

5.4.1 Graduate Achieved

Reflection on assessment tasks and subsequent planning

The preservice teacher's reflection on the first set of student work samples (see separate supplementary document of student work samples):

5.4 Interprets student data

I have used the information gleaned from analysing student work (see above) to inform my plans for future lessons. For example, I noticed that students in the class generally had difficulty organising their paragraphs appropriately. For this reason, I spent time within the following lesson explicitly teaching paragraph structure. This can be seen in this PowerPoint slide, where a sample paragraph was analysed to guide students through the different aspects of a paragraph and how to embed textual analysis within the line of argument. According to Cognitive Load Theory, by making explicit exactly what is expected of students, I have reduced the extraneous load of the task so that they can focus upon the necessary learning (Sweller, 2011). Moreover, by sharing success criteria through sample work in this way, I have laid the foundation for future formative assessment of students' writing (William, & Leahy, 2015). Thus, I have effectively used student data within a cycle of assessment and learning.

Excerpt from the PowerPoint she designed for the subsequent lesson:

Paragraph structure

- Student sample TEE paragraph – Hamlet

The conflict between Hamlet's desire and duty is evident as he attempts to fulfill both in his actions. Hamlet on first hearing from the ghost, wishes to act upon his duty to his father before his thoughts interfere. The simile, 'I with wings as swift as meditation or the thoughts of love may sweep to my revenge,' reveals the way in which Hamlet seeks at first to fulfill his duty, neglecting his personal desires. However, Hamlet soon feels the weight of his duty, the rhyme 'O cursed spite, that ever I was born to set it right' demonstrates how Hamlet no longer wants to fulfill his duty and restore order. This causes Hamlet to feel trapped between his duty and desire, emphasised in the images of containment 'there are many confines, wards and dungeons' revealing Hamlet's inner turmoil. The continued conflict between duty and desire is evident in the metaphor 'unpregnant of my cause' revealing Hamlet's inability to act. This causes Hamlet's emotional turmoil to increase, evident in the sarcasm 'This is most brave that I... Prompted to my revenge by heaven and hell, must like a whore unpack my heart with words' demonstrating the way in which Hamlet's desires and emotions have prevented him from fulfilling his duty. Hence, through Hamlet's inner turmoil, it is evident that there is an inherent conflict between his duty and desire.

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Subsequent lesson plan – green boxes highlight sections where the teacher has applied the students' previous formative assessment task performance to this lesson:

Lesson Plan Template

Lesson Details

Teacher Education Student	Stephanie Fraser		School	Sydney Boys High School
Lesson duration	60 minutes 11:50-12:50	Year 9	Class	9En3
Curriculum area	Stage 5 English	Topic Macbeth	Date	16/10/17

Lesson Title/Focus
Macbeth revision

Syllabus Outcomes

EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

Lesson Intentions (at the end of this lesson students will...knowledge, skills, attitudes, understandings)

-Students will analyse visual texts (posters) to creatively organise their understanding of the main themes and ideas of Macbeth

~~-Students will develop their collaborative skills through group work tasks~~

-By reflecting on feedback from their work from last lesson, students will be able to write a well-structured body paragraph that supports each point with examples and quotations that are analysed.

Assumed knowledge (ie topic, conceptual understandings, language structures and features, literacy, numeracy and ICT skills, previous stage outcomes)

This is a revision lesson in preparation for yearly exams

-Students already have some knowledge of the play: its structure, characters and thematic concerns.

-From the previous lesson, students have an understanding of soliloquy and have demonstrated an ability to write clearly to express their ideas

Differentiation

-Further scaffolding for paragraph writing is provided to support students who had difficulties in this area

~~Success criteria for their essays is also explained to help students of different~~

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abilities select what is the next step they need to take to improve their writing -The group activity is designed to engage gifted students in creative and critical thinking -Classroom activities are designed to support students of all learning preferences, including visual, intra-personal and auditory learners.			
Focus for	Literacy -Analysis of visual texts, presenting, writing	Numeracy -Categorisation	ICT -Students type up their edited paragraph and hand it in on Moodle -Students watch Ted-Ed video
Resources and WHS -Marking criteria to be shared with students -8x envelopes with posters -Video			
Teaching and Learning Sequence			
Timing	What teacher does and says <i>Learning activities/strategies</i>	What students do and say	Assessment and feedback strategies
Introduction 5 minutes	Quick Macbeth revision video to activate students' prior knowledge	Students come in to the room and start watching the video	
Body 15 minutes	<p><u>Macbeth Play Posters Activity</u></p> <p>-Teacher divides students into groups and gives them each an envelope with a range of posters inside</p> <p>-Teacher explains that students are to categorise the posters into groups according to any method they would like, but they</p>	<p>-Students break into groups and work together to discuss and analyse the visual texts</p> <p>-Students devise a scheme for organising the posters.</p>	<p>-Teacher moves around the room and assesses students' understanding and engagement</p>

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20 minutes	<p>need to be able to explain their reasoning</p> <p>-Teacher calls on one student from each group to explain their choices and reasoning</p> <p>-Different ideas are written on the board providing an opportunity to talk about different themes within the play, symbols and characters.</p>	<p>-Students present their findings and contribute to the class discussion.</p>	<p>-Assessment of student's understanding of <u>Macbeth</u>, allowing the teacher to know where students' need further guidance</p>
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20 minutes	<p>Paragraph feedback/forward</p> <p>-Teacher hands back students' work and feedback</p> <p>-Teacher provides some general feedback and leads a discussion based on the marking guides for exam → particular focus on paragraph structure</p> <p>-Teacher presents a work sample, identifying key aspects of the sample paragraph to clarify for students what is required of them</p> <p>-Students to edit/rewrite their paragraphs for the rest of the lesson, to be finished for homework</p>	<p>Student self-reflection</p> <p>-Students read their feedback, ask any questions they have of the feedback and look over their work. Students then write one or two things that they plan to improve in their paragraph.</p> <p>-Students begin editing/rewriting</p>	<p>-Success criteria provided to help students self-assess their work and know how to improve</p> <p>-Students have an opportunity to act on this feedback immediately</p>

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The preservice teacher's reflection on the second set of student work samples (see separate supplementary document of student work samples):

Student work demonstrated a class-wide improvement in writing responses that analyse Shakespeare's text. In particular, students' paragraph structure has improved, with most students using topic sentences appropriately and unpacking the stages of their argument, using quotes as evidence. However, a number of students need further support to understand how they can describe specific language and dramatic techniques within the text and explain how this adds to the meaning. My supervising teacher has suggested that I take some time in the next lesson to model analysis for the class. I plan to do this and have students repeat the same process through a structured format to ensure they understand the concept.

References

- Sweller, J. (2011). Cognitive load theory. *Psychology of Learning and Motivation*, 55. 38-74.
- William, D. & Leahy, S. (2015). *Embedding formative assessment: Practical techniques for K-12 classrooms*. West Palm Beach, FL: Learning Sciences International.