

iPad Data Collection

Westcott Elementary School

Spring 2012

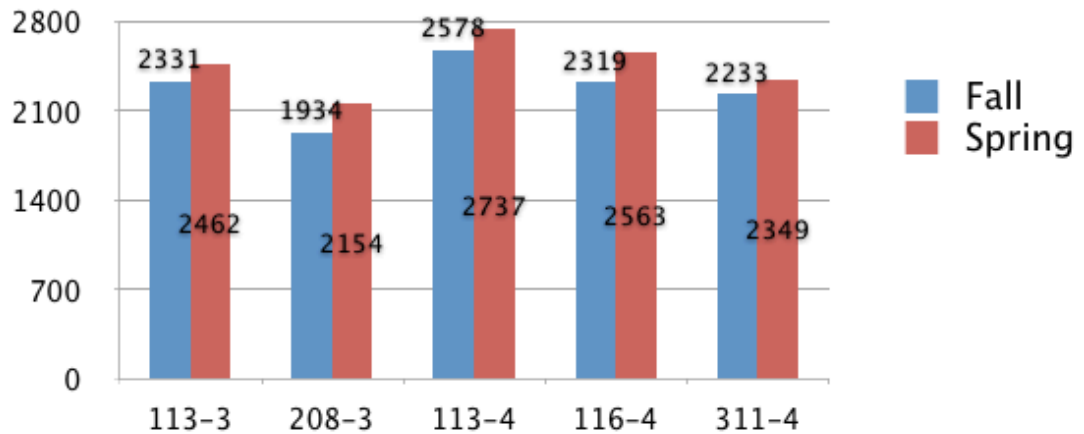
Debra Pearson

Room 113

May 29, 2012

Formative/Summative Assessment Results

2011–2012 Scantron Reading Fall to Spring



Grade 3

Fall- *Room 113 (iPads) scored [2331](#) and Room 208 scored [1934](#).

Spring- *Room 113(iPads) scored [2462](#) and Room 208 scored [2154](#).

Grade 4

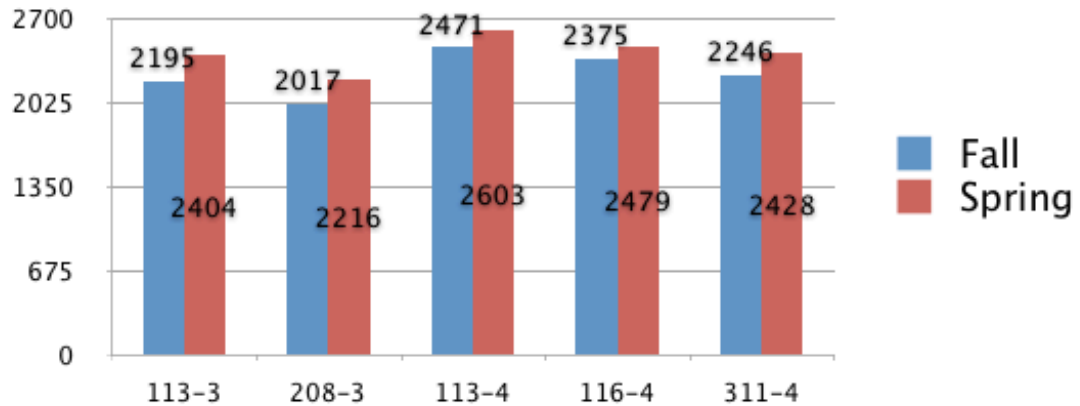
Fall- *Room 113 (iPads) scored [2578](#), Room 116 scored [2578](#) and Room 311 scored [2233](#)

Spring- *Room 113(iPads) scored [2737](#), Room 116 scored [2563](#) and Room 311 scored [2349](#).

**Room 113-with iPads*

Overall, *Room 113 (iPads) scored higher than the Grade 3 and Grade 4 (non-iPad) classrooms in Reading.

