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Data Collection 2007-08

My data is organized by the questions I need answered to design effective instruction and interventions, as well as by Victoria Bernhardt's four types of data to make certain I am taking a balanced view. It's also important to understand and ask questions about the standardized tests (whether high-stakes or not) being used to assess my students' learning and my teaching, so there's a section at the end of the page with information I've reviewed about South Carolina's HSAP and MAP tests.

Perceptions

- How much and what did my students feel they learned? How do they feel about our class and me as a teacher?

[End of Year Survey \(5/28\) - English II, English IV](#)

- Are my classes too easy, too hard, or just right?

[Student Survey of Course Difficulty \(10/12-10/15\)](#)

Processes

- What have my students learned this year? What worked and what didn't? What do I need to change?

[English IV Portfolio Review \(5/28\)](#)

- Am I addressing the state standards?

- I know the SC ELA High School Standards, but what do I need to address with my tenth grade English II students in terms of the HSAP?

[HSAP ELA Test Blueprint \(8/2007 Word doc from SC DOE website\)](#)

[MAP Content Analysis \(4/14\)](#)

Demographics

- What are my English IV seniors' backgrounds, interests, and plans after high school?

[English IV Interest Survey \(start of year\)](#)

Student Achievement

- How are my students performing?

[Year End Final Grade Analysis \(6/2\)](#)

[Quarter 1 Grade Analysis](#)

- After a year with me, have my English II classes demonstrated growth on MAP? How will they perform on the HSAP?

[Spring 2008 MAP Scores and Analysis \(4/11\)](#)

[MAP Class Comparison \(4/11\)](#)

- Where are my classes in their learning? What are their ELA strengths and weaknesses?

[Fall 2007 MAP Scores and Analysis \(start of year\)](#)

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End of Year Student Survey English IV

Analysis of 48 anonymous surveys completed 5/28/2008 by Jen Morrison

SA = strongly agree A = agree U = uncertain D = disagree SD = strongly disagree

Numbers indicate number of survey responses per category

Section 1 - Learning

	SA	A	U	D	SD	Total
This year in English I, have improved my knowledge and abilities with...						
reading strategies.	8	35	3	2		48
literary analysis.	7	33	7	1		48
the writing process (prewriting, revision, etc.).	22	21	4	1		48
editing (spelling, grammar, etc.).	6	26	13	3		48
teamwork.	16	26	5	1		48
public speaking and presentation.	4	18	14	11	1	48
vocabulary.	4	32	10	2		48
research.	7	21	17	3		48
I grew as a person because of discussions, writing, reflections, or other activities in Ms. Morrison's class.	12	28	5	2		47
I felt intellectually challenged in Ms. Morrison's class.	9	24	11	3	1	48
Ms. Morrison teaches effectively.	20	22	6			48
I generally liked Ms. Morrison's reading and writing selections.	11	28	5	4		48
I feel prepared for college-level English classes.	8	34	4	1		47
I feel prepared for communicating well in the workplace.	14	28	4			46

Section 2 - The Class

	SA	A	U	D	SD	Total
Ms. Morrison's classroom discipline was good.	12	33	2			47
Other students did not disrupt my learning.	9	27	7	4		47
Discipline in the class was fair.	16	28	2		1	47
Ms. Morrison's classroom expectations and directions were clear.	21	25	1			47
Working in groups helped me.	19	23	1	4		47
Ms. Morrison's classes involved enough talking and/or	20	25	2			47

movement.						
Activities in Ms. Morrison's class were generally fun.	14	29	3	1		47
I felt engaged most of the time in Ms. Morrison's class.	7	35	5			47
Ms. Morrison assigned too much homework.		3	5	18	21	47
The homework was generally relevant and/or useful.	5	35	7		1	48
Ms. Morrison had high expectations of my ability.	23	22	3			48
I understood how my class grades were determined.	20	24	4			48
Grading was fair.	16	21	8	1	2	48

