

Running Head: ANALYSIS OF LEARNING RESULTS

Teacher Work Sample

Standard VI – Analysis of Learning Results

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SEC594: Secondary Student Teaching – Seminar III

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Abstract

In student teacher Jessica Haight's previous Teacher Work Sample components, detail has been provided as to the specific goals and objectives (Standard II) of her nine-week unit centered around T.H. White's *The Once & Future King*, as well as the types of assessments utilized for each (Standard III). In Standard VI, Ms. Haight will statistically analyze the performance of her entire group of sophomores participating in the unit using aggregated data. In addition, she will draw conclusions based on disaggregated data about subgroups (specifically, students in Period 1 and 5, respectively), as well as individual students' performances on the same assignments. Ms. Haight's data will align with the goals and objectives set forth previously as the foundation for her lesson plans.

Teacher Work Sample

Standard VI: Analysis of Learning Results

Introduction

Aggregated data is utilized to measure progress amongst whole populations. Disaggregated data, conversely, considers subgroups or individuals within those larger populations, as it attempts to uncover "patterns, trends and other important information" (Dawson). For Ms. Haight's sophomore classes, both aggregated and disaggregated data will be used to analyze students' success during the nine-week unit on T.H. White's *The Once & Future King*. With the compilation of this information into graphs and charts, Ms. Haight hopes to determine which groups were most successful at each of three learning goals for the unit, and in terms of pre-assessment, formative, and post-assessment materials. Ms. Haight's data will analyze the collaboration of students in two class periods, as well as differences between said classes, and between individual students.

Clarity and accuracy of presentation

For both aggregated and disaggregated data being reported, all percentages have been rounded to the nearest whole percentage (for example, an 83.95% becomes 84%; an 83.44% becomes 83%). In addition, point values have been rounded to the nearest tenth (for example, a 9.32 becomes 9.3; a 7.36 becomes 7.4). This decision is necessary to showcase minor differences between already small numbers – for example, comparing average scores between class periods on a 10-point assignment. All data labels have been left in on individual charts and graphs, for the sake of clarity.

Alignment with learning goals and objectives

Ms. Haight’s data will be organized by learning goals, expounded on in a previous section of her Teacher Work Sample (see Standard II). Said goals have been aligned both with standards set forth by Xavier High School (in particular, its requirement that sophomore-level students conduct research and produce a written paper on an aspect of the novel, *The Once & Future King* as part of their second semester grades), as well as with the Iowa Department of Education’s Standards for Literacy for 10th grade students. In addition, Goal A – C breaks down into specific standards (for example, Standard A1, “Student can understand stated information they have read” corresponds with Goal A, which asks students to “read and comprehend” the aforementioned novel over the course of five weeks). Ms. Haight’s data will consider whole class, subgroups, and individual students within each goal, with pre-assessment, formative, and post-assessment activities taken into account, with a comparison between individual students conducted at the end of the presentation of data.

Presentation of aggregated and disaggregated data

- **Goal A:** “Students will successfully read and comprehend T.H. White's novel, *The Once & Future King*, over the course of a five-week period.”
 - Pre-assessment: Ms. Haight’s lesson plans were constructed using the Madeline Hunter method, which encourages the use of an “anticipatory set” – essentially, a question or set of questions that allows students to think thematically about the lesson at hand. In Standard IV of Ms. Haight’s Teacher Work Sample, she proposes a lesson wherein students reflect on which animal they would like to be transformed into, an exercise that introduces them to the nature of Arthur’s adventures under the tutelage

- of the wizard Merlyn. These pre-assessment exercises were graded on the merit of students' participation, which negates the impact of any grade-specific data, aggregated or otherwise. That is, all 51 of Ms. Haight's sophomore students (25 in Period 1 and 26 in Period 5, respectively) participated, ergo earning 100%, both individually and between/within groups; neither class or any other subgroup ranked above or below another, making additional data collection unnecessary.
- Formative assessment: Students in both classes were formatively assessed using question-and-answer packets, previously termed packet "A"; this was/is to distinguish it from study packet "B", which contained supplemental information about the novel, the author, and the time period in/about which he wrote, to aid students in their comprehension of the text. Students were required to complete each of the four sections of packet A, each corresponding to Book I-IV of the novel. Each section was worth 5 homework category points of students' second semester grades. Appendix A1 details compares students' success on each portion of the Q&A packet, broken down into *subgroups* of Period 1 and Period 5. Performance (read: completion) of the Book II section was lowest, with an average score of 4.6/5 for the Period 1 subgroup, and 4.4/5 for Period 5. For *whole* data, the average between Period 1 and 5 is easily seen in the aforementioned graph (Appendix A1) – for example, the average score for the Book I, III and IV sections for the combined classes are 4.75 – 4.85 (out of 5), whereas Book II scores average 4.5/5. One possible explanation for this dip is the inclusion of a simultaneous blogging assignment, created to fulfill Ms. Haight's focus on technology (Goal C). Students may have overestimated their ability to

complete/keep up with both assignments in a timely fashion.

Period 1 continues to perform slightly above Period 5 in the other three sections of the assignment, a pattern notable in other assessments during the course of the unit. The two subgroups are fairly evenly matched; both classes contain level 7 students, Xavier's equivalent for advanced/AP coursework. Period 1 contains 25 students (12 females, 13 males), compared to Period 5's 26 students (11 females, 15 males). In ensuing assessments, the female subgroup tends to outperform their male counterparts, as well. Other possible factors could be the time of day in which students are enrolled in the class; personality and make-up of student population within each class; students' commitments outside of class; and/or some combination of these/something else entirely. For the purposes of her Teacher Work Sample, Ms. Haight will continue to compare data across class period(s) and gender.

- Post-assessment: Students were also assessed on their knowledge of the text via three, 25-point quizzes, each again corresponding to Book I-III of the novel; and a 100-point cumulative exam. In Appendix A2, the *whole* group data for each of these assessments (in percentages) is shown. In general, students performed lowest on the Book III quiz (79% combined average for both classes), with strongest results on the Book I and IV/cumulative exams (88 and 87%, respectively). One possible explanation for the difference is the breakdown of the reading requirement for each Book. As described in TWS, Standard IV, Ms. Haight's Master Teacher, Michelle Wehrman-Flores, pre-assigned reading goals; students finished testing over Book II on Day 15, and were expected to have read chapter 1-29 (of 45 chapters) of Book III

by Day 17 (which included an early release on Day 16, followed by the weekend). The length of each Book is also not equivocal; Book III spans pages 313-514, and students discussed it over the course of six class days; Book I and II span just over 300 pages, for which students were allotted two weeks to read and discuss in class. In addition, the subject matter of Book III shifts dramatically, from the short bursts of adventures of King Arthur, to the languid affair between Lancelot and Guenever, coupled with Lancelot's inner-turmoil over his beastly physical appearance and alleged holiness – in essence, the middle of the book gets more than a little long in the tooth, so to speak. In keeping with this pattern, Book II quiz scores dipped below those for Book I (an 83% average compared to 88%); dropped even further for Book III scores, and rose exponentially for the cumulative exam.

Similarly, Appendix A3 details post-assessment scores for *subgroups* Period 1 and Period 5. In keeping with previous data, Period 1 outperforms Period 5 slightly on each quiz – for example, an 83% average for Period 5, compared to 90% for Period 1 on the final exam. In addition, Period 5 follows the same drop for assessments corresponding to the middle of the book as Period 1, with a significant percentage increase by the cumulative exam.

- **Goal B:** “Students will draw upon contextual information, supplemental details about the author, and research to write a 3-5 page research paper about the novel of the topic of their choosing over the course of approximately four weeks.”
 - Pre-assessment: As detailed in Standard IV, students segue from a thorough reading of the novel to beginning research for their term papers in Week Six,

wherein they spend two days with the school librarian, who presents various research mediums and options to them. Students then spend the majority of Week Seven in the library, conducting said research. Similar to Goal A, Goal B's pre-assessment process relies fully on student participation; ergo, there is no need to collect additional performance data.

