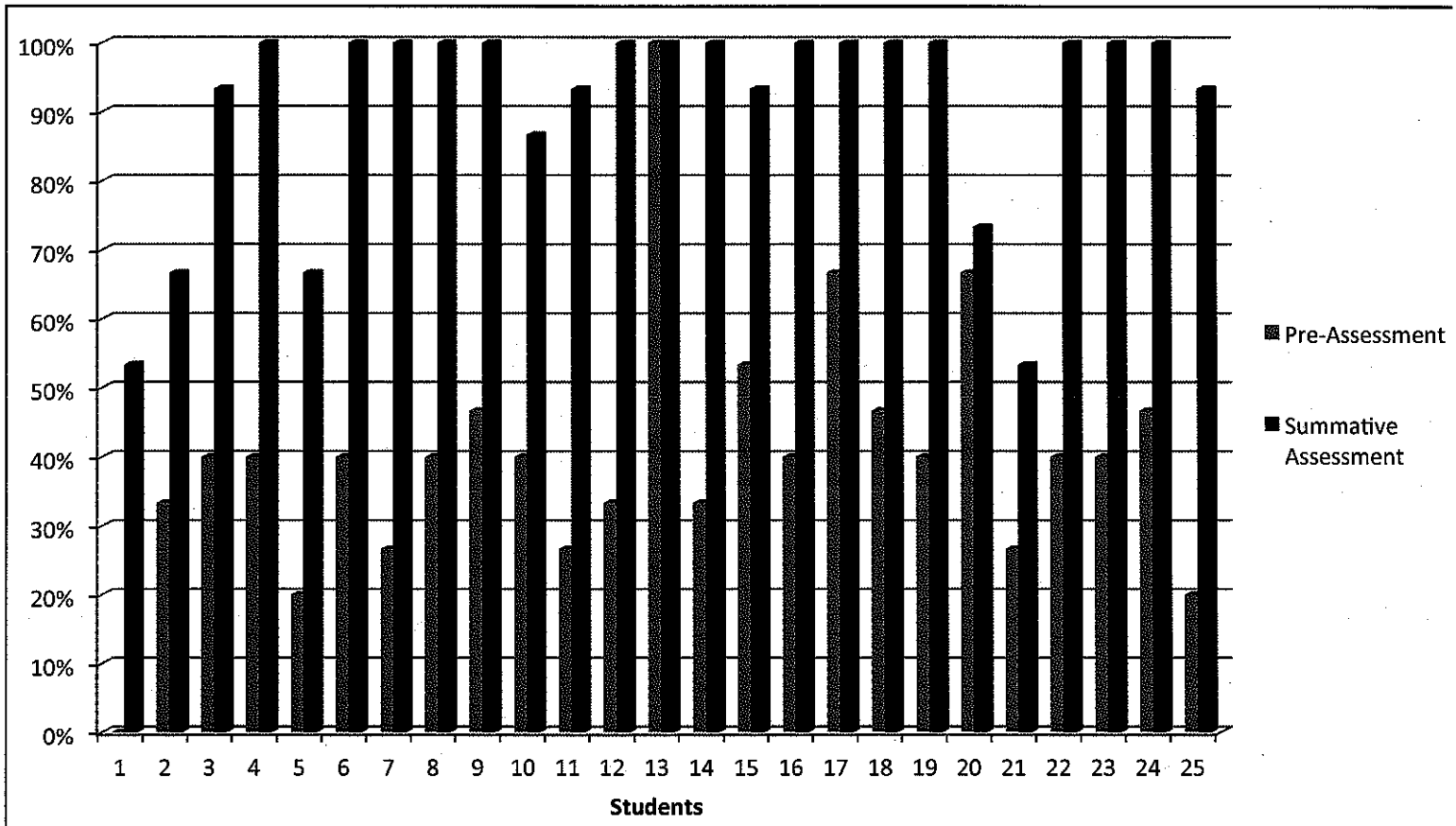


Learning Outcomes

| Unit Learning Outcomes | Related Standards |
|--|--|
| Students will be able to identify groups that are greater than, less than, and equal to another group. | First Grade Mathematics <i>Number Sense</i> 1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >). |
| Students will be able to identify numbers that are greater than, less than, and equal to another number | First Grade Mathematics <i>Number Sense</i> 1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >). |
| Students will be able to compare numbers by writing the symbol for greater than, less than, and equal to. | First Grade Mathematics <i>Number Sense</i> 1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >). |