Section 3 - Morrison

	SA	A	U	D	SD	Total
Ms. Morrison knows me well.	11	32	5			48
Ms. Morrison likes me.	11	32	5			48
Ms. Morrison cares about my learning.	25	22	1			48
Ms. Morrison cares about me as a person.	19	26	3			48
Ms. Morrison communicated enough with my parents and/or family.	6	14	24	3		47
Ms. Morrison would take time out to answer my questions and/or provide extra help when needed.	19	28	1			48
Ms. Morrison has high expectations of herself as a teacher.	25	21	1	1		48
I would recommend Ms. Morrison's class to a friend.	29	16	3			48

Other

	more	less	same	Total
Overall I learned <u>more than</u> , <u>less than</u> , or <u>about the same amount</u> as I have in previous English classes.	32	4	9	45
I like English <u>more than</u> , <u>less than</u> , or <u>about the same as</u> I did at the beginning of the school year.	22	2	20	44

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Portfolio Review - English IV

Teacher analysis and reflection completed 5/28/2008

Overall Ratings and Evidence

During their reviews, students rated how much they learned on a scale from 1 to 5 for four different areas, with 5 being "I learned an incredible amount in this area." Ratings were done after students went back through their year's work, listed evidence of learning (activities that produced learning) in each area, and picked out the one activity that seemed most significant for learning in each area. Activities listed below are those marked as most significant by multiple students in each class.

	3A (23 student reviews)	5A (22 student reviews)
Reading Strategies and Literary Analysis Describe how your reading strategies and your ability to independently analyze texts have improved over the course of the year's work.	4.4 post-it method, "What to Notice" notes, annotation, double-entry	4.5 annotation, post-it method, double-entry, book reviews
Writing Describe how your ability to write has improved over the course of the year's work.	4.3 On the Island writing, Using Dialogue example	4.2 SAT prompts, On the Island writing, writing about self
Vocabulary Describe how your vocabulary has improved over the course of the year's work.	3.3 literary terms, book reviews, Bananagrams	3.2 literary terms, book reviews
Personal Describe how you have grown personally over the course of the year's work.	4.1 freewrites, scholarship information	4.2 daybook, On the Island writing, <i>Rebel Voice</i> , symbol essay

Student comments in regard to reading strategies and literary analysis:

"I didn't really think reading was a big deal until I got in here." –Adam

"I learned how to actually understand what I read and how to comprehend it. I really have learned a lot because I know what to notice in a story and how to study for a test on it. Taking notes has become easier, too." –Brittany

Student comments in regard to writing:

"...before all the writings I wasn't ever sure how to write a good paper. Now I know what to look for and how to correctly word it to keep the reader interested." –Meagan F.

"I learned to make writing better instead of worrying about punctuation and grammar. First, make the writing better." –Billy

"Coming into this class I thought my writing was the worst. I never thought I would be writing a 10-page story that I made up myself. Personally, I think you opened up my eyes for my future English classes." –Kristen

"We never had a teacher who was a writer. I feel that was my weakest area and we really focused on that area. The experience with the *Rebel Voice* was unbelievable. I feel like, for the first time, I was able to express my feelings and speak out about something people are afraid of." –JeKayla

It's clear that, while we "did" vocabulary, students didn't learn much from what they did. I knew this and had already planned next year to have a much more overt focus on vocabulary, not just depend on book reviews to take care of students' development in this area. Next year I would also like to separate research from writing into its own section, especially given that research is one of the five major goals in the SC ELA curriculum. I know my seniors would have rated research low because we didn't focus on it this year. I was at a bit of a loss, but learned a lot working through students' Africa research in English II. I feel ready to bring something like that to my seniors next year. I was surprised to see *On the Island* figure so prominently in students' thinking about their learning. I need to rework it, but I guess it's a "keeper."

I also asked students, during their reviews, to answer four questions about what they found most enjoyable, what they found most difficult, whether the class's level of challenge was appropriate for them, and what suggestions they have for me to improve English IV next year.