2011–2012 Scantron Math Fall to Spring



Grade 3

Fall- *Room 113 (iPads) scored [2195](#) and Room 208 scored [2017](#).

Spring- *Room 113 (iPads) scored [2404](#) and Room 208 scored [2216](#).

Grade 4

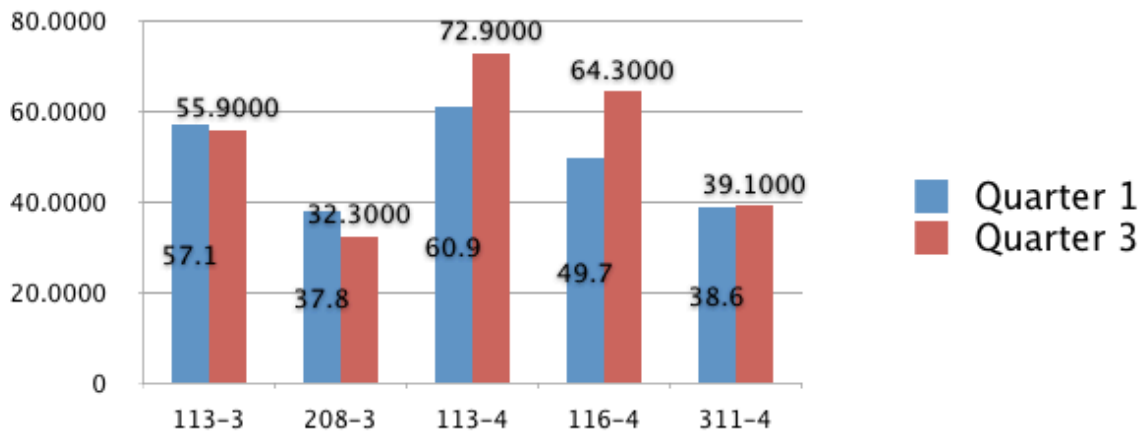
Fall- *Room 113 (iPads) scored [2195](#), Room 116 scored [2375](#) and Room 311 scored [2246](#).

Spring- *Room 113 scored [2603](#), Room 116 scored [2479](#) and Room 311 scored [2428](#).

**Room 113-with iPads*

Overall, *Room 113 (iPads) scored higher than the Grade 3 and Grade 4 (non-iPad) classrooms in Math.

Common Core Reading



Grade 3

Quarter 1-**Room 113 scored [27.1](#) and Room 208 scored [36.8](#).*

Quarter 2-**Room 113 scored [55.9](#) and Room 208 scored [32.3](#).*

This was a multiple-choice assessment. There was a decrease in reading scores for both Grade 3 classrooms. Contributing factors:

- Assessed Different Skills
- Test level is at least a ahead of our students
- One student was not present in Room 113 (iPads)
- Types of Questioning

Grade 4

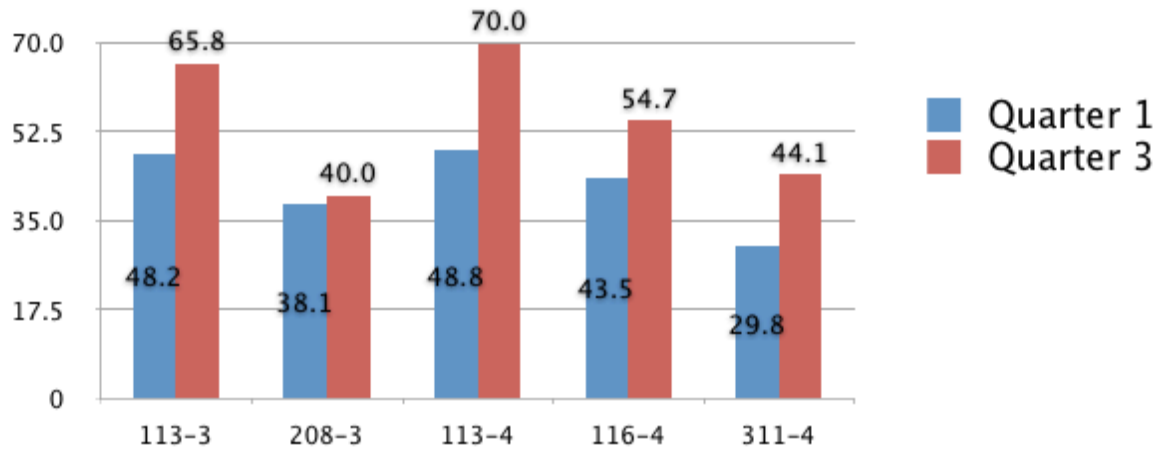
Quarter 1-**Room 113 (iPads) scored [60.9](#), Room 116 scored [49.7](#) and Room 311 scored [38.6](#).*