- Formative assessment: Once again, per Ms. Haight's Master Teacher, students were required to meet various mini-deadlines in the process of constructing their research papers. Students were expected to turn in two copies of their respective thesis statements (one for Ms. Haight's records, and one to receive feedback on) by Week Six, Day 30; similarly, on Day 34, students turned in 25 note cards, with quotes taken from at least three academic sources. Other deadlines included a second note card check, wherein students should have added at least 20 more note cards from two more sources; a rough outline and a final outline. In addition, students were required to schedule and meet with Ms. Haight regarding a rough draft of their individual papers; while conferences took place during class (as well as before/after school, and during Ms. Haight's prep periods, when applicable), students received participation points for peer-editing one another's rough drafts. Students were told that they would not receive individual points for making each deadline; rather, failure to do so would result in a deduction on their final research papers. Students must have taken this to heart; only one student (a male in Period 1, with an above-average propensity for being absent over the course of the semester)

failed to make all of these deadlines. As such, no further data is needed.

- Post-assessment: Naturally, the largest portion of Goal B is the research paper itself. Ms. Haight details students' success at this in a number of charts and graphs. In Appendix B1, results of letter grades for both classes combined are detailed; Xavier's English department abides by the same grading scale, wherein an "A" (A+ and A- included) ranges from a 93-100%; a "B" from 83-92; "C" from 73-82; "D" from 63-72; and an "F" from 0-62%. The lowest individual score for this assignment was a 66%; the highest was a 100%. Ergo, no "F" scores are reported in the assessment of data. As B1 shows, out of 51 students, 23 earned a "B" on their papers, and 14 earned a "C"; 7 earned an "A", and 7 earned a "D".

In Appendix B2, the mean percentage of scores between classes and gender are detailed. As mentioned previously, females outperformed males in both class periods. Interestingly, Period 1 scores show a greater variance (79% average for males, versus 87% average for females) than those in Period 5 (83% males, 86% females). As ensuing data will show, Period 1 contains only one male student earned a paper grade in the "A" range (and in fact, earned the only 100% on the assignment). Ergo, Period 1 females solidly outperformed their male counterparts.

Appendix B3 showcases the breakdown of letter grades between genders. Notably, 16 females earned a "B", as opposed to only 7 males, who outshined females in the "C" range (11 males, versus only 3 females). In fitting with

previous data, 11 males (out of 28) earned either an “A” or B”, compared to 19 (out of 23) females. Essentially, 39% of males scored at least an 83% on their papers, compared to 83% of females.

In Appendix B4, letter grades are broken down with respect to the Period 1 and Period 5 subgroups. Here, it is difficult to ascertain any notable pattern – Period 1 does not overtly appear to outperform Period 5, nor are the scores in the “A” and “B” range significantly higher for either subgroup. Period 1 has slightly more students earning more extreme grades (4 As and 5 Ds, versus 3 As and 2 Ds for Period 5), but more of Period 5’s scores are concentrated in the middle “B” and “C” range (13 Bs for Period 5, versus 10 for Period 1, for example).

Appendix B5 and B6 appropriate scores across each letter grade by gender. As B5 shows, 10 of the 12 females in Period 1 earned either an “A” or “B” grade, with all of the females in Period 5 concentrated in the middle ranges. The data for male students in B6 showcases scores that are more evenly distributed across letter grades, with Period 5 slightly outperforming Period 1 (7 males in Period 5 earned either an “A” or “B”, compared to only 4 males in Period 1). In addition, the majority of the males’ scores are concentrated in the “C” range in both classes, compared to females’ clustering nominally around the “B” percentile. This fits snugly with the data in Appendix B3, wherein females outperformed males in terms of earning either an “A” or “B”.

- **Goal C:** “Students will utilize technology to enhance their reading, understanding, and analysis of the novel.”
 - Pre-assessment: Goal C has two standards: To construct “analytical blog responses” (Standard C1) about assigned aspects of the novel; and to conduct research using both on-ground and Internet resources for individual term papers (C2). As a pre-assessment, students were expected to register an account on the blogging forum built specifically for Xavier High School’s private use. In addition, during Week Six of the nine-week unit, students met with the school librarian to discuss resources available to them for their research papers. No further data is necessary for this aspect of the unit.
 - Formative assessment: Data on the results of students’ blog responses is summated in Appendix C. Students were assigned two separate blog response assignments; the Book I blog was due just before students were slated to take the Book II quiz; the Book II blog was due the day of the Book III quiz, similarly. Both Period 1 and Period 5 showed similar success at these assignments, with an average score of 9.6 out of 10 for Period 1, and 9.8 out of 10 for Period 5. Atypically, Period 5 slightly outperformed its Period 1 counterparts. Ms. Haight’s Master Teacher was firm about students’ submissions being on time; one possible reason that more students seemed to struggle to complete the Book I assignment than the Book II one, ergo, may well be technical issues with creating an account on the server. Also, as Appendices A1-A3 support, participation in both subgroups began to drop

during Book II, and continued through Book III, until they picked up again during Book IV. Naturally, all students received 10/10 points on the Book II blog assignment (Appendix C), save for a handful of students who were “exempt” from the assignment, due to a previous commitment. For these students, the “exempt” grade neither helps nor hurts their scores on other assignments for the unit/semester. Likewise, scores are close enough that additional data comparing gender subgroups is unnecessary.

- Post-assessment: Students’ post-assessment assignment was, naturally, the research paper. See Appendices B1-B6, and related notes, for a breakdown of this data.
- **Individual Students: Jacob (Period 1) & Sean (Period 5):** For an analysis of individual students, two boys were chosen who showcased different levels of success and abilities during the course of this unit.

In Appendix D1, mean percentages for each student's major unit assignments are detailed. Naturally, the paper, worth 183 possible points, is the largest difference, with Jacob earning a 100% (an "A+"), and Sean earning an 83% (a "B-"). Appendix D2 breaks down Jacob and Sean's individual scores on the four novel quizzes, which Appendix D1 merely denotes as Jacob having averaged a 94%, and Sean a 93%, respectively. As D2 notes, Jacob's individual quiz scores are atypical. He outperforms Sean 50% of the time, but his scores are not consistent; he only earns an 86% on the Book I quiz (compared to Sean's 92%), and then pulls off an astounding 103% on the

final exam (compared to Sean's 96). Sean's scores are more consistent - all of his scores are within 4% of one another, whereas Jacob's entertains a nearly 20% range. Jacob also seems to do better on larger assignments – the final exam (Book IV) is worth 100 points, compared to 25 points for each of the previous quizzes – perhaps he puts more effort into assignments worth more points. The nature of the quiz content may also be an issue; perhaps Jacob puts more stock into analytical questions (“How are the women of the novel ‘symbols of Eve’?”) than simply regurgitating surface level facts about the characters (“He gets nicknamed ‘fancy hands’ by Kay”). More research is needed to do more than simply generalize about these potential variables.

Both boys are also atypical, in that they do not score particularly lowly on either the Book II or III quiz - in both Period 1 and 5, and across gender subgroups, scores on these exams dropped significantly (see Appendices A2-A3). Scores on the Q&A packets and/or the blog responses for either boy are not significantly different; thus, no further data is needed.

Jacob did not miss any points on his research paper. Sean, on the other hand, missed 32 out of 183 points, earning him an 83% on the assignment. During students' rough draft conferences, Ms. Haight distributed a grading rubric for students to follow; constructed by her Master Teacher, said rubric (Appendix E) breaks down the paper into various components. As Appendix D3 details, the bulk of the points missed (41%) were on paper content, described in Appendix E as "knowledge and understanding"; "appropriate use of research materials"; and "proof of thesis". Similarly, Sean missed 19% of the remaining points for mistakes made in his body paragraphs; lacking clarity when transitioning between topics in the paper, and

constructing vague topic sentences are all appropriated in this section. The 6% missed for the introduction and conclusion also refer mostly to vagueness of a specific portion of the paper.

