Kimberly Aldridge
MEDT 7476
Assignment #3
Assessment Implementation
4-14-14

1. The Actual Assessment:

The Food Chain Prezi formative assessment was given about mid-way through the 4th grade Food Chain Learning Unit, after students had the opportunity to view a couple of videos and interact with several different websites and learning games. The Food Chain Prezi Directions handout shown below was given to students as well as provided in the form of an online document that was located on the student's home page of our school's LMS, My Big Campus. As way of introduction, the rubric was distributed to the students to look over while another copy was shown using the ActivBoard. The teacher reviewed all of the details of the rubric as well as demonstrated to the students how to use the rubric as they were creating their project. She even demonstrated how to use the checklist and how to calculate the grade total. Finally, the teacher showed the Prezi example that is provided in the directions and questioned students to see if they needed help in creating a Prezi. Both the leading teacher and myself were available to answer questions after the introduction and review of the project rubric.

Food Chain Prezi Directions

To see an example Prezi, click on this link: http://prezi.com/mdresyzfolav/edit/#26_238900

1.   Decide which of the following topics you would like to create your food chain on: marine, desert, forest or arctic.
2. Click on "New Prezi." Choose an appropriate Prezi template. For example, if you are creating a marine food web, you should choose a Prezi template that resembles water.
3. Create your food chain Prezi!
    a. You should have at least 3 steps in your food chain, using pictures or videos.
    b.   Each part of your food chain should be labeled correctly. (ie. herbivore, decomposer, etc.)
    c. Be sure to refer to the grading rubric handout or that is linked in MBC for grading guidelines.
4. Once you have completed your Food Chain Prezi, please copy and paste the URL into Food Chain Prezi assignment on your MBC Schoolwork page.

2. The Measurement Tool:

   The Food Chain Prezi Rubric shown below was distributed to students for introduction to the Food Chain Prezi project. Students were shown how to utilize the rubric to help them to create their project and how to use the rubric to check over their project.

Name_____ **DATE**_____

FOOD CHAIN PREZI RUBRIC

<u>NETS</u> Standard: 1. Creativity and innovation--Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
<u>CCGPS</u> Standards: ELACC4W6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing...
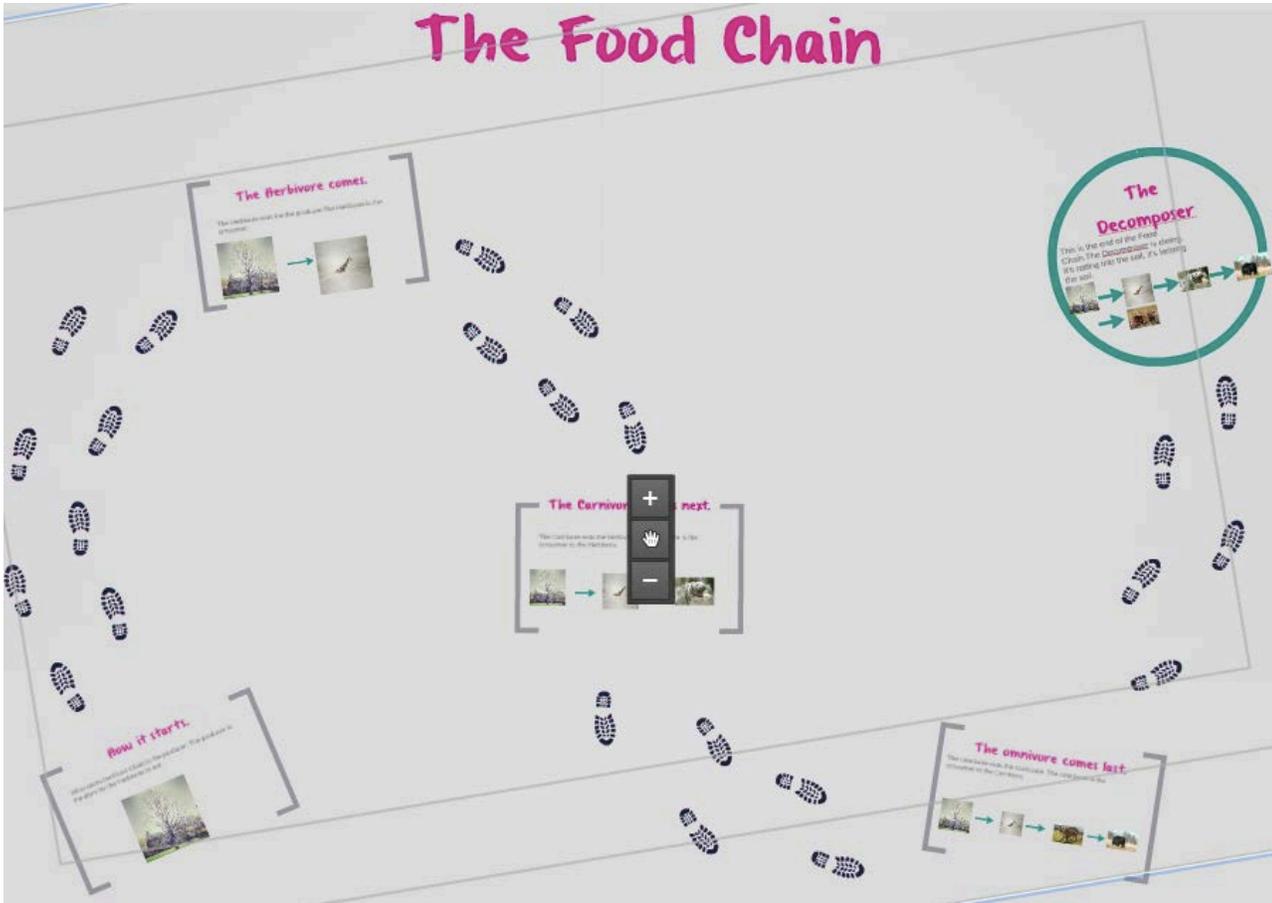ELACC4SL5 Presentation of Knowledge and Ideas: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

