

Formative Evaluation

One-to-One Evaluations

a. Description of who served as one-to-one evaluators and why they were chosen

The four Pink Group learners in my advanced math class were chosen to be a part of this session. I chose the Pink Group students because they are my higher performing learners and are confident in teaching others how to multiply or divide, plus they demonstrated at least 90% proficiency on the district given multiplication and division assessment.

b. Length of the one-to-one meetings

The length of duration of each learner varied in time, ranging from 30 seconds for each objective to two minutes for each objective.

c. Description of the activities done during the one-to-one meetings

The learners demonstrated their proficiency in multiplication and division as well as the familiarity with technology, such as holding and using a handheld camcorder.

d. Remarks on how long it took the evaluators to complete the activities

The allotted time was appropriate for this session as it gave the learners sufficient time to complete each objective.

e. Results of the assessments that evaluators completed

Each learner was able to successfully demonstrate proficiency for each given objective.

f. Feedback received from the evaluators during these sessions

The learners were enthusiastic in being able to participate in this project.

g. Description of revisions that could be made to instruction based on feedback

The project served as an incentive for other learners to demonstrate mastery in their assessments and participate in creating instructional videos, so I would include different learners to create other instructional videos.

h. Links to any questionnaires, documents, or materials created specifically for one-to-one evaluations

Data from the district given multiplication criterion-reference test.

Data from the district given division criterion-reference test.

Observational assessment.

1.	Observation Did the recorded video come out steady? Circle either Yes or No. Yes No
2.	Observation Did the camcorder's red light come on indicating that it is recording? Circle either Yes or No. Yes No
3.	Observation Did the camcorder's red light turn off indicating that it stopped recording? Circle either Yes or No. Yes No Was a working video produced? Circle either Yes or No. Yes No

2. Small Group Evaluation

a. Description of how many learners were in the small group and how they represent some of the subgroups within your target learner population.

The learners chosen were from my Pink Group in my advanced math class since they demonstrated at least 90% proficiency in the district given criterion-reference assessments. I teach a bilingual class and my learners' native language is Spanish, but they were comfortable and proficient in creating their video in English. My learners are used to my teaching style of being actively involved in their learning, so they felt at ease participating in this project.

b. The length of the small group evaluation session

The length of duration of the four learners was 9 minutes and 30 seconds.

c. Description of the activities that you did during small group evaluation session

The learners were able to apply the previously taught lessons into a performance-based project. The learners created a mathematical instructional video that demonstrates how to multiply one digit by three digits, how to multiply one digit by four digits, and how to do long division without remainders, and how to do long division with remainders.

Afterwards the students were asked to reflect on the project: What did you like about this lesson? What did you learn today? Would you like to create another instructional video?

d. Remarks on how long it took the target learners to complete the activities

The allotted time was appropriate for this session as it gave the learners sufficient time to create their video.

e. **Results of the assessments that target learners completed**

The end product created by my Pink Group learners in my advance math class turned out well. They were able to apply their prior learning to successfully create a mathematical instructional video.

f. **Feedback received from the target learners during these sessions**

My learners loved being actively engaged in creating this project and would like to create another instructional video.

g. **Description of revisions that could be made to instruction based on the feedback**

I would like to continue making student-led peer-tutoring-videos as is it produced great results and it actively engaged all my learners.

h. **Links to any questionnaires, documents, or other materials created specifically for your small group evaluation**

Reflection questions: What did you like about this lesson? What did you learn today? Would you like to create another instructional video?