Quarter 2-**Room 113 (iPads) scored [72.9](#), Room 116 scored [64.3](#) and Room 311 scored [39.1](#).*

**Room 113-with iPads*

Overall, **Room 113 (iPads)* scored higher than the Grade 3 and Grade 4 (non-iPad) classrooms in Reading.

Common Core Math



Grade 3

Quarter 1- *Room 113 scored [48.2](#) and Room scored [38.1](#).

Quarter 2- *Room 113 scored [65.8](#) and Room 208 scored [40.0](#).

Grade 4

Quarter 1- *Room 113 scored [48.8](#), Room 116 scored [43.5](#) and Room 311 scored [29.8](#).

Quarter 2- *Room 113 scored [70.0](#), Room 116 scored [54.7](#) and Room 311 scored [44.1](#).

**Room 113-with iPads*

Overall, *Room 113 (iPads) scored higher than the Grade 3 and Grade 4 (non-iPad) classrooms in Math.

21st Century Skills

Critical Thinking-Benchmark Assessment System (BAS) – The BAS assessment is a one to one, comprehensive assessment to determine independent and instructional reading levels and for placing students on the Fountas and Pinnell Gradient, A-Z.

Grade 3 Results:

- 11 out of 12 students tested at a Grade 4 Gradient (Levels O-S).
- 1 out of 12 students tested at a Grade 5 Gradient (Level W).

Grade 4 Results:

- 11 out of 12 students tested at a Grade 5 Gradient (Levels R-W).
- 1 out of 12 students tested at a Grade 7 Gradient (Beyond Z).

Collaboration-Students have to collaborate on a daily basis. Mostly all the activities are working in small groups or with partners. iPads are used in all the activities. Some examples of student collaboration are:

- Fluency Partners
- Reader's Theater
- Everyday Math Games
- Peer-Tutoring
- Buddy Reading
- Writing-Peer Editing
- Research Groups
- Small Group Work
- Group Presentations
- Surveys

Communication- Students use Edmodo as a line of communication as well as iMessages, Photo Booth, and the Notes app. My third grade shy student frequently writes emails to classmates. I have observed that students are frequently using the dictionary app to spell words and the thesaurus to find other words related to a particular word. If they do not know the meaning of a word, they automatically look it up so that they can be the first to explain what it means. Students are writing longer paragraphs as well.

Creativity-Students use the Puppet Pals app to create puppet shows. They also use the Camera app to record their Reader's Theater performances to figure out how to create scenes and how to make improvements on their performances. Students use Photo Booth to create funny pictures and Screen Chomp to draw and doodle.