Though not termed as such on the grading rubric, many of these errors can be considered stylistic - that is, they address the student's ability to write with considerable organization and talent. In Appendix D3, Sean's missed points are appropriated as either being stylistic or mechanical - overwhelmingly, the bulk of the points missed (72%) are because of stylistic issues. The reasons for this are myriad. For one, the majority of the lesson plans regarding the research paper focus more on formatting and mechanical issues; students are given a book called *Writer's, Inc.*, which walks them through the intricacies of MLA format. Though Ms. Haight includes lessons on writing a strong thesis statement, introduction, topic sentence, etc., these ideas are more abstract, and naturally more difficult to master. In addition, students who attend Xavier as freshmen have already wet their feet by constructing a research paper in 9th grade on Shakespeare's *Romeo and Juliet*. However, the bulk of this paper's points are appropriated towards mechanical issues, such as formatting the title page and Works Cited section correctly. Simply put, sophomore year is the first time most Xavier students are graded even somewhat heavily on their stylistic expertise.

Though Sean did not receive the worst score within any demographic, either class period or gender-wise, his work represents typical problem areas that Ms. Haight noted whilst reviewing students' research papers. Consider the final paragraph of Sean's research paper, concerning the women of T.H. White's *The Once & Future*

King as being "symbols of Eve":

Women in *The Once and Future King* are like Eve because they make men sin. They use their looks and tricks to make men sin and fight. The women teach their children to hate their own fathers. Of course there are some good women that genuinely love their husbands. Mostly, however, they lie, commit adultery, and do not love the men in their lives. I do not know if the women in real life always try to make men sin, but in *The Once & Future King*, almost all women act like the woman, Eve, and cause the men in their lives to turn from God.

Sean's word choice is simple and repetitive. A vague review of the main points of his paper is provided - one can probably gather that "The women teach their children to hate their own fathers" refers to Queen Morgause raising her illegitimate son, Mordred to despise Arthur, with whom she commits incest as part of a grand revenge scheme against Arthur's lineage, for example. Much of the summation is confusing, however, and certain details, such as men being "turn[ed] from God" because of devilish women, are not discussed in his paper previously at all. In addition, as the grading rubric notes, students lose points for using first/second-person pronouns, a topic additionally covered during Sean's rough draft conference, and which he failed to correct.

Conversely, Jacob's conclusion is much more lucid:

Though the era of the Round Table sees many unnatural things, the actual fall of the Table itself is natural. Arthur was set for failure as he was taught to think by Merlyn. His fallibility as a human is seen by Mordred. Arthur overcompensates to achieve his utopia, which estranges his friends from his cause. Mordred comes back stronger than ever and ultimately destroys the Round Table. One can never say that they enjoy the violence that comes with such changes, but these changes are necessary. The lessons hit home for many people: "Children are violent and cruel - and good - and I was all of these - and all of these were in the Secret Book [*Le Morte d'Arthur*]" (Steinbeck 5). In any case, at the end of the day, it was human nature that spelled doom for the Round Table and its driving principles.

Jacob's word choice is noticeably more advanced than Sean's, with varied, less-awkward sentence structure. He has minor issues with pluralization (the use of "one" with "their", rather than "his/her", for example), though not frequently enough to be marked down for it – students can miss three errors per page and still receive full credit on the "mechanics" section of the grading rubric (see Appendix E). In addition, Jacob not only uses a quotation as a callback to a previous point in his paper, but sets it up properly – when Sean utilized quotations in his own paper, he did not always format them correctly, despite numerous lessons and reminders of how to do this. It is clear just from reading Jacob's last paragraph what his paper topic was; the same could not be said for Sean's conclusion.

Though more data is needed to properly assess the needs of the entire group of

sophomores, at a glance, a number of problem areas in Sean's paper are likely duplicated in other students' papers. In general, more points were probably lost on stylistic matters rather than mechanical ones. In addition, while a solid understanding of the text is crucial, showing consistent abilities on book quizzes and/or completing fact-checking assignments are not a guarantee of research paper know-how. Potentially helpful research might be for a student who performs poorly on book quizzes (consistently in the "C" and/or "D" range, for example), but who manages a solid "B" on the research paper. Identifying male- and female-specific problem areas is another potential element to consider. In essence, this is merely the beginning; Ms. Haight has her work cut out for her.

Accuracy of analysis of data

From the previously analyzed data, several patterns can be extracted:

- The Period 1 subgroup, on average, outperformed the Period 5 subgroup;
- Female students, on average, outperformed male students;
- Students performed strongest, on average, at the beginning and end of major assignments and/or groups of assignments, and weakest in the middle of said assignments;
- Students lost significantly more points on stylistic aspects of their research papers than mechanical ones;
- Students performed consistently highly on small, participation-based assignments;
- More students scored in the "B" and/or "C" range than in the more extreme "A" and "D" range on major assignments and quizzes;

- Consistently high scores on surface level, fact-based assignments are not a guarantee of success on a research paper requiring analysis of the same material. That is, the assignments require two different sets of skills.

Evidence of impact on student learning

In the previous section, several patterns are extrapolated from the research obtained from Ms. Haight's sophomore students, each supported by recurring data. The true impact of the assignment, however, goes beyond being able to group students into percentiles. If females in Period 1 are the strongest performers, for example, that simply means additional attention must be placed on invigorating, say, Period 5 males to step up their game. The above research is helpful in identifying areas in which to focus, but lacks the ability to explain why boys are possibly more apathetic about the subject matter; if going to English class in the morning versus the afternoon makes a significant difference; if writing style can be taught. With this in mind, future lesson plans can gradually confront these issues, in an effort to turn out more consistent, effective results all-around.

Conclusion

In the advent of paper-grading, Ms. Haight looks back at her sophomore students' trials and tribulations concerning *The Once & Future King* with a keen eye. Several obvious patterns emerge concerning students' varying abilities and performances; less so are cues for how to increase proficiency of identified problem areas within subgroups. Overall, Ms. Haight feels satisfaction, having journeyed with her students through nine weeks of reading, writing, summarizing, analyzing, confusion, clarity, and everything in-between, and emerging with

results reflecting, if nothing else, hard work on both ends of the learning spectrum, and a collectively burgeoning ability to tackle large, multi-faceted projects with considerable effort and at least a begrudging respect for the subject at hand.

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[option=com_content&task=view&id=1350&Itemid=2287](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=1350&Itemid=2287).

Appendices

Appendix A:

- A1. Average score of Q&A packets between classes, out of 5 points.
- A2. Mean percentage of post-assessment quiz scores for both classes.
- A3. Mean percentage of post-assessment quiz scores between classes.

Appendix B:

- B1. Breakdown of letter grades (with % assignment) on term paper for both classes.
- B2. Mean percentage of term paper scores between class period and gender.
- B3. Breakdown of letter grades (in %) by gender for both classes.
- B4. Breakdown of letter grades (in %) between classes.
- B5. Breakdown of letter grades (in %) between females, class periods.
- B6. Breakdown of letter grades (in %) between males, class periods.

