

Evaluation Document

Learner reaction

Based on my observations teaching my thematic unit and the responses to my student survey I believe that my students' responses to my thematic unit were very positive. I believe that my students' understanding and comprehension of document-based essay questions has increased immensely as well as their confidence in being able to write them. Below you will find data from my student survey conveying this opinion. This survey was created using Survey Monkey and all student responses are anonymous.

- **Was the document- based essay rubric (bright green) helpful in your understanding of document-based essay questions?**
 - 98.2 % said yes to this question.
- **Was grading and labeling the sample essay an effective tool in helping you understand document-based essay questions?**
 - 92.9% said yes to this question.
- **Was it helpful to go over the documents together as a class before you put them into groups with your seat partner?**
 - 96.4 % said yes to this question.
- **Was it helpful working with your seat partner when asked to group documents and to identify POV or bias?**
 - 83.9% said yes to this question.
- **Was it helpful to write the thesis statement and two body paragraphs together as a class?**
 - 91.1 % said yes to this question.
- **Do you feel that your understanding of document-based essay questions has improved since last week?**
 - 98.2 % said yes to this question.

The only activity that students did not give a 90% or higher score was when I asked them to work with their seat partner before they put the documents into groups. There are several reasons why they might have not have felt this was as effective. For example, they might have been less confident while working with a seat partner rather than having me model the assignment exclusively. Further, they might not trust their seat partners

understanding of the documents or their own. Although this did score lower, I do feel that 83.9% is still an effective commentary on this particular task and I feel that it is valuable.

I will continue to use this activity as a way to scaffold students into completing this process independently.

How would you rate your understanding of how to satisfy the following document based essay requirements:

	No Idea		Somewhat of an Idea		An Idea		Confident	
	Before	After	Before	After	Before	After	Before	After
Thesis Statement	1.5%	0.0%	13.6%	3.6%	37.9%	25%	47%	71.4%
Topic Sentence	0%	0%	10.6%	5.4%	41.5%	32.1%	47.7%	62.5%
Grouping of Documents	19.7%	0%	42.4%	8.9%	25.5%	51.8%	12.1%	39.3%
Attrition of Documents	62.1%	5.4%	22.7%	12.5%	6.1%	35.7%	9.1%	46.4%
Analysis of Documents	7.5%	0%	21.2%	12.5%	51.5%	42.9%	19.7%	44.6%
Point of View or Bias of Documents	4.5%	0%	25.8%	7.1%	45.5%	50%	24.2%	42.9%
Tone within a Document	13.6%	1.8%	25.8%	28.6%	28.8%	42.9%	31.8%	26.8%
Citing Documents within Essay	6.1%	0%	25.8%	1.8%	28.8%	17.9%	31.8%	80.4%
Reliability of a Document	12.1%	0%	19.7%	8.9%	47%	41.1%	21.2%	50%

Based on the above chart I believe that it would be an accurate statement to say that as a result of the thematic unit students' understanding of the elements of a document based essay question have increased significantly.

Meeting objectives

Objectives:	Analysis of Objective:
Students will be able to label the core	The majority of students were able to take

<p>requirements of document-based essay questions with 100% accuracy.</p>	<p>the quiz on the core requirements of document-based essay questions with 100% accuracy at the end of the day's lesson plan; however, there were about ten percent of students in each class that had to make up the quiz to earn mastery on it. In the end all students were able to label all the core requirements of a document-based essay question.</p> <p>Further, students labeled the sample document-based essay question well and accurately. I found this to be an extremely helpful activity that I had not used before.</p>
<p>Students will be able to demonstrate an understanding of the basic meaning of each document by summarizing the main idea and by organizing them into three appropriate groups based on the essay question topic.</p>	<p>After modeling how to do these steps I found that students caught on quite quickly and were able to interpret documents accurately and to group them correctly. One area that we did discuss was going beyond the obvious in groupings. Since this question naturally lent itself to positive and negative groupings students in general wanted to use the same terminology in their groupings. Although this would work it is an elementary grouping and I made a note to help them find more academic groupings in further document-based essay question practice essays.</p>
<p>Students will be able to demonstrate point of view or bias in 9 of the documents by identifying the point of view of a document, tone of a document, or reliability of a document.</p>	<p>Although it is most challenging to teach this particular objective, I found that students were quite receptive to how I presented this objective. I modeled several POV examples and then had them work independently or with their seat partners on this assignment and was quite pleased with their attempts at POV. I think that students are learning how to satisfy this core point much quicker than in years past. After grading their essays I do believe that we will need to practice fully developing the POV; however, most students were able to get the core point on this requirement the first time. The class average for their first document- based essay was a six, which means that they were able to write essays that satisfied the core requirements.</p>

Students will be able to use attrition correctly when citing documents.	This was something that students caught onto quickly and mastered. This was evidenced in their actual essay.
Students will be able to write a document-based essay satisfying the core requirements of a document-based essay in AP European History.	As mentioned before the class averages for their graded document-based essays was a six. Therefore, students were successful in general in satisfying the core requirements of a document-based essay question. Some students scored a little higher and other scored a little lower than a six. Students who did not satisfy all requirements of a document-based essay question have been placed on a list and will meet with me individually before students are assigned to write another essay. I have found these interviews to be very successful in helping students become more successful in their essay writing.

Evaluation from the perspective of the facilitator

As mentioned before, I feel that this thematic unit was very successful. I do not think anything needs to be changed from a facilitator perspective that will not be mentioned in the Continuity and conformity of implementation with the design plan section.

Instructions were clear. Handouts and activities were simple and easy to follow.

Evaluation of the materials or technology

I did not use a lot of technology; however, the surveys, document-camera, and projector were effective. I feel that using the surveys is something that I will use in the future when I teach document-based essay questions. I think it is a great tool for both me and my students to use to reflect upon the experience of both teaching and writing document-based essay questions. I do think that using the document camera and projector were helpful and I will continue to use them in the future when teaching this unit.

Evaluation of the environment (room size, arrangement)

My environment was effective for this activity. Students were in rows with a seat partner, which was essential for the thematic unit.

Continuity and conformity of implementation with the design plan

One of the things that I noticed while I was teaching my thematic unit is there were two elements that needed to be adjusted. First, I did not need students to evaluate more than one practice essay. Having students evaluate the perfect nine essay the first day and labeling all the core requirements was enough. If I had had students evaluate more than that I think they would have been confused about what they should be doing when writing their essays and they did not have the confidence to grade the essays constructively. Also, I found that my objectives and activities were accomplished more quickly than I had planned. My original design plan was supposed to take five school days; however, I was able to accomplish all of the objectives in four school days. I will need to go back and adjust my design plan for this timing issue.