	Does Not Meet Expectations (0 pts)	Meets Expectations (2 pts)	Exceeds Expectations (4 pts)	TOTAL
INFORMATION AND WORDS (X2 points)	*Some* steps in the food chain are listed, but are not correctly identified.	*3* steps in the food chain are correctly identified.	*4 or more* steps in the food chain are correctly identified and included with *additional, relevant information* provided as well.	
GRAMMAR (X2 points) Check off what you have completed.	Presentation contains *less than 3 checks*: __capital letters ____complete __punctuation ____complete __complete sentences ____complete	Presentation contains *3-5 checks*: __capital letters ____complete __punctuation ____complete __complete sentences ____complete	Presentation contains *ALL 6 checks*: __capital letters ____complete __punctuation ____complete __complete sentences ____complete	
APPEARANCE	Words, photos/videos are *not easy* to see---*3 or more* words conflicting with the image or are difficult to read.	Words, photos/videos are *easy* to see--- *only 1- 2* words conflicting with the image or are difficult to read.	Words, photos/videos are easy to see with *all* images easy to see and words are easy to read.	

Teacher Comments/Suggestions for Revision: **Total:_____**

_____

_____

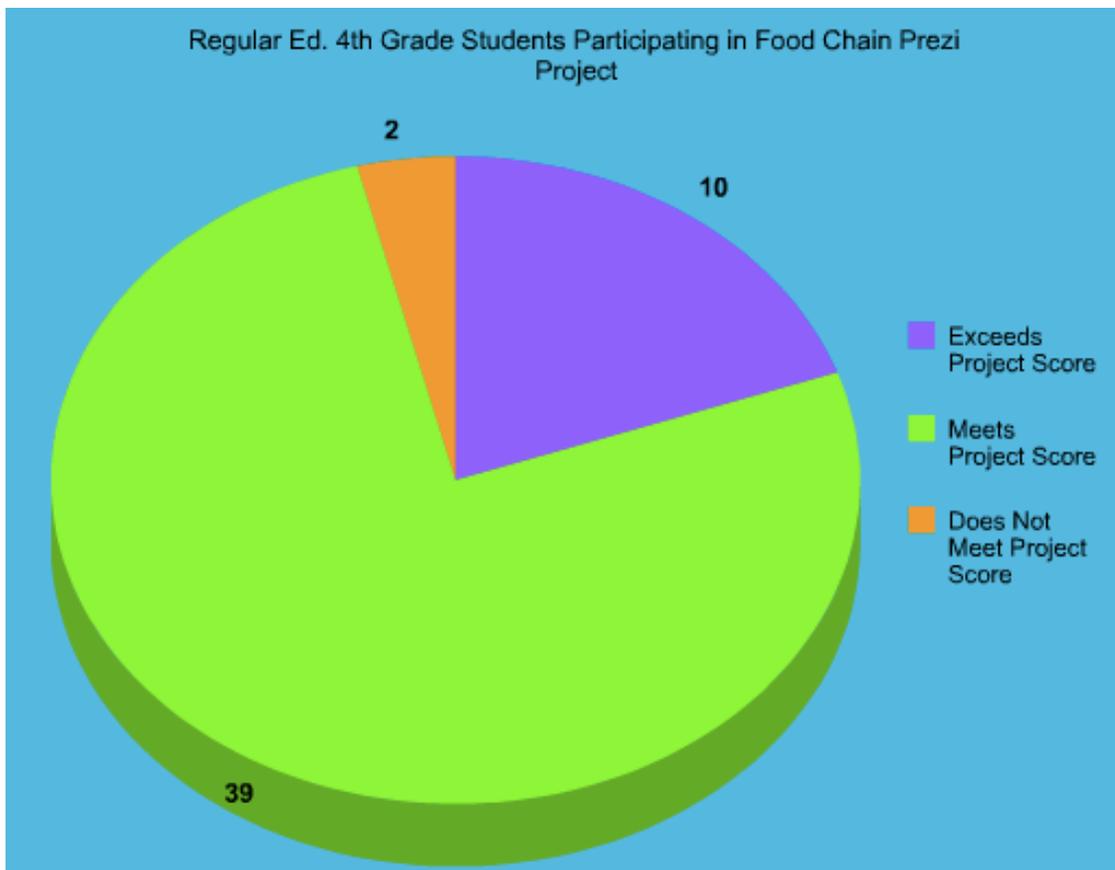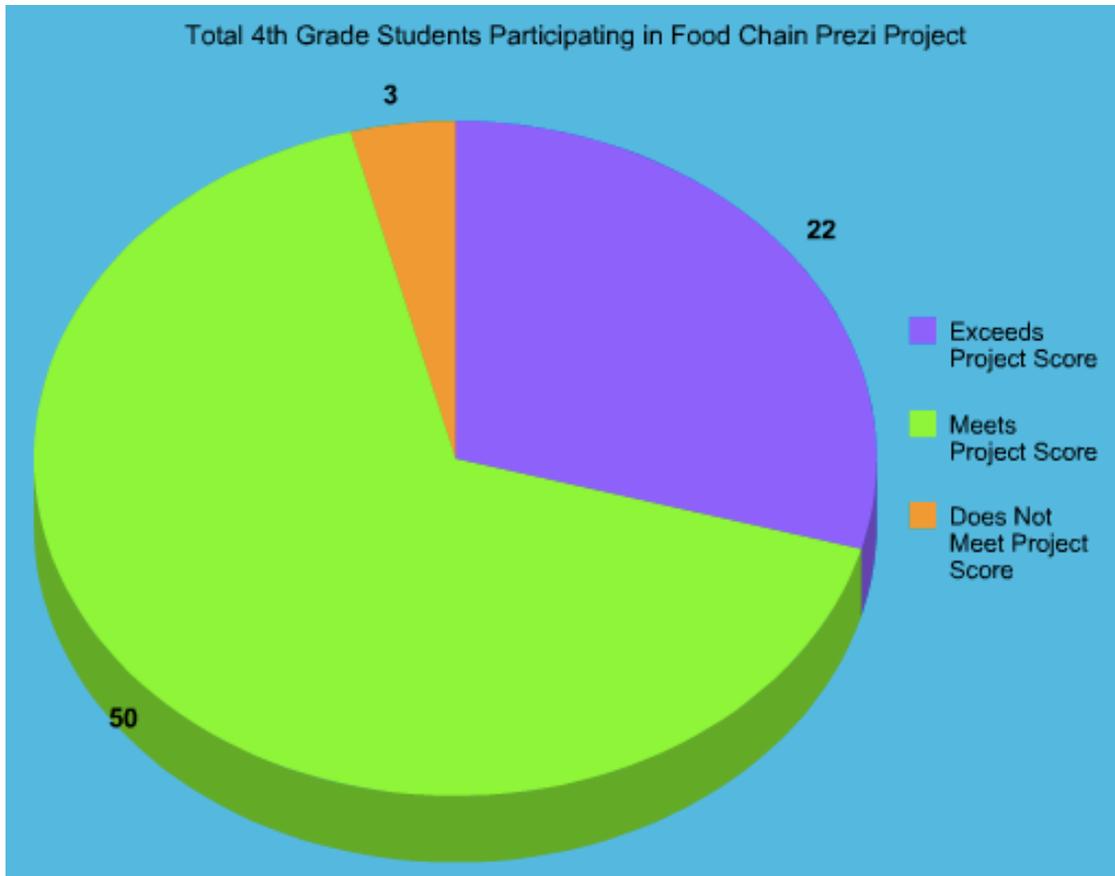**3. Student Example with Teacher Feedback and Grade:**