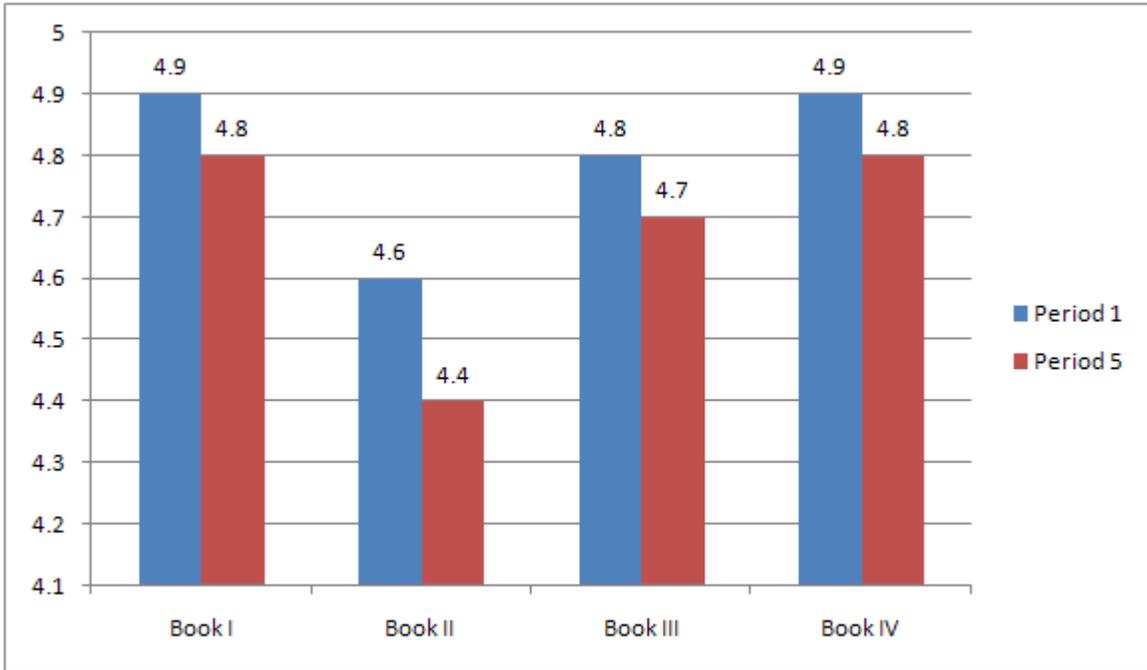
Appendix C: Average score of blog responses between classes, out of 10 points.

Appendix D:

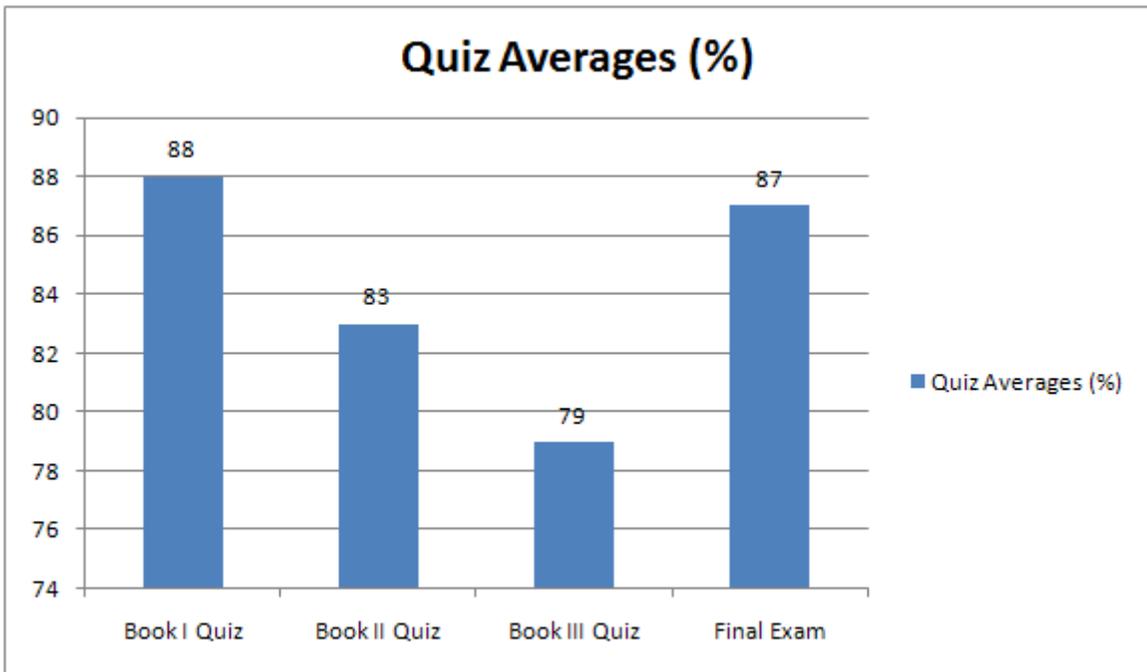
- D1. Mean percentage for major unit assignments between individual students.
- D2. Individual scores (in %) for quizzes.
- D3. Distribution of 32 missed points (in %) on research paper, Sean.

- D4. Distribution of 32 missed points (in %) on research paper, Sean, stylistic vs. mechanical.

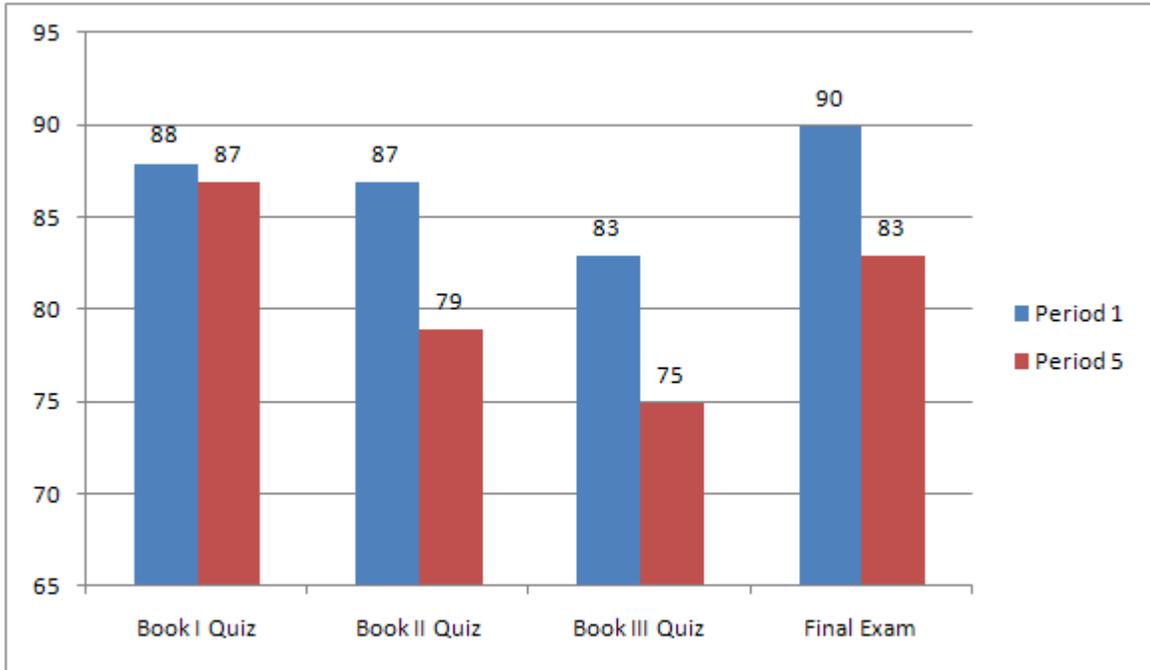
Appendix E: Research paper grading rubric.