What Students Said Was Most Enjoyable

3A – Bananagrams, excerpts, freewrites, writing, merits, music

5A – daybook, Morrison's personality and honesty, no textbook, music

The daybook figured prominently in 5A's enjoyment of the class. In regard to his daybook addiction, Rob wrote, "I've really found my voice – a unique mix of anger, love, sex, friends, girlfriends, God, music... everything important to me and a part of me. The daybook has added significant joy and comfort to my chaotic and wonderfully dysfunctional life. Keep the daybook."

It's interesting that several 3A students mentioned my inclusion of lots of excerpts from British literature as something they enjoyed. Taylor wrote, "I really enjoyed the reading we did this year, not only the novels but also the excerpts from other places. I don't think I have had an English class where I have been exposed to so many different aspects of life in general."

Several students in 5A mentioned they enjoyed the uniqueness of our class and the fact that we were not bound by a textbook. Sarah wrote that the most enjoyable thing for her was "not sticking to the book" and Shameke wrote, "Really this was an enjoyable class cause we didn't do the same old boring thing we do every year in English class."

What Students Found Most Difficult

3A – reading, book reviews, writing, memorizing literary terms

5A – book reviews, writing, memorizing literary terms

Level of Challenge

Most students – 16 in 3A and 17 in 5A – felt that the level of challenge in the class was appropriate. Of those who were clear in saying that the level of challenge was not appropriate, most said it was too easy. For example, Jennifer wrote, "I did learn a lot, but I felt it was too easy. When it comes to writing, I like to be pushed because that is what I see in my future." I have been concerned about the level of challenge in English IV all year. It's a very diverse class, with students who have great difficulty reading to those well beyond a college level. I know I need to identify my high level readers and writers early and differentiate for them. Part of the way I can do this is find out which students are coming from honors classes. Lucy wrote, "Well, for me it was always kind of easy...but that is most likely because the past two years I have been in English honors classes. I had Mrs. Biltz's and she is super tough, so pretty much I think all my classes are easy when I compare them to hers."

Suggestions for Morrison

Students gave a lot of individual suggestions. Two students in 3A suggested moving faster next year. Shekayle writes, "Don't spend four to five months on the same thing like we did with the monster thing. You've got to make time for other things to do in the class that could be fun or enjoyable." Part of the problem here is just my own tendency to make every unit a course onto itself, but it was also my first year with this curriculum, designing as I went. Next year should be much tighter, if not necessarily faster. Many students in 5A were adamant about getting rid of book reviews. Given the poor turn-in rate, I agree. Independent reading needs to be reworked in 2008-09.

I don't feel as tentative around MCHS seniors anymore, so I feel confident about Thomas' suggestion: "... give them just as much hell as you did me and just make it as fun as you think of like you did this year."

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10/30 Email to English IV Parents

From: Jen Morrison

To: 2007 - 3A Parents, 2007 - 5A Parents

CC: lcary@newberry.k12.sc.us, bleslie@newberry.k12.scus, swicker@newberry.k12.sc.us, 3A Students, 5A Students

Date: Tuesday - October 30, 2007 3:18 PM

Subject: MCHS - Grade Information

Dear MCHS English IV parents,

Report cards went out today and I wanted to write with information that might put your child's grades in perspective. Students have a detailed print-out of their grades in their daybooks and we have discussed how the numbers and assignments were averaged.

Our English IV College-Prep students performed well in the first quarter. Of the 52 students enrolled, there were 16 As, 20 Bs, 12 Cs, 3 Ds, and 1 F. Block 3A's average overall percentile was 87 and Block 5A's was 86.

Students had 37 classwork assignments (45% of final average), 7 assessments (45% of final average), and 6 major homework assignments (10% of final average). With 50 assignments per student, I looked over, assessed, and/or evaluated over 2,500 papers for my two English IV classes. Whew!