4. Report of Findings:

Overall, the 4th grade students enjoyed creating their Food Chain Prezi Projects because they liked being able to be creative using a digital product source other than Microsoft PowerPoint. The uniqueness of the web-based program, Prezi.com, kept the majority of students motivated to begin and complete their projects with fervor. The Food Chain was a great topic for students to use to become more familiar with creating a Prezi because the simplicity and nature of the Food Chain lent itself perfectly with the format of a Prezi project. There was some degree of difficulty with a few students who were unfamiliar with creating a Prezi to create their final product. Other students who were familiar with creating a Prezi project did have a small degree of difficulty as well in adjusting to the newly updated version of the program. Many students were mindful of using their Food Chain Prezi Rubric while creating their project and specifically commented on the checklist within the grammar section being a helpful reminder for them. However, there were a few specific details about creating an actual Prezi that would have been easier for students to remember had they been included in the rubric. While students really did not need any clarification or re-direction during this project, the addition of a checklist for the Prezi components would have reminded students of things such as creating and checking the presentation path as well as including their name within the title or home screen.
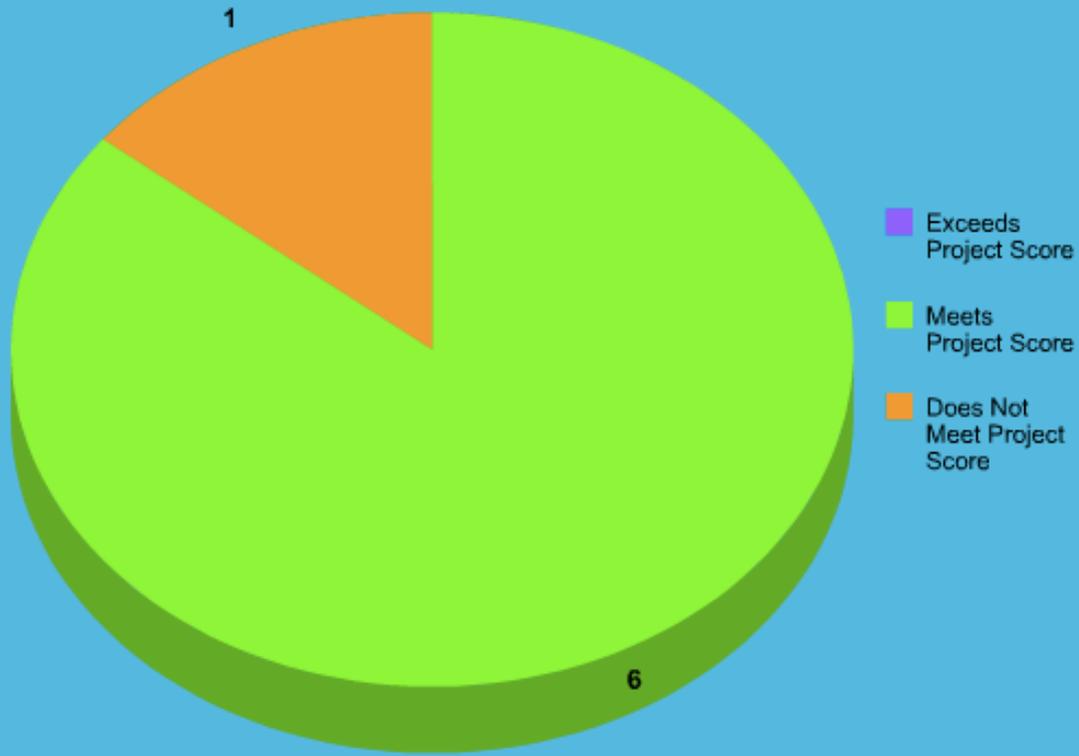
For the most part, I did receive the types of performances that I was hoping for from the majority of the students. Over the years, and especially over my graduate courses here at UWG, I have learned that it is acceptable for the same work or information to be presented in a variety of ways by different students. Projects should not have only one specific format that is correct. After reminding myself of this fact, I was able to appreciate the wide variety of backgrounds, image uses, fonts, and presentation paths that I encountered as I looked over the submitted Prezi projects. Of course, some projects did push the limits of what I feel like students were guided to do and a couple of projects did lack sufficient effort, but after allowing other students to volunteer to show their Prezi to the class, I was delighted to hear that the students who didn't put forth much effort asked to have the opportunity to make corrections the their original projects.

The major change that I will make to this assessment for it's next use will be to add at least another section to the rubric regarding specific details or requirements about the parts of a Prezi. Because elementary students are still very new to using Prezi.com to create a project, I feel that an additional checklist section will help them to better self-critique their work as they are learning. I will also separate the first section of the rubric, the Information and Words section, into two separate sections so that I can be more specific in the grading and feedback of those components. More specific feedback will also help elementary students as they are learning new information about a subject matter as well as learning the multimedia components of using digital tools to publish and present knowledge and ideas.

5. Impact on Student Learning:

Total 4th Grade Students Participating in Food Chain Prezi Project

3

22

50

- Exceeds Project Score
- Meets Project Score
- Does Not Meet Project Score

Regular Ed. 4th Grade Students Participating in Food Chain Prezi Project

2

10

39

- Exceeds Project Score
- Meets Project Score
- Does Not Meet Project Score

Special Needs 4th Grade Students Participating in Food Chain Prezi Project

1

6

- Exceeds Project Score
- Meets Project Score
- Does Not Meet Project Score

Gifted 4th Grade Students Participating in Food Chain Prezi Project

5

12

- Exceeds Project Score
- Meets Project Score
- Does Not Meet Project Score
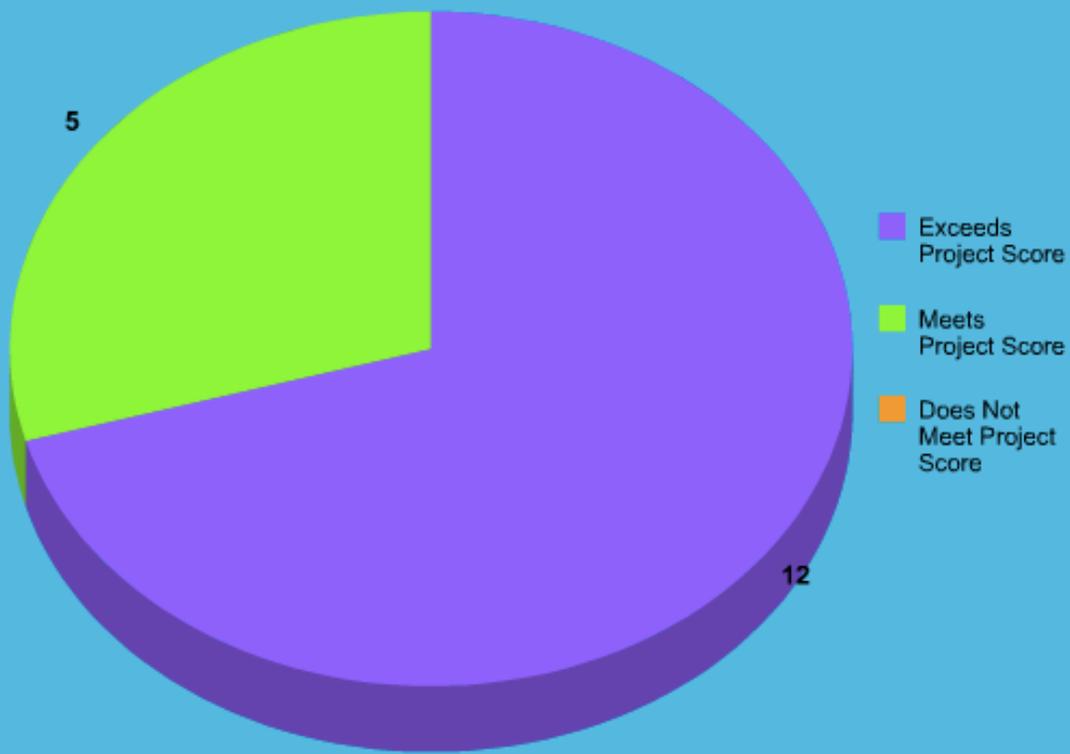
An analysis of the Food Chain Prezi Project final scores show that the project was a meaningful learning experience for the majority of the 4th grade students that participated. In fact, 96% of students participating in this project either made a score of meeting or exceeding the expectations set forth by the project. Students from all of the concerned subgroups, regular education, gifted, and special needs, scored within this 96% of meeting or exceeding standards. All of the gifted students participating in the project met or exceeded expectations, with 71% of them exceeding the set expectations. Twenty percent of regular education students also exceeded expectations. Eighty-six percent of special needs students and 76% of regular education students met the expectations set forth in this project, while 14% of special needs students and 4% of regular education students did not meet the expectations set forth in this project.

Using a formative, hands-on technology-enhanced assessment project early in this Food Chain unit gave students the opportunity to experiment with a somewhat new program without the fear of a one-time pass or fail grade due to the lack of understanding of the subject material or the technology itself. This project allowed students to experiment with the nuances of the Food Chain after several learning opportunities in a way that would allow them to make corrections and learn from their mistakes if