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SEDN 695: Practicum

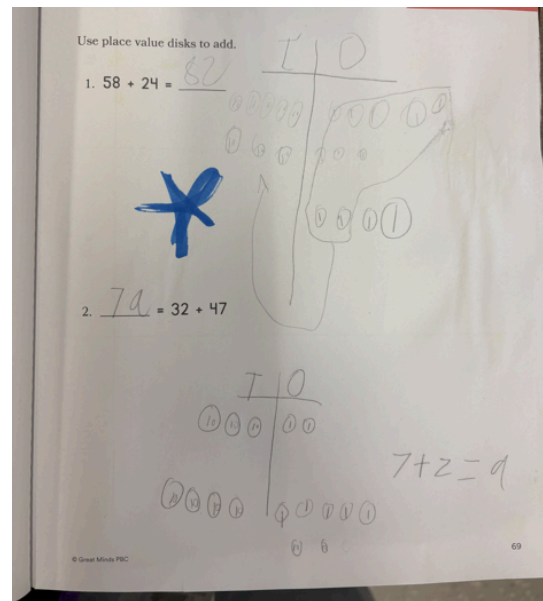
Professor Colucci

Module 10

Student Work Analysis (PoP Cycle 3)

Student: MK

The student understood the expectation to complete the exit ticket independently. The student understood the expectation of drawing and using the place value chart and discs to solve addition problems. The student's work demonstrated her clear understanding of the mathematical concepts and skills required to solve. The student successfully drew place value discs in the correct column, neatly organized the drawing, and followed the process of bundling and moving to the next column. The student understood that one tens is the same as ten ones.

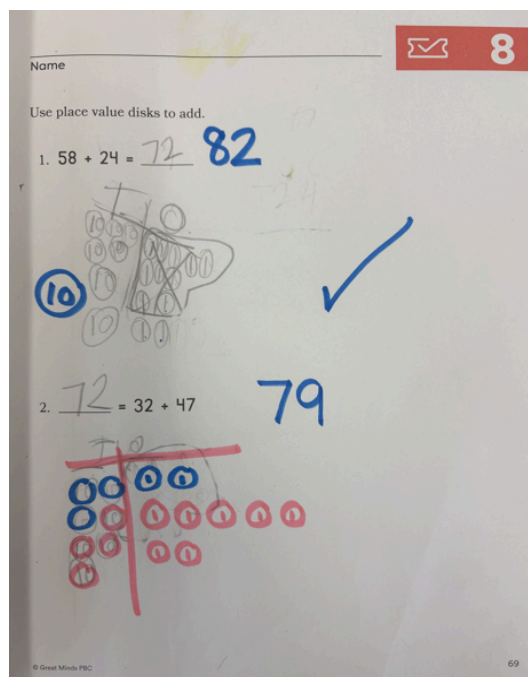


Revisions:

The student completed her exit ticket with accuracy, meeting the standards and objectives of the lesson. The only revision verbally suggested to the student was to cross out the bundled group of ones in case she accidentally counts them into her final answer.

Student: TL

The student understood the expectation to complete the exit ticket independently. The student understood the expectation of drawing and using the place value chart and discs to solve addition problems. The student's work demonstrated her emerging understanding of the mathematical concepts and skills required to solve. The student successfully drew her place value charts. The student successfully drew place value discs in the proper columns. The student did not understand to bundle groups of ten ones and represent the value in the tens column with one disc. The student did not accurately add using drawings. The student sometimes accurately determined when to bundle and when not to bundle.



Revisions:

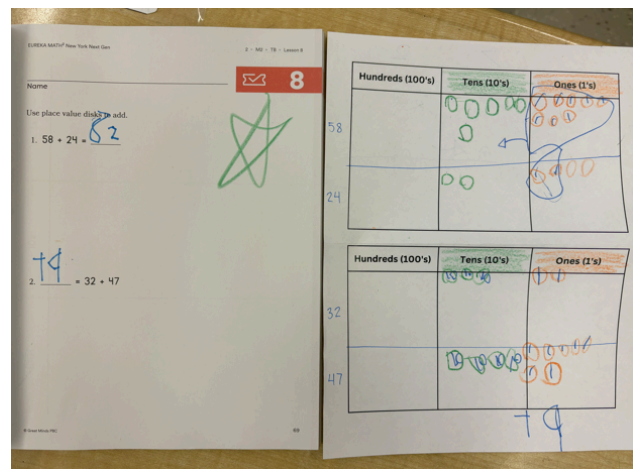
The student received live feedback after the completion of her exit ticket. She received revisions on both problems, identifying the misconceptions and clarifying the concepts and skills needed to complete with accuracy. The student received clarification on how to bundle and move to the

next column with drawings. The student also received clarification on adding place value discs as well as reminders of basic place value concepts. The second problem was rewritten in marker to clearly model the process.

A revision I would make to the lesson to support this student is to include her in a small group table for extra support.

Student: TM

The student understood the expectation to complete the exit ticket with support. The student understood the expectation of drawing and using the place value chart and discs to solve addition problems. The student understood that he could either use the empty



space in the book or the larger pre-made organizer to solve. The student understood the ability to use two colors of crayons to organize the chart. The student successfully drew place value discs in the larger place value chart. The student successfully used one color to draw discs in the tens place and another in the ones place. The student successfully bundled groups of ten ones and represented the value in the tens column with one disc. The student determined when to bundle and when not to bundle. All work was completed with support.

Revisions:

The student completed the exit ticket with scaffolded guidance. Feedback for the future included better methods to draw and cross out bundles as well as advice to not label the place value discs

unless he feels it helps him count. The student struggles with fine motor skills and organization, making small writing difficult among the other markings that will be on the paper.

A revision I would make to the lesson to support this student is to give the student circle stamps to represent his place value discs. This revision will help the student clearly organize his writing.