Analysis of Student Learning

Whole Class Analysis



Analysis of Learning

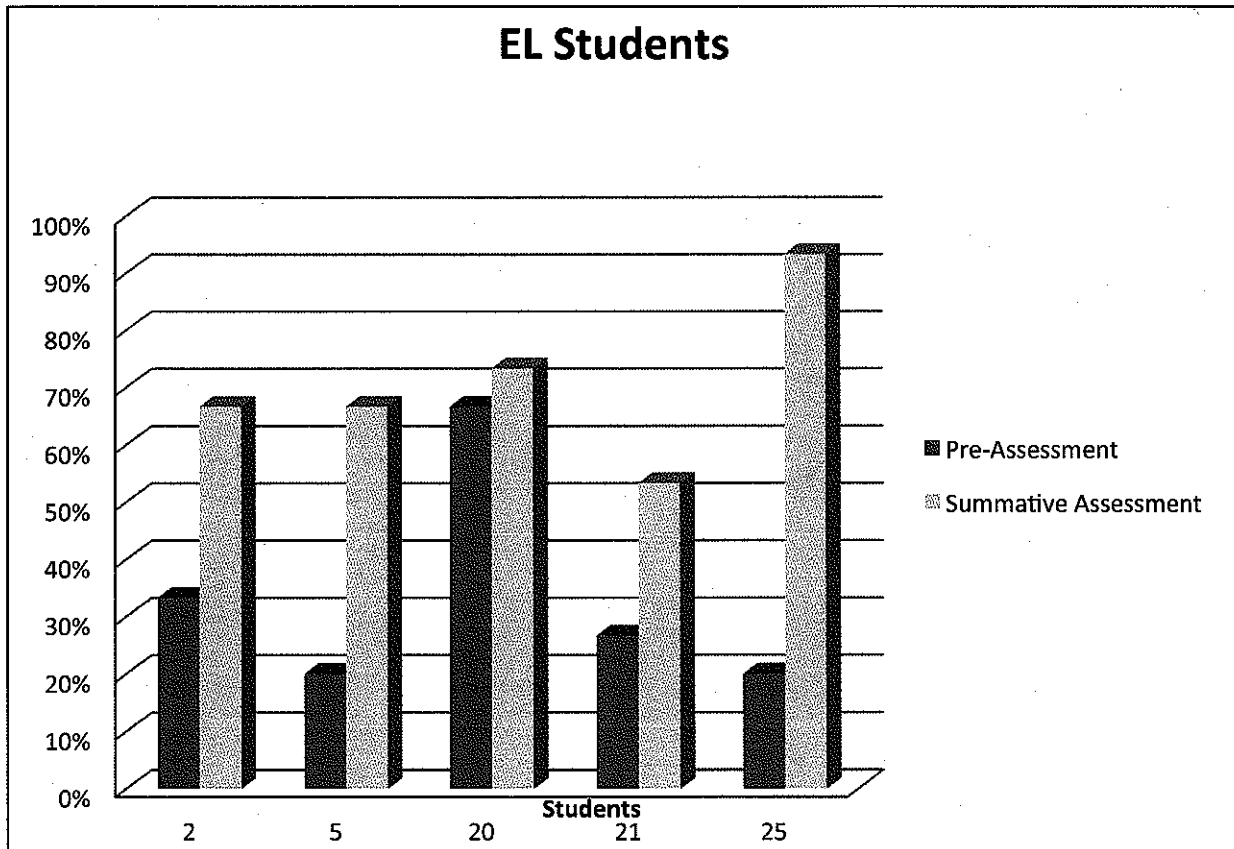
From the results of my summative assessment and the formative assessments I did I can see that there was huge growth in most of my students. 20 out of 25 of my students met the 80% goal on the summative assessment. 15 out of 25 of my students even scored 100% on the summative assessment! Even though not all of my students reached the 80% goal all of them showed significant growth. For

example one student of mine who scored a 20% on the pre-assessment scored a 67%. Another student who scored a zero on the pre-assessment scored a 53% on the summative. Although he didn't reach the goal of 80% he had a 53% improvement.