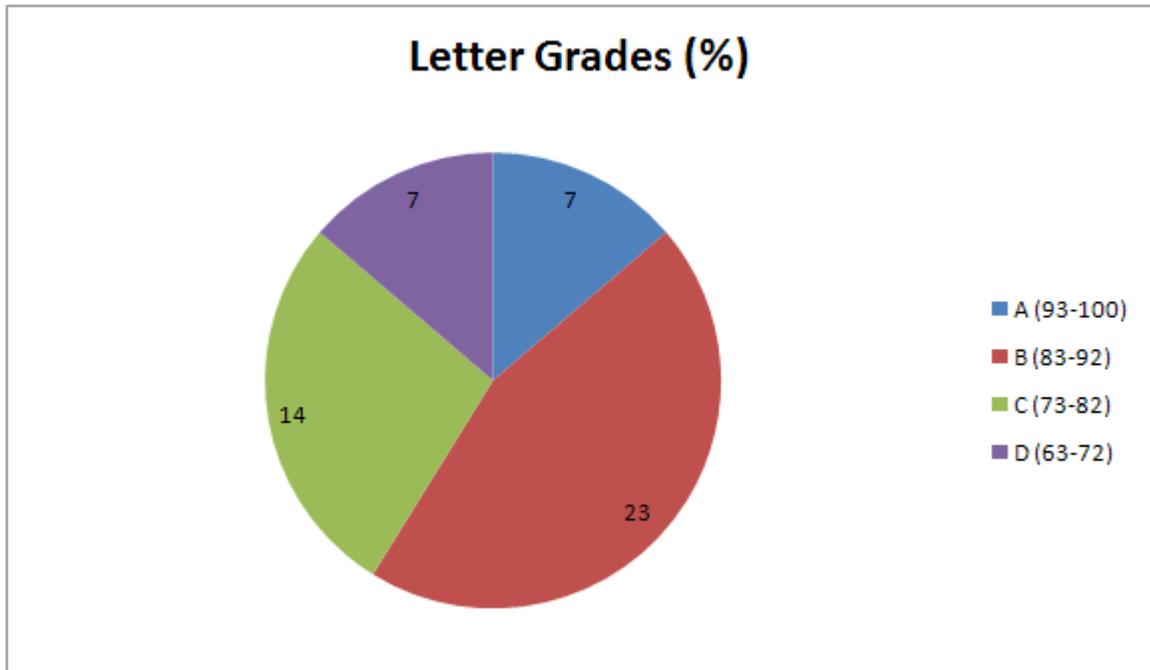
Appendix A1: Average score of Q&A packets between classes, out of 5 points



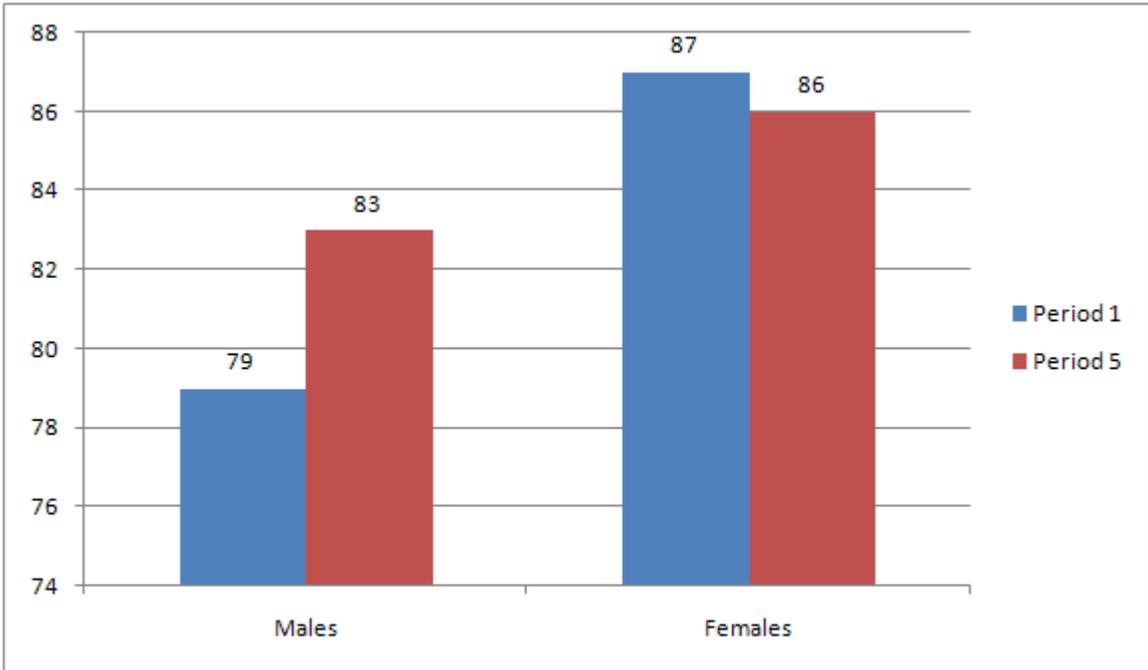
Appendix A2: Mean percentage of post-assessment quiz scores for both classes



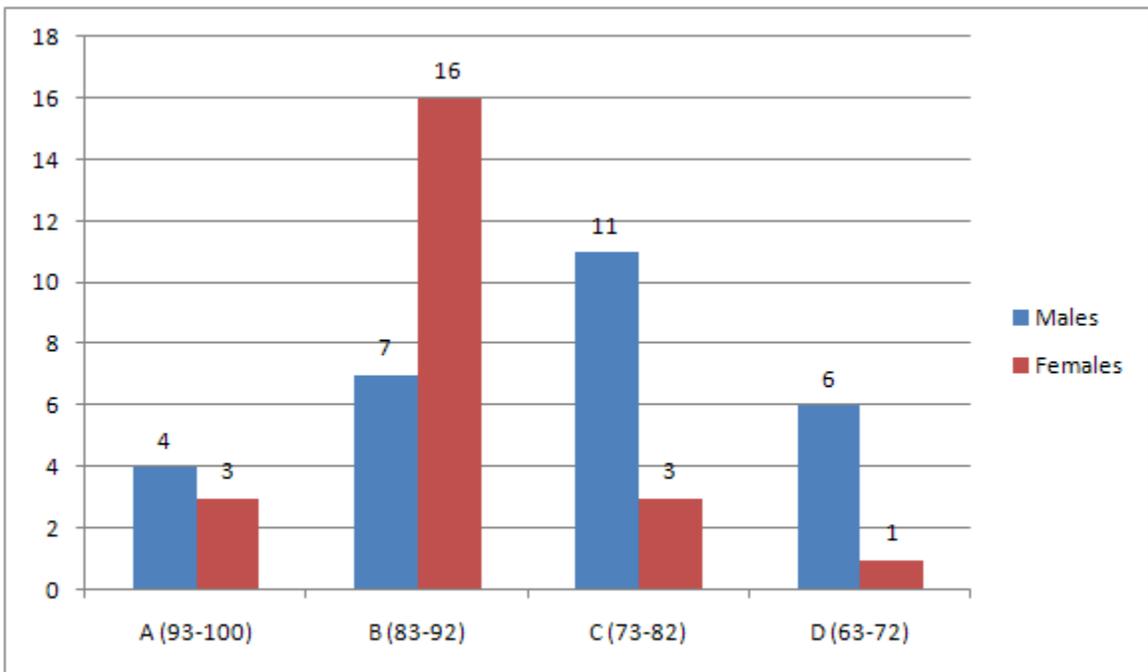
Appendix A3: Mean percentage of post-assessment quiz scores between classes



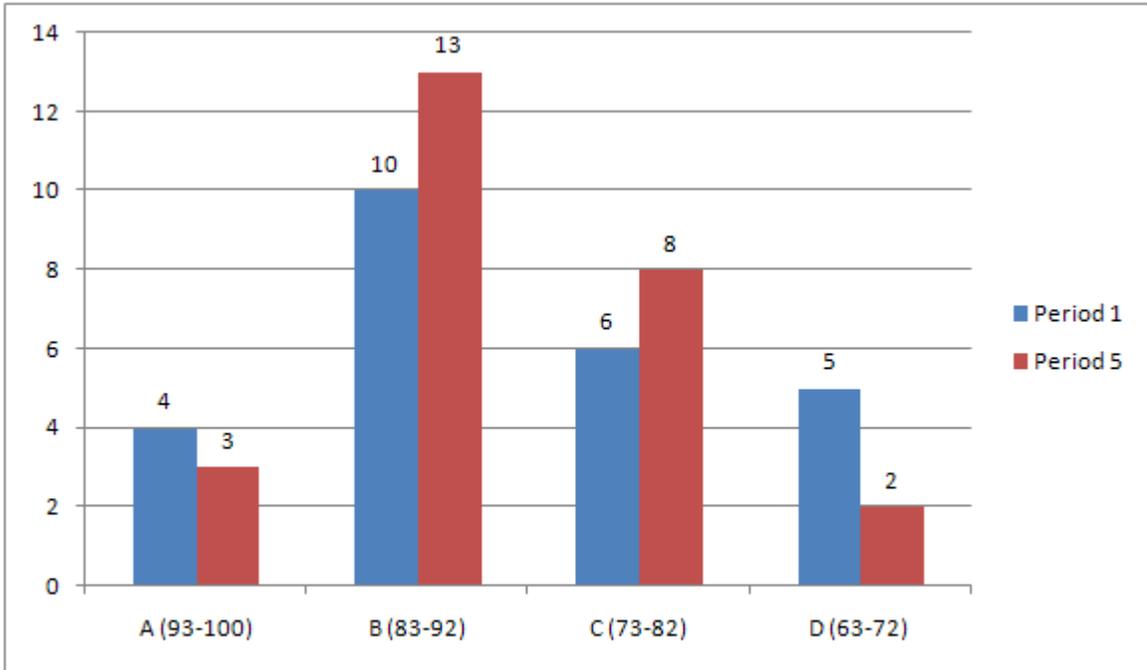
Appendix B1: Breakdown of letter grades (with % assignment) on term paper for both classes