necessary. The 96% success rate shown in the positive data reflects the fact that the detailed rubric with checklist items allowed for the students to focus more intently on their new learning while at the same time being reminded to include the simple, basic parts of a project or presentation. However, the fact that 4% of students did not meet expectations and only 22% exceeded expectations shows that there is room for improvement of the directions or the rubric for the project to improve these scores. A more detailed and thorough rubric will allow students to be more attentive to the information and details contained within their projects.   Also, creating a small group mini-lesson or even an alternate rubric altogether may help the special needs student and regular education students that were unable to meet the expectations of the project to be more successful. The simple details of creating visual presentations are easy for elementary students to either be unaware of or forget as they become excited about working with new programs and technologies.

6. Future Instructional Plans:

In speaking with my partner teacher, we were rather pleased with the outcome of the Food Chain Prezi Projects and were excited to see that the data reflected the success as well. It was quite interesting to look at the project scores in terms of subgroup data categories because in doing so, it really did bring to light the fact that certain students may need extra direction in the form of a modified rubric or even modified directions altogether. So, in an effort to improve instruction in the area that students did not perform well, I will revise the rubric to include a detailed checklist that will reflect the specific basics of not only creating a Prezi, but for creating any type of visual presentation as well.   I would add another section to the rubric with a checklist of details for the parts of a Prezi, as well as separate the first section of the rubric into two sections to allow for more specific feedback. These specifics would be modeled or pointed out to students as a part of the rubric review. Extra coaching and guidance for special needs and lower regular education students would of course be a part of the revised instruction before, during, and after the project creation begins. However, the use of a modified and more detailed rubric to guide certain students in creating their projects will enable them to be more successful in the end. Additionally, to assist more students in being able to exceed expectations, an additional activity would be added to this lesson to give all students the exposure to deeper levels of understanding of the Food Chain. In order to add the extra Food Chain extension learning, the review of the extra sections of the revised rubric, and the extra coaching and guidance for special needs and lower regular education students, extra time would also need to be added to the implementation of this project.