Conclusion

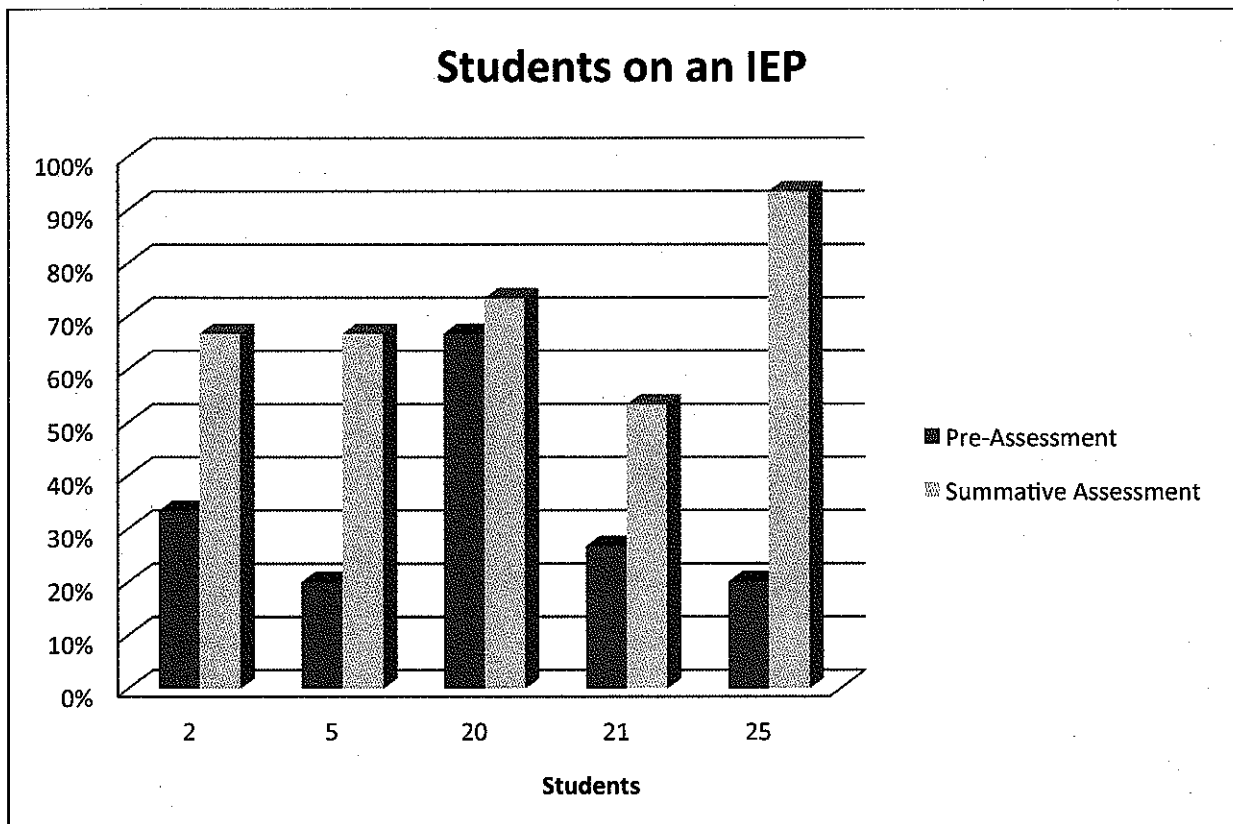
After reviewing the summative assessment I believe that a majority of my students really grasped the concept of greater than, less than, and equal to and even grasped the concept of using symbols to represent those things. For the students who did not score an 80% one commonality I saw was that they were missing problems that used the symbol. Teaching the symbol was something I predicted might have been challenging since it is an abstract way of representing a comparison. I also had a small group of students who demonstrated that they still did not understand what it means to have equal groups or equal numbers.

Subgroup Analysis



Subgroup 1

In my class I have a total of 9 EL students. Out of those EL students 6 students scored 80% or above. 5 of those students scored 100%. The students who did not meet the 80% correct goal still showed quite a bit of improvement. One student went from a 0% on the pre-assessment to a 53% on the summative assessment. Another student went from a 33% to a 67%. Overall this subgroup scored similarly to the rest of the class. I had 5 students total in my whole class that did not reach 80% and 3 of those 5 were in this subgroup. The EL students in this group who did not score above an 80% are students who are also intensive RTI groups.



Subgroup 2

I have a total of 5 students with IEP's in my class. Out of those students one scored above an 80%. Although the others didn't reach the goal all but one showed significant improvement. One student went from scoring a 20% to a 67%. I had one student who showed a small growth but not one that was significant. He did at least grow and not stay the same or do worse. This subgroup seemed to struggle with using the symbols. It was hard for me to analyze this group because all of the students are on IEP's for speech.

Conclusions

Based on the comparisons I did with my subgroups and my whole class I feel that my instruction met the needs of all students in my class. Although some of the students in the subgroups were the ones who scored below an 80% they were also some of the ones that showed the most growth, which shows me that my instruction did help them. This is the reason I feel that I met their needs.