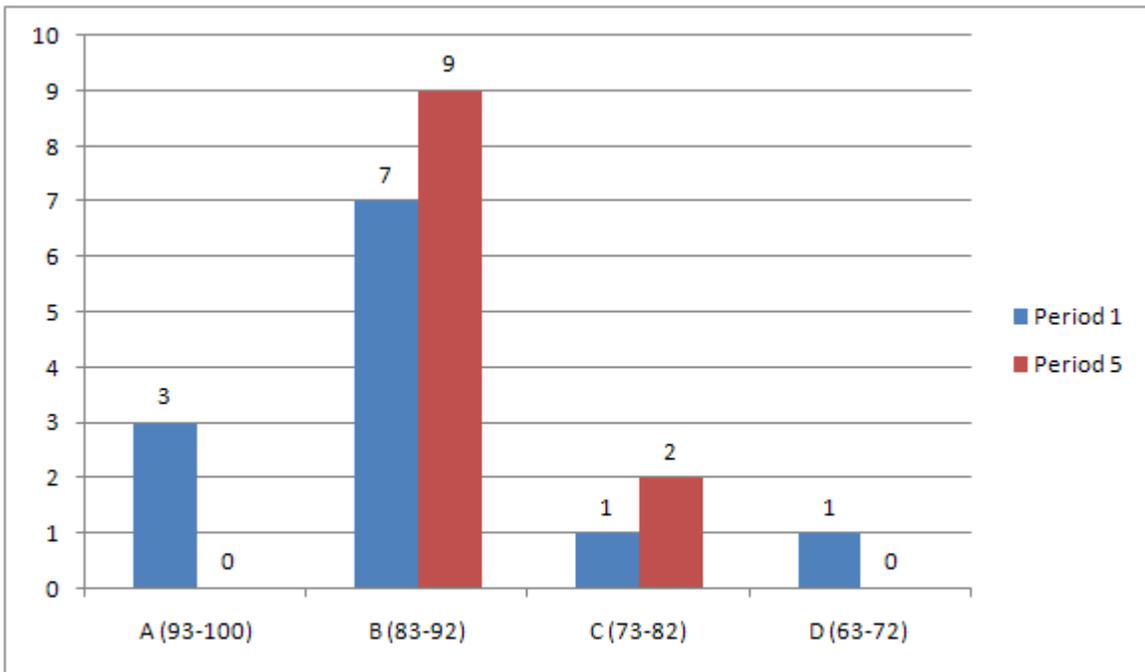
Appendix B2: Mean percentage of term paper scores between class period and gender



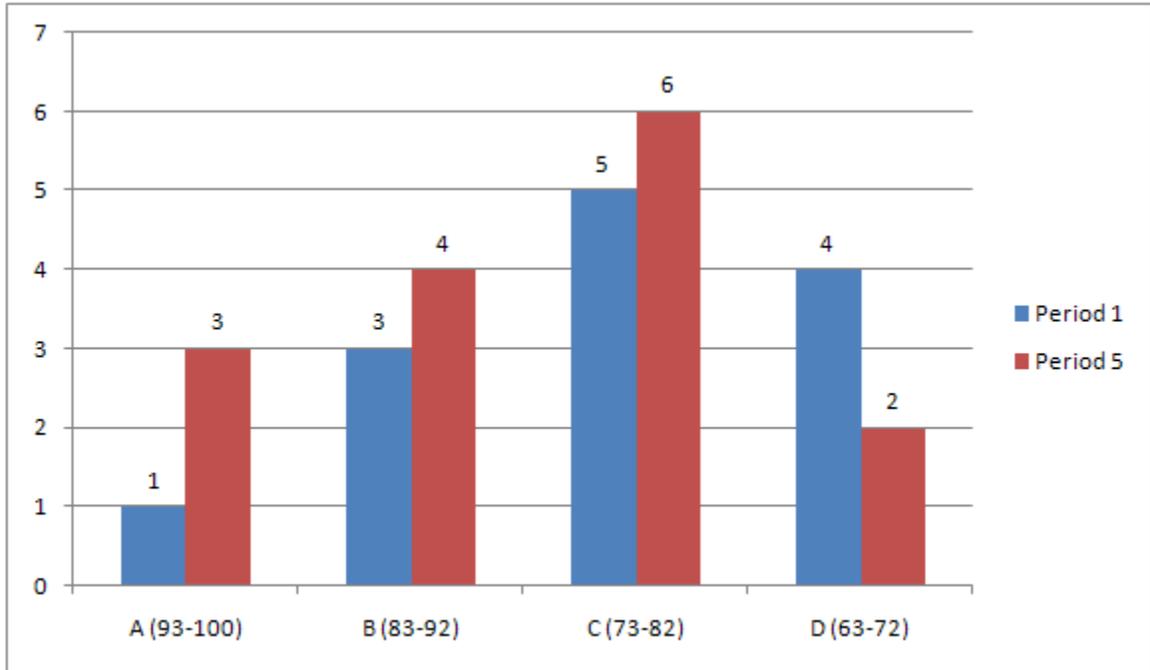
Appendix B3: Breakdown of letter grades (in %) by gender for both classes



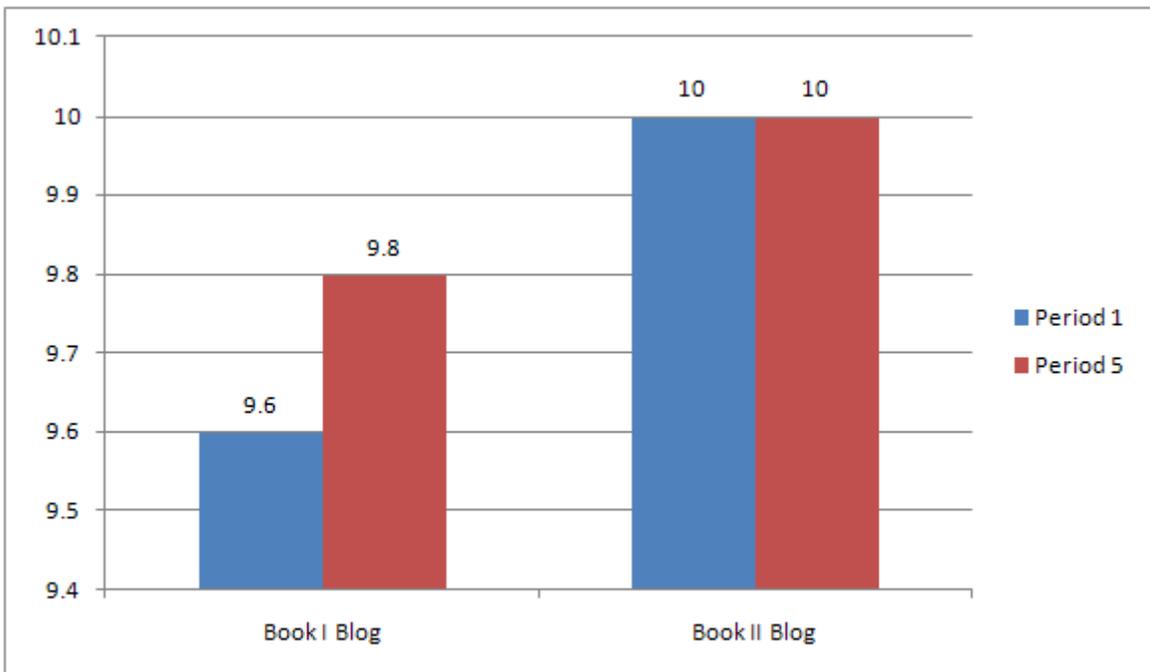
Appendix B4: Breakdown of letter grades (in %) between classes



