University of Puerto Rico in Humacao

English Department

Sample Student Evaluation/Assessment Instrument #2

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EDPE-4018-001

Clinical Teaching Practice

Thursday, December 8th, 2022

The following document contains an Assessment Instrument that was employed during the implementation of the Teacher Work Sample. Assessment helps teachers measure where the students are at regarding the material that is being taught. It is an opportunity to observe and react, offering reinforcement, support, and other resources to help the students accomplish their goals. During the Teacher Work Sample, assessment must be conducted to study how the students are reacting to the skills being taught. The following document is the second Assessment Instrument used in the TWS:

Name:_____

Date: Thursday, November 3rd, 2022.

Unit 3.2: Immigration Theme: Transition Words

Part A: Follow the teacher's Reading! You will identify transition words hidden in the following sentences.

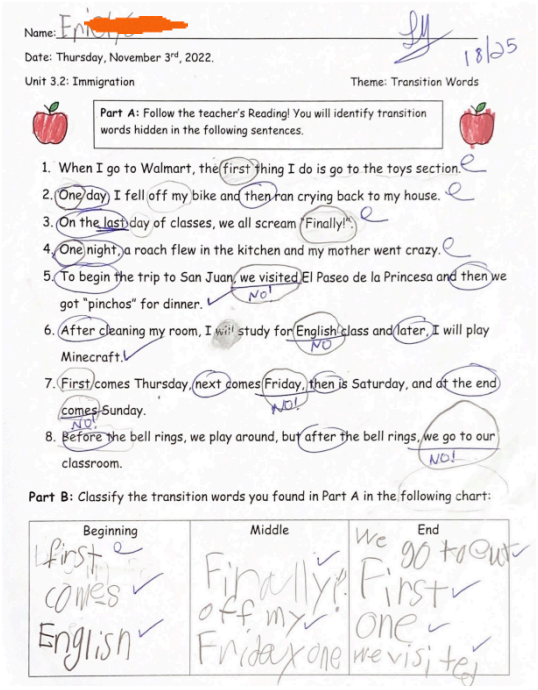
1. When I go to Walmart, the first thing I do is go to the toys section.
2. One day, I fell off my bike and then ran crying back to my house.
3. On the last day of classes, we all scream "Finally!".
4. One night, a roach flew in the kitchen and my mother went crazy.
5. To begin the trip to San Juan, we visited El Paseo de la Princesa and then we got "pinchos" for dinner.
6. After cleaning my room, I will study for English class and later, I will play Minecraft.
7. First comes Thursday, next comes Friday, then is Saturday, and at the end comes Sunday.

8. Before the bell rings, we play around, but after the bell rings, we go to our classroom.

Part B: Classify the transition words you found in Part A in the following chart:

Beginning	Middle	End

This assessment instrument was implemented last November 3rd to the teacher candidate's practice group, 3rd-1. Prior the assessment, the students had been studying transition words for five days. During those five days, formative evaluations were conducted and through practice was performed both at school and for homework. The assessment intended to measure the student's acquisition of the material given. The students studied the definition of transition words and the three basic categories of transition words; beginning, middle, and ending linking words. The first part of the evaluation required the students to identify transition words in sentences. The teacher read the sentences twice in English and once in Spanish and the while the students followed the reading and answered by circling the words. The second part required the students to categorize the transition words identified in the first part within beginning, middle, and ending. Below, a copy of the outstanding and least effective student performance is presented.



Name: [redacted]

Date: Thursday, November 3rd, 2022.

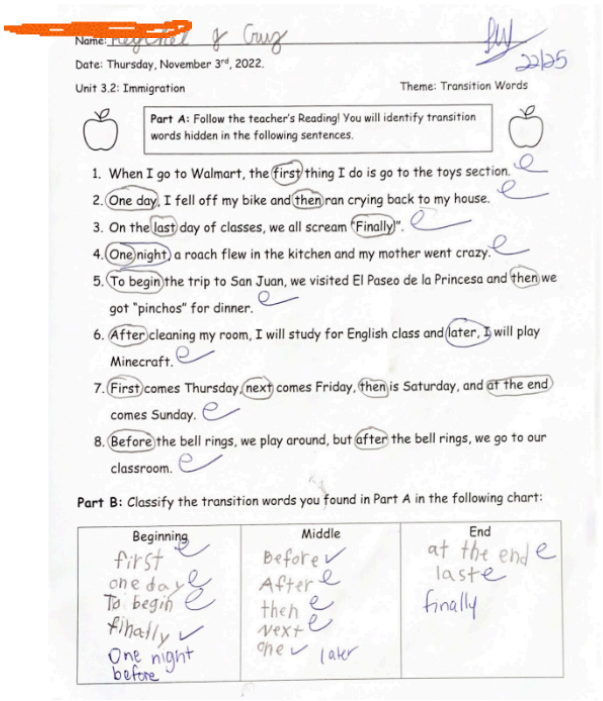
Unit 3.2: Immigration — Theme: Transition Words

Part A: Follow the teacher's Reading! You will identify transition words hidden in the following sentences.

1. When I go to Walmart, the first thing I do is go to the toys section.
2. One day I fell off my bike and then ran crying back to my house.
3. On the last day of classes, we all scream "Finally!".
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7. First comes Thursday, next comes Friday, then is Saturday, and at the end comes Sunday.
8. Before the bell rings, we play around, but after the bell rings, we go to our classroom.