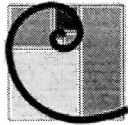
- Students seemed to have the most difficulty memorizing the 100 or so literary terms I assigned, in segments, over the course of first quarter. Many students stayed after school for study help and took extra "replacement" quizzes to substitute for poor quiz grades and bolster their averages. Random quizzes on these terms will continue though the rest of the school year, so if memorization of the literary terms is a problem, it will be beneficial to have your child spend the time to make flashcards and study them nightly. Memorization of these terms, like memorization of multiplication tables, gives students quick, baseline knowledge to build on in literary discussion and analytic writing at the college level.

I have been receiving a great deal of positive feedback from the students and you, their parents, about our class. Thank you for your continuing support and concern. Feel free to contact me via email anytime with questions or comments, and you will find a great deal of information about our English IV classes on my website at www.artofeducating.com.

Best regards, Jen Morrison

Teacher, English II and IV
Mid-Carolina High School

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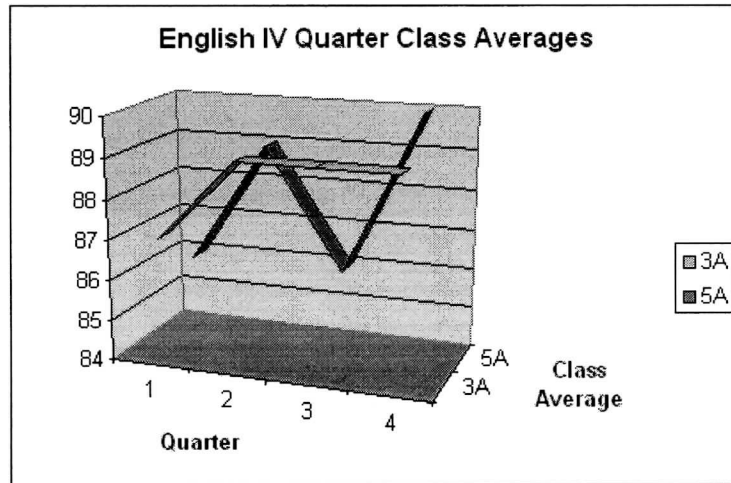


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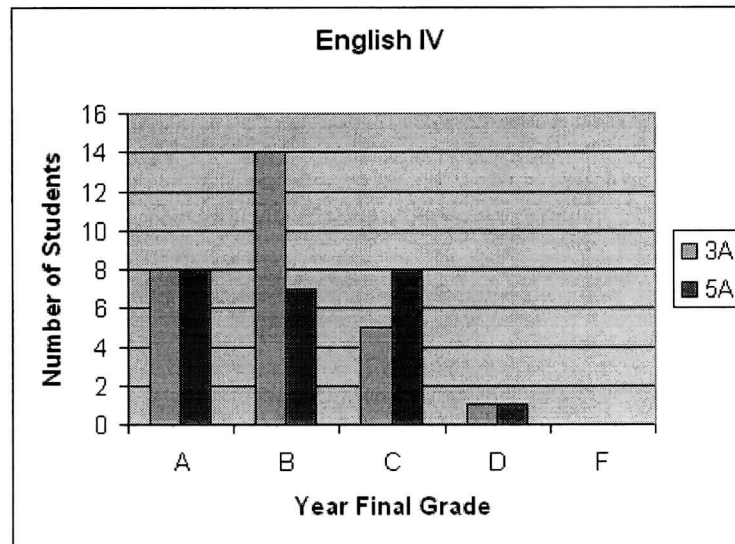
Year End Final Grade Analysis

Analysis completed 6/2/2008 by Jen Morrison

English IV



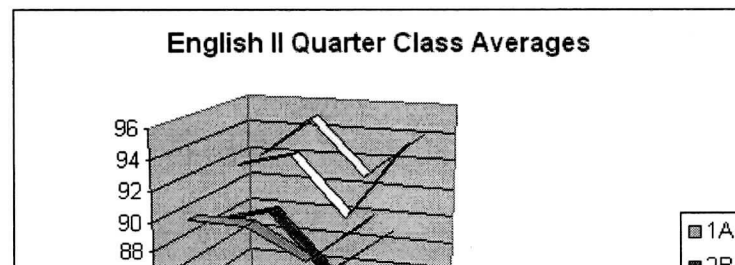
My 3A students' averages were more consistent from Quarter 1 to Quarter 4. Both classes rose significantly from Quarter 1 to Quarter 2.