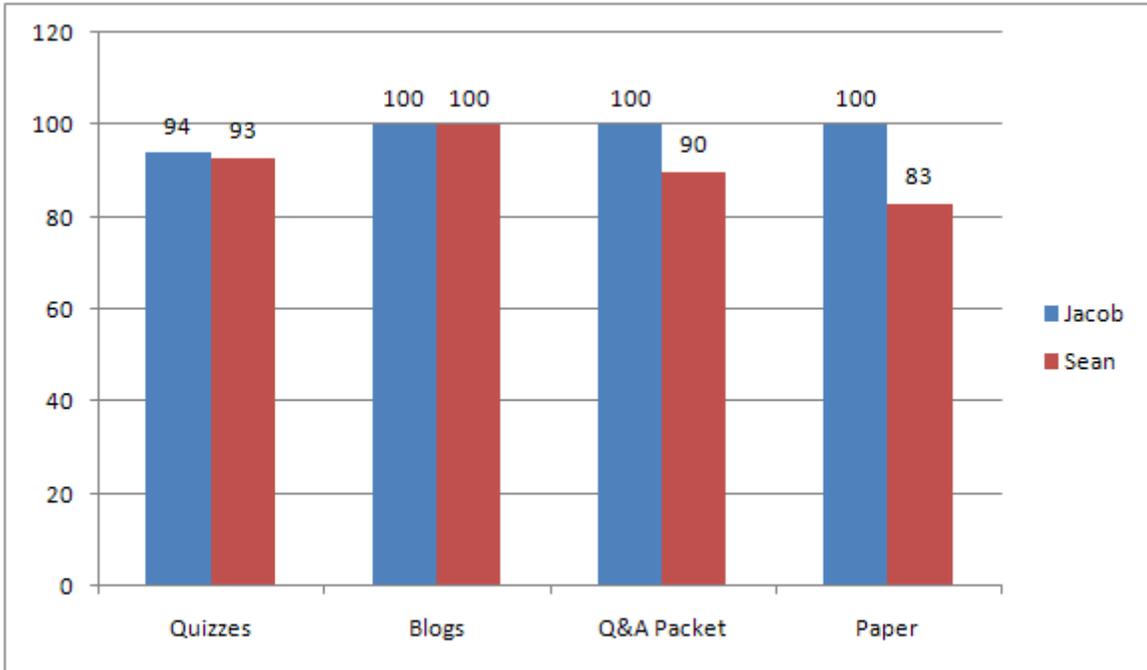
Appendix B5: Breakdown of letter grades (in %) between females, class periods



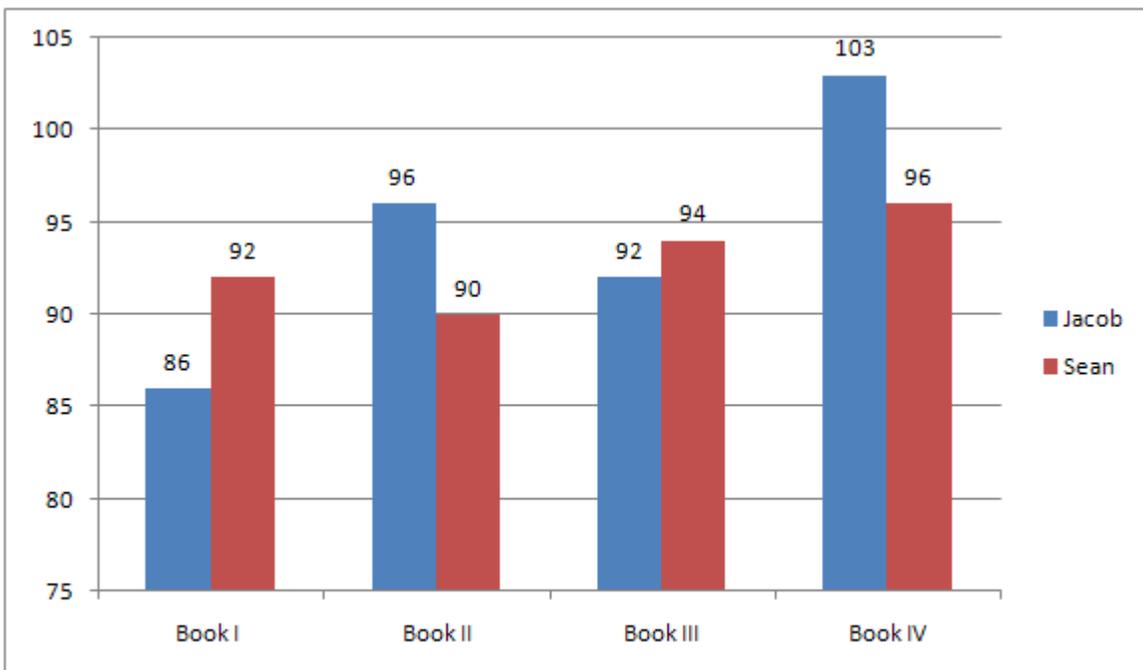
Appendix B6: Breakdown of letter grades (in %) between males, class periods



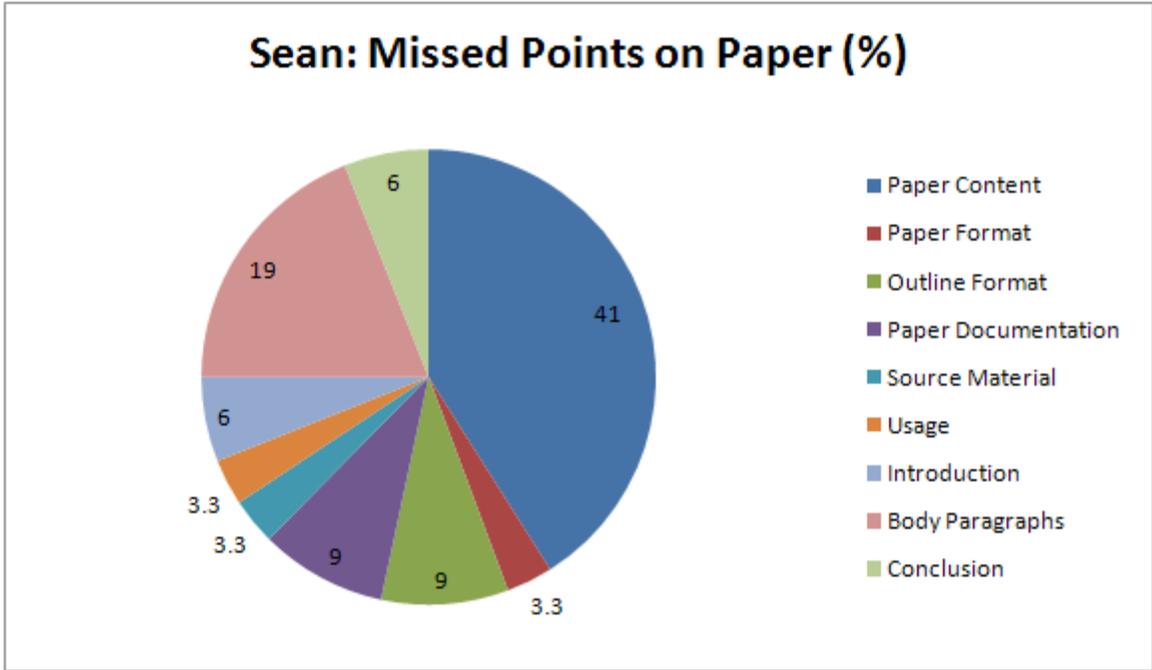
Appendix C: Average score of blog responses between classes, out of 10 points