Slide 4 Student Engagement
Attendance and Homework Charts

Opportunities/Accessibility

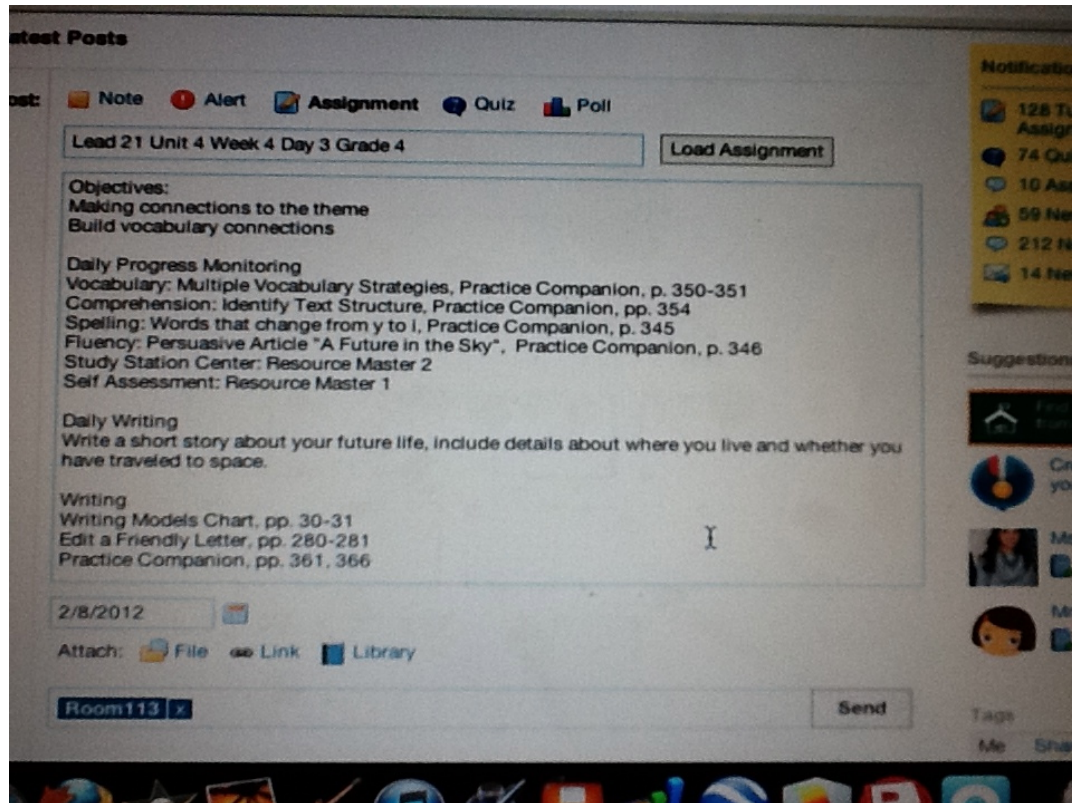


Students use the iPad in small math groups to provide extra practice for those areas that need reinforcement. During math time, the teacher occasionally uses the Google app to locate various examples about a specific problem to model for the student, or videos for students to watch (visual learner) to assist the student with progressing. Students have the opportunity to play many Math games that have been downloaded to the iPad. They can also take timed quizzes and get positive feedback immediately. Students can use the iPad to record themselves explaining how to work out a problem (auditory learner). After listening to themselves, they get to hear any steps they may have left out and make corrections.

Student Artifacts/Exemplars

Edmodo

Edmodo provides a secure for teachers, students, and parents to stay connected to the classroom. Students log into their Edmodo accounts on a regular basis to retrieve objectives, assignments, and quizzes, as well as communicate with each other. Students are held accountable for their work and it provides a quick snapshot of what is going on in the classroom. Parents communicate through Edmodo as well.



Puppet Pals

Part of our literacy program is to have groups of students select activities to show what they have learned about the Theme question. Their choices are, Design and Create, Technology, Book Club, and Be an Author. To help enhance their critical thinking skills, students use puppet pals to respond to the theme question. Students summarize their reading selections. Then, they use the **Puppet Pals** app to create and rehearse their presentations. Finally, students share what they have learned through a puppet show. Students are motivated and very creative when making their humorous puppet shows.