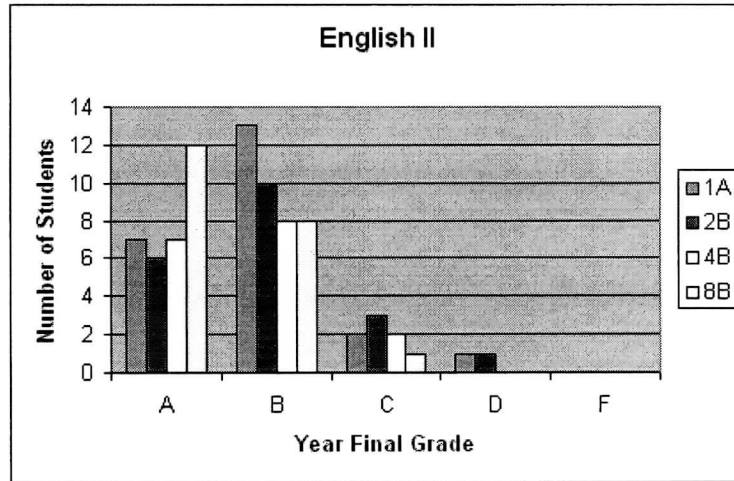
No students failed for the year.

3A ended up with a fairly even A/B/C ratio while 5A demonstrated more of a typical bell curve. I find it interesting that these grade distribution patterns were reflected early on in students' first quarter final averages.

English II Honors



All English II classes followed a similar incline/decline pattern. 4B and 8B maintained higher averages all year.



Only two students earned lower than a C for the year.

1A, 2B, and 4B distribution patterns resemble bell curves while 8B's pattern is what I expect to see in an honors class (based on previous experience).

At the end of first quarter, all English II class grades were distributed more like 8B's ratio.

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English II MAP Scores Class Comparisons

Analysis completed 4/11/2008 by Jen Morrison

Reading

According to the Northwest Evaluation Association (NWEA) 2005 Norms Study, the norm average growth for tenth graders from fall to spring is 0.8 and from spring to spring is 1.8.

Class	1A	2B	4B	8B
Goal Area	Interpretive Comprehension 226 (HSAP 3)	Interpretive Comprehension 227 (HSAP 3)	Interpretive Comprehension 227 (HSAP 3)	Evaluative Comprehension 228 (HSAP 3)
Area(s) of Strength	Analysis of Text Literal Comp	Analysis of Text Evaluative Comp	Analysis of Text Word Study	Analysis of Text Literal Comp
2007 Fall Avg	230 (206/246)	233 (222/234)	233 (214/245)	232 (220/241)
2008 Spring Avg	234 (224/254)	234 (218/250)	237 (218/246)	236 (224/249)
Actual Growth Fall 07 to Spring 08	+ 4	+ 1	+ 4	+ 4
Actual Growth Spring 07 to Spring 08	+ 4	+ 3	+ 2	+ 3

Language Usage

According to the Northwest Evaluation Association (NWEA) 2005 Norms Study, the norm average growth for tenth graders from fall to spring is 1.1 and from spring to spring is 1.4.

Class	1A	2B	4B	8B
Goal Area	Language 226 (HSAP 3)	Language 227 (HSAP 3)	Capitalization 229 (HSAP 3)	Language 230 (HSAP 4)
Area(s) of Strength	Comp Structure	Composing Punctuation	Punctuation	Comp Structure
2007 Fall Avg	230 (215/242)	229 (216/238)	230 (219/243)	233 (226/243)
2008 Spring Avg	229 (209/242)	231 (224/244)	233 (225/245)	235 (221/245)
Actual Growth Fall 07 to Spring 08	- 1	+ 3	+ 3	+ 2
Actual Growth Spring 07 to Spring 08	0	+ 3	+ 2	+ 1

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