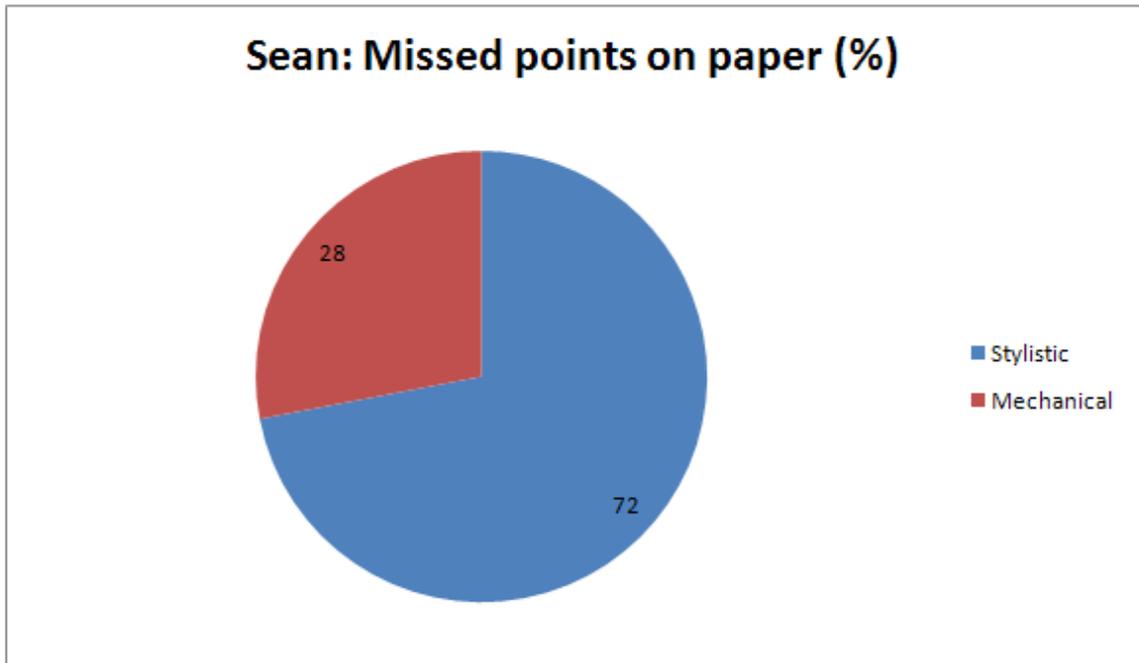
Appendix D1: Mean percentage for major unit assignments between individual students



Appendix D2: Individual scores (in %) for quizzes



Appendix D3: Distribution of 32 missed points (in %) on research paper, Sean



Appendix D4: Distribution of 32 missed points (in %) on research paper, Sean, stylistic vs. mechanical

RESEARCH PAPER RUBRIC

Paper Format

Criteria	0	1
Notecards	Note cards are not in correct order	Note cards are in correct order
Title page	Title page is not correct according to MLA format	Title page is correct according to MLA format
Order	Paper elements not in correct order	Paper elements in correct order
Page headers/numbering	Page number format incorrect	Page number format correct
Endorsement	Endorsement done incorrectly	Endorsement done correctly
Margins & spacing	Does not follow MLA standards	Follows MLA standards
Length	Does not meet length guidelines	Paper is minimum five pages in length
Format Total		/7

Outline Format

Criteria	0	6	12
Outline Format	Does not demonstrate understanding of outline formatting	Outline formatting is present but with many errors	Correct MLA outline formatting utilized
Outline Total			/12

Paper Documentation

Criteria	0	6	9	12	15
In-text Citations	Less than 70% of in-text citations are correct	70% of in-text citations are correct	80% of in-text citations are correct	90% of in-text citations are correct	ALL in-text citations are correct
Citation Page(s) (Works Cited and Works Consulted)	Less than 70% of the entries are correct	70% of the entries are correct	80% of the entries are correct	90% of the entries are correct	All entries are completely correct
Documentation Total					/30

Source Material

Criteria	0	2	3	4	5
Balance of Information	Information taken solely from primary source	Information taken mostly from primary source	Use of secondary sources present but weak	Use of secondary sources present	Excellent balance of research from primary and secondary sources
Required Sources Met	Minimum source requirement not met				Minimum requirement met
Source Material Total					/10

Paper Organization

Intro					
Criteria	0	2	3	4	5
Attention getter	Attention getter does not exist			Attention getter is present	Attention getter present and creative
Link	Intro jumps from AG to thesis-no link			Some linking information is present	Link fluidly connects all of intro
Thesis	Not stated			Stated but unclear	Clearly stated
Preview of main points	No preview evident			Main points exist but not clear in intro	Clear preview of main points
Intro Total					/20

Body Paragraphs

Body Paragraphs					
Criteria	0	2	3	4	5
Clear topic sentence for main points of each paragraph	Topic sentence not present		Vague attempt at a topic sentence		Clear and concise topic sentence
Transitions between main points	Transitions not present		Attempts to transition between topics but lacks clarity		Transition between topics are clear and effective
Sticks to topics	All paragraphs jump off topic	Few paragraphs remain on topic	Some paragraphs	Most paragraphs	Every paragraph stays on topic
Body total					/15

Conclusion

Conclusion					
Criteria	0	2	3	4	5
Restatement of thesis	No restatement			Present but unclear	Present and clear
Summary of main points	No summary			Present but unclear	Present and clear
Clincher	No clincher			Present but bland	Creative and unique
Total					/15

Mechanics

Mechanics					
Criteria	0	10	15	20	25
Mechanical errors	8 or more errors per page avg.	< 8 errors per page average	< 7 errors per page average	< 5 errors per page average	< 3 errors per page average
Total					/25

Paper Content

Criteria	0	3	5	7	10
Knowledge and Understanding	Shows extremely poor knowledge, does not link or analyze	Shows poor knowledge, has trouble linking and supporting	Shows adequate knowledge, has trouble supporting	Shows good knowledge, links and analyzes support	Shows great knowledge, links and analyzes support
Appropriate use of research materials	Research does not support discussion of topic at all	Research detracts from topic	Research is present but not well-used	Research enhances the discussion of topic	Research greatly enhances the discussion of topic
Proof of thesis	Content does not prove thesis	Content loosely ties to thesis	Premise of thesis is addressed; proof is lacking	Information connects to thesis	All content tightly connects to and proves thesis
Content Total					/30

Usage

Criteria	0	2	3	4	5
Pronouns	More than 7 first or second person pronouns used	Six first or second person pronouns used	4-5 first or second person pronouns used	1-3 first or second person pronouns used	No first or second person pronouns used
Contractions	More than 7 contractions used	6 contractions used	4-5 contractions used	1-3 contractions used	No contractions used
Usage Total					/10

Materials

Criteria	0	2
Drop folder	Paper was not saved to class folder	Paper was saved to drop folder
Envelope	Materials not enclosed in proper envelope	Materials enclosed in proper envelope
Materials Total		/4

Deadlines

Criteria	0	5
Thesis Statement	Not met	Met
Note Card #1	Not met	Met
Note Card #2	Not met	Met
Rough Outline	Not met	Met
Final Outline	Not met	Met
Rough Draft	Not met	Met

RESEARCH PAPER TOTAL	/183
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