Literature Circle

The student literature circle met on a regular basis for book discussions. Members had assigned roles to help guide the discussion. The Discussion Director used the iPad **Notes** app to create questions that would increase comprehension during the book discussion, the director also made sure that each student came prepared with their notes recorded on their iPads. The Vocabulary Enricher used the iPad for the **Webster Dictionary** app and the **Thesaurus** app to google the definitions and examples of word meanings from the readings. The Illustrator used the **Screen Chomp** app to draw a picture that related to what was read in the selection. The Checker used the iPad **Camera** app to record the discussion to so they could review and have continuous feedback at a later date. Members also used the **iPad** to complete a Self-Reflection: "Taking Part in the Group" form that was used to evaluate and help monitor the discussion for equal participation.

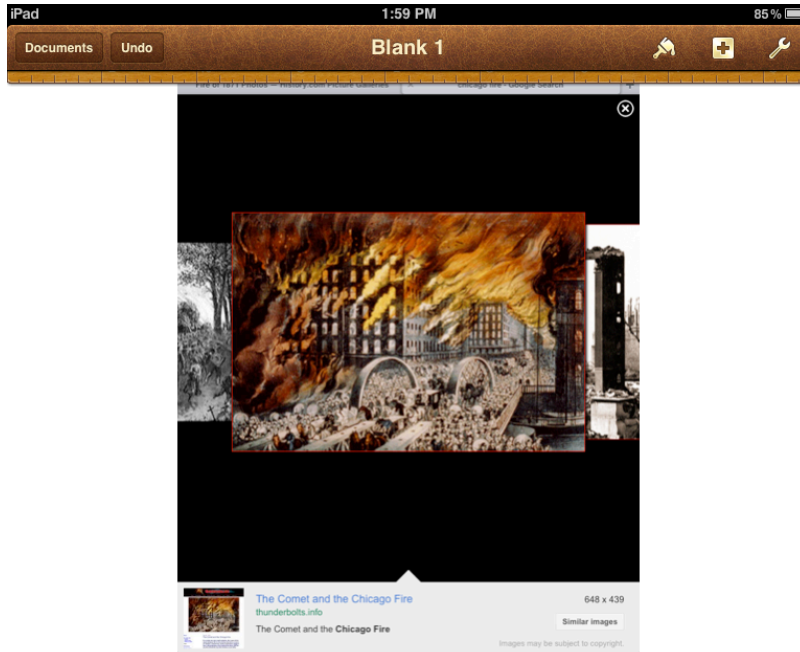


Research

Presently, in our Social Studies unit, students are working on a “My Chicago” scrapbook that involves learning about the history of the Chicago Flag. One activity for their scrapbooks is to learn about the various Chicago landmarks. Third and fourth graders have to work on their iPads to **research** interesting facts about their selected landmark. Students use the **Google Earth** app to locate their Chicago landmark. Then, they use various websites on their iPads to research and gather information for their scrapbooks. Students use their iPads to research information about their landmark including details about the history, structure, and any interesting facts. Students are quickly learning how to find photos and save them on the iPads to use in their **iPages** slideshow. Students will also have to revise/edit their slide show. Students will use some suggested apps such as, the **Webster Dictionary** app and the **Thesaurus** app to assist with the writing process. Students will then develop presentations from the gathered information, using the **iPages** software on their iPads.

Blue FiRe

Students use the **Blue FiRe** app to monitor their fluency. Each week a fluency selection is introduced to students. The third and fourth grade students practice reading daily, paying special attention to phrasing, to become readers that are more fluent. Students practice with their partner using the Blue FiRe app on the iPad. After the recording, they replay the reading and listen for accuracy. All of the students have improved their fluency, especially the students who were struggling initially. As students show progress, they are eager to have classroom visitors listen to them read their fluency selections. Errors have decreased and student speed has shown vast improvement. Practicing fluency is the first thing that students want to do every morning!



The Great Chicago Fire began on Oct. 8, 1871, and burned until early October 10, devastating most of the city of Chicago.