with you at a table having a one to one conversation.

The next student I would like to discuss is Student M. Student M is one of the many students in our class that have behavioral problems. M decides to roam around the room whenever they please, and consistently chooses not to do the work given to them. At first, I worried that this student would choose not to do the unit entirely, but to my surprise I was happily proven wrong. It was a struggle at first to get student M on board, but once they were on board they were stuck. M did not do well on any of the pre-assessments, but by the end of the unit was one of the students who made a substantial amount of progress from the pre-assessment to the post-assessment. The increase between M’s scores from the pre- to post-assessments was an average of 23%. By the end of the unit, student M got serious about the project and actually completed it (this is a big accomplishment for Student M)!