Part B: Classify the transition words you found in Part A in the following chart:

Beginning	Middle	End
First comes English	Finally! off my Friday one	We go to our First one we visited



Name: [redacted] & Cruz

Date: Thursday, November 3rd, 2022.

Unit 3.2: Immigration — Theme: Transition Words

Part A: Follow the teacher's Reading! You will identify transition words hidden in the following sentences.

1. When I go to Walmart, the first thing I do is go to the toys section.
2. One day I fell off my bike and then ran crying back to my house.
3. On the last day of classes, we all scream "Finally".
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7. First comes Thursday, next comes Friday, then is Saturday, and at the end comes Sunday.
8. Before the bell rings, we play around, but after the bell rings, we go to our classroom.

Part B: Classify the transition words you found in Part A in the following chart:

Beginning	Middle	End
first one day To begin Finally One night before	Before After then next one later	at the end laste finally

The student who performed this assessment exercise is not fluent in the target language and struggles with the native tongue. The student also has Specific Learning Problems or PEA. Compared to the student who performed successfully, demonstrating an understanding of the concept. During the teaching process of the topic, students demonstrated grater difficulty when identifying the words in a text. In this assessment, the biggest challenge however was classifying the transition words into their corresponding category. Students from 3rd-1 are not bilingual and still struggle with their native language in a healthy, appropriate way. Considering that the students' second grade experience was completely virtual, and they missed many language experiences, they seemed as average ESL students. Below, the lesson plan that guided the implementation of this assessment instrument is attached:

Region: Humacao	**District: Las Piedras**	**School: Luz A. Cruz Santana Elementary School**	
Unit 3.2: Immigrations **Theme: Transition Words**	**Subject: English**	**Grade: 3rd-1**	
Teacher: Mrs. Lyan J. Velez Soto	**Date: Thursday, November 3, 2022**	**Week No.: 14**	

Learning Plan

Components	
Standards	
Expectations or Indicators	**3.LS.1.1d**: Listen and respond to increasingly complex commands and directions. **3.W.8.1**: Write routinely over short periods of time (a single sitting or 1–2 days) for a variety of discipline-specific tasks and purposes.

Academic Strategies	Direct Instruction BLA
Summative Assessment	Transition Words Developmental Activity I. Identify II. Classify 25 points.
Depth of Knowledge (Webb, 2005)	Level 1: Recall Level 2: Skills and Concepts
Objectives	After discussing the homework and reviewing the concepts taught, students will: ● Define what are transition words in a complete sentence (resembling the definition given in class.) ● Identify the transition word that have been discussed in class (__/__). ● Classify the transition words given as beginning, middle, or ending. (70% accuracy.)
Initial Activities	**Greetings** **Attendance** **Routine:** ● **Today's date** ● **How's the weather?** ● **How are you today?** T.C. will check and discuss the homework. **Statement of aim: "Today you will work individually with transition words."** 10 minutes
Developmental Activities	Students will work on a Transition Word Identifying exercise in a handout given by T.C. With this exercise, Transition Words will be completed. This handout will be turned in. T.C will guide the students through the reading of sentences. 40 minutes
Closing Activities	Students will take out their notebooks and write the date and a reminder to revise and finish the handout during for Monday. 10 minutes
Integration of Subjects	Spanish
Initiative or Project	N/A
Formative Assessments	N/A
Reasonable Accommodations	Big lettering Individualized attention Extra-time
Differentiated Instruction	Activities are planned and organized to adapt to each student's needs, intelligences, and resources. The class offers space for extra-time, read aloud, big lettering, sensory learning, and effective communication between peers and teachers.
Teaching Materials and Resources	Chalk board chalk Pens Realia Handout Desk supplies
Assignments (optional)	N/A
Technology Teacher and/or Students	None
Core Dispositions	Today I incorporated the following disposition: Creativity Diversity Leadership Social Transformation

Reflection	In this lesson, only two of the three objectives stated were met. Students defined what were transition words and identified them, however they did not classify the words correctly withing beginning, middle, or ending. Students followed instructions and the teacher's guidance; the minority worked on their own. The kids even asked for more sentences, however the last part where they had to classify the words caught all of them off guard. Students need more practice classifying the transition words.

The grading chart below presents the results of the assessment used with the students. In this case, only a forty percent of the students appeared as skilled after taking the test. In real number, out of 10 students who took the test, only seven dominated the first skill and one the second skill. A sixty percent failed to meet the expectations and objectives established for this assessment evaluation. After analyzing these results, the teacher engaged in re-teaching techniques within the next lessons, informally evaluating and emphasizing transition words while teaching the writing process.

Transition Words	11-03-2022	Unit 3.2: Immigrations	Identifying	Classifying			Total	%	Grade			
MEP			11/20	3/5			25	100	A	Curve		Dist.
Stdnts.										100-90	A	1
1			20	2			22	88	B	89-70	B	4
2			18	0			18	72	C	79-60	C	2
3			18	0			18	72	C	69-60	D	0
4			20	1			21	84	B	59-0	F	3
5			20	4			24	96	A			
6			10	0			10	40	F			
7			20	2			22	88	B			
8			20	0			20	80	B			
9			0	0			0	0	F			
10			10	0			10	40	F			
		Totals	156	9			165	---	---			
% Achievement by skill			87	0.5								
		#S	7	1			8					
		%S	70	10			40					
		#NS	3	9			12					
		%NS	30	90			60					