

EOUA Results: What Did They Master? What Didn't They Master? What Are the Next Lessons?

Instructor: Carmen Sadek Subject: ESL Topic: Krakatoa Gr. 8 Per. Date 1.13.05
 Event: Scoring EOUA Kind: Essay School: Foshay Place: UTLA Time: 8:30A.M.–5:00P.M.

	Prompt Concepts and Skills	What Did They Master?	What Didn't They Master?	What to Redesign (lessons, EOUA, rubric)
C O N T E N T	<p>Concepts that address the questions posed abd the rubric:</p> <ol style="list-style-type: none"> 1. Answering the questions . 2. Using first person. 3. Using the specific words, phrases and vocabulary found in selected text from KRAKATOA. 	<p>All students demonstrated that they understood the task because they worked individually and they produced writing that was distinctive of their understanding of the task. All students –to a greater or lesser degree—fulfilled the requirements of the assigned task by focusing exclusively in answering the questions posed and in using the words and vocabulary from KRAKATOA to develop the PERSONA of the Historical Figure.</p>	<p>Due to incredibly difficult situation at the school involving extensive construction and remodeling done during regular instructional hours, students did not have access either to the Internet to do research or to the library since the personnel at the school library was greatly reduced. In light of these limitations, students did not have extensive resources to do research on the historical figure and develop research skills and read extensively on the Historical Figure as intended and described in this UNIT to enrich their vocabulary and expand their understanding of how history happens.</p>	<p>If this entire UNIT and all its lessons would have been implemented as planned using to the fullest extent the resources available at the school, a redesign of its components should take place. However, the school resources, as indicated, were temporarily unavailable to teacher and students, e.i. the computer lab for access to the Internet and the school library., Because the students were unable to fully develop the pre-requisite skills and do the pre-required research on the historical figure, the video lesson does not fully represents the planned Unit lessons.</p> <p>Thus, there should be NO redesign at this time of the Unit because it was not implemented as planned.</p> <p>However, on the basis of the student responses we have analyzed and scored thus far, I did do another lesson, NOT PLANNED in the original design, to address the student learning needs.</p>

The Institute for Standards, Curricula, and Assessments

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<p>4. Expressing the importance of the Historical Figure. 5. Effectively developing the PERSONA of the Historical Figure.</p>	<p>Some did use First Person throughout their writing and others did fully and elaborately incorporate the language from the text selected for the assignment, thus, developing the PERSONA of the Historical Figure. However, throughout the task, all students remained focus on the task at hand.</p>	<p>Although all students addressed many of the questions, they did not fully and elaborately produce responses that showed insightful understanding of the Historical Figure. In their writings there were many errors in terms of the limited information provided for them to perform the task because they were not able to conduct their research for the reasons explained above. They did not have enough exposure to, for example, geographical information, to fully understand the geographical terms that referred to the Historical Figure. For instance, a students wrote that Goa was in Africa when in reality Goa is in India. Some, however, did not use First Person throughout their writing and others did not fully and elaborately incorporate the language from the text selected for the assignment. Some students, in a very limited fashion, incorporated the language of the text in a manner that seems to indicate they only COPIED the words with little regard to the development of the PERSONA. However, throughout the task, all students remained focus on the task at hand while some lacked sufficient time to fully complete their research for the reasons given above.</p>	

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O R G A N I Z A T I O N	Well-organized essay in the First Person developing the PERSONA of the chosen Historical Figure. Essay has a good sense of beginning, middle and end in terms of the life of the Historical Figure.	Students did understand that they had to write a Fictional Biography following the model provided by the teacher. This model First-Person-Historical Biography prepared by the teacher was re-read and analyzed in detail during the video lesson. All students attempted to follow the organization provided in the model and adhere to the task at hand.	Most students had difficulty organizing the language they selected from the text to portray to the fullest the Historical Figure, and conveying a sense of history. They, in some cases, just copied the information and the words and phrases from the text.	As a result of the analysis and scoring of student responses, I designed a lesson showing how to organize the information available on the Historical Figure and the language and the words and the historical facts about this Historical Figure into a well-organized Fictional Biography.s
S T Y L E	The student writes a First-Person Fictional Biography with a distinct voice that fully reveal the Historical Figure. The student uses the very rich descriptive and expressive language of the text, selecting precise words and varied sentences from the text, to evoke identification with and admiration for the Historical Figure.	Students understood they needed to create a voice for the chosen Historical Figure. Student also understood that in creating this voice they needed to make full use of the language of the text.	Most attempts at creating a distinct voice were not fully effective because most students did not utilize the rich language of the text to create the PERSONA of the Historical Figure.	As a result of the analysis and scoring of student responses, I designed a lesson showing how to create a PERSONA and give it a distinctive voice using the information available on the Historical Figure and the language and the words and the historical facts about this Historical Figure in the text.
M U G S	As students use or transcribe the language of the text to create the PERSONA of the Historical Figure, students display few errors in their writings in terms of grammar, spelling, punctuation, paragraph organization, indentation, quotation marks and they have few errors that interfere with the meaning of their thoughts.	Students did succeed in carefully copying and transcribing the language of the text to create the PERSONA of the Historical Figure, carefully using capitalization, correct spelling of new words and phrases from the text, punctuation marks, and in some cases, quotation marks. The intended expression of each student's thoughts is achieved in their writings.	Errors in incorporating the language of the text into their writings in terms of grammatical forms, use of First Person, capitalization, some spelling of geographical terms and the random copying of text words with little inconsistency of facts, i.e., geographical locations, resulted in lack of mastery of the intended concepts.	In the follow-up lesson created (mentioned above) there was no deliberate attempt to focus on the correction of student errors in MUGS. The emphasis of that lesson was on Content, Organization and Style.

Other Comments: