

Pre Test on Parts of Speech and the 4 types of Sentences

Name: \_\_\_\_\_ Core: \_\_\_\_\_

Circle the correct sentence type OR part of speech that is underlined.

1. Sally went for a walk in the park and picked flowers. (Interrogative, declarative, imperative, exclamatory)
2. What are you yelling at me for? (Interrogative, declarative, imperative, exclamatory)
3. The car skidded to a halt in the road. (adjective, adverb, noun, verb)
4. The fox slyly snuck up on his prey. (adjective, adverb, noun, verb)
5. It's so good to see you, Charlotte! (Interrogative, declarative, imperative, exclamatory)
6. Paris is a beautiful place to visit. (adjective, adverb, noun, verb)
7. Write an imperative sentence on the lines provided below.

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8. Use a sentence that includes an adjective on the lines provided below and circle the adjective you used.

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### Post test on Parts of Speech and 4 types of Sentences

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1. Write an interrogative sentence. \_\_\_\_\_

2. Write a declarative sentence. \_\_\_\_\_

3. Write an exclamatory sentence. \_\_\_\_\_

4. Write an imperative sentence. \_\_\_\_\_

Circle the correct answer.

5. An adjective is...

- A. something that describes a verb      B. something that describes a noun
- C. a type of sentence structure      D. a conjunction

6. A verb is...

- A. A part of speech      B. An action word
- C. Both A & B      D. None of the above

7. What word is a noun?

- A. Run      B. Hastily
- C. Painful      D. Happiness

8. An adverb is used...

- A. to describe a verb      B. to describe a noun
- C. to describe both a noun And a verb      D. in every sentence

### **Answer Sheet to Pre Test**

- 1. Declarative**
- 2. Interrogative**
- 3. Verb**
- 4. Adverb**
- 5. Exclamatory**
- 6. Noun**
- 7. & 8. Can have multiple answers, so teacher will need to look at each of these individually.**

### **Answer Sheet to Post Test**

**Answers 1-4 will be graded by teacher, since answers will vary.**

**5. B**

**6. C**

**7. D**

**8. A**

Lauren McCoy  
Dr. Schilling  
9/2/11

### Reflection on Pre/Post Test Lesson

**Students in 1<sup>st</sup> class-30.** There are no exceptional learners in this class. However, although this is not a high-ability class with students labeled as gifted or talented, this is a strong class academically. All students in the class are Caucasian.

**Students in 2<sup>nd</sup> class-30.** There are no exceptional learners in the second class either and no high-ability students. This class is not as strong as Core 1. There is one African-American student, and one Latino student as well, both of which are male.

I **honestly** did not even think about the best practices and techniques to use when I was making this lesson plan, because I know I have been taught most of these techniques throughout my years at Manchester. These include using Bloom's questions, incorporating multiple intelligences, and using certain questioning techniques and other classroom activities. I chose an **interactive game** called KABOOM! to motivate the students and get them excited about learning about something that seems rather boring (parts of speech, and types of sentences). I talked with the teacher and she said they had already covered these things, but this standard was something they needed more practice with, and that a lot of the students struggled, especially with the parts of speech. Since I handed out a pre-test, this was a good way to get their brain **fluids** thinking and ready for the lesson, which is something that was mentioned in an online article, *Classroom **Instruction** that Works*, compiled by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock. Marzano, Pickering, and Pollock say that by giving students a **preview** of what the lesson is going to be over is a good way to tap into students' prior knowledge. Since the students had already learned this lesson, but not totally understood it, or transferred the material into their deep learning, it was good that I chose this lesson. These researchers also found that **note** taking is an effective way of teaching. Not only did I have the students take out their note books and write down the material I wrote on the board, but I also was verbally saying it out loud to them, asking them questions

**Comment [EAS1]:** Lauren, please remember that this is a reflection; that means it is an essay and should have a clear introduction. The instructions indicate that you should not just have a listing of answers to the question. Work this information into your narrative.

**Comment [EAS2]:** I appreciate your honesty, but you were to be intentional with your lesson planning.

**Comment [EAS3]:** Talk about why you selected this game.

**Comment [EAS4]:** This is not a good "attention" getter. It is rather procedural, not motivational in an academic sense.

**Comment [EAS5]:** Fluids?

**Comment [EAS6]:** Articles are in quotation marks

**Comment [EAS7]:** So are you saying the quiz is a preview? In all honesty, I see what you are saying, but there is a much better way to give them a preview and get them ready to learn.

**Comment [EAS8]:** good

along the way to check for comprehension. Furthermore, I positively reinforced my students by giving them candy after playing KABOOM and rewarding them for their efforts, which is also an important note that Marzano highlights in the website's article. I used several other methods of teaching I used; however, for sake of length, I will not go into detail with these.

In all honestly, the first lesson did not go nearly as well as what I had planned. Firstly, I was unaware that Mrs. Grow never does games, activities, or anything fun with the students, which caused them to be disruptive and talkative during the review game. I repeatedly had to tell the class several times to be quiet, only to hear them being loud a couple minutes later. Mrs. Grow said they can just not handle "fun stuff," which is why she teaches the traditional way with worksheets and lectures. So I not only discovered a fault in my students' skills, but also, a weak area in my own teaching: classroom management. I had never administered a pre or post test before, and I wanted to make sure to give the students ample and sufficient time to finish then both within a 50 minute period. As it turned out, I gave the student more time than what they actually needed, with ten minutes left to spare. I did not really know what to do with the extra time, so I allowed the students free time to catch up on homework, since they had a huge project due the next day. However, none of the students used their time wisely and they were talking loudly and being disruptive, even after I told them to settle down and find something to do. Both of these aspects were frustrating and unexpected, and I did not exactly know how to handle the situations, so I just gave verbal reprimands. I thought about just quitting the game if the students kept misbehaving and having them to seat work, but I didn't want to come across already as a "mean teacher," so I just kept going with my lesson plan.

However, I learned from my mistakes and ill-timed lesson from Core 1. Core 2 went much smoother and I was glad to have the opportunity to redeem myself and from the first class. I delivered the lesson better, asked more questions which involved the students more and helped keep their attention. My timing was perfect, and I made sure to review with them after the post test what questions were hard for them, and discussed questions they thought they missed. This class was also pretty talkative, but I found

**Comment [EAS9]:** That's okay – that happens to the best of us! 😊

**Comment [EAS10]:** This is a good learning experience.

**Comment [EAS11]:** Sometimes we have to do that, Lauren. It isn't fun, but if they can't behave, then they have to be held accountable.

**Comment [EAS12]:** I like how you have different classes to compare. It helps you in the growing process.

**Comment [EAS13]:** Good!

better strategies to keep them focused on the game and the lesson. So, by getting to teach two classes versus one, I learned better techniques of classroom management, and fashioned a timelier lesson that fit perfectly into the period. And of course the most important thing- I felt like the students actually learned the material presented. Although I got a feeling Core 1 learned parts of speech and types of sentence, their talkativeness made me think that I didn't apply this material to their deep knowledge, whereas in Core 2, I felt that they truly understood and stored the lesson in their brains.

**Comment [EAS14]:** Like what?

Before the lesson started, I straight-up told the students I was going to give them a pre and post test and that these tests were going to be covering types of sentences (interrogative, declarative, etc. and some parts of speech; adverbs, adjectives, nouns, and verbs). They were not only to learn what each thing was, but also be able to give examples of each. I told them that the pre and post test would be fairly similar in format, and that they were only 8 word questions. I then went on to tell them we were going to play a review game that covered these things. This covers everything that I stated in my objectives, so it was clear to my students what they were going to be learning and quizzed/tested over.

**Comment [EAS15]:** This is good – you should make a reference to the question in the reflection that you explicitly stated the learning objectives.

I thought my lesson was an overall strong way to scaffold the material and make sure everyone understood the lesson. Once I reviewed and had the students take notes, I immediately started KABOOM! and had them recall to me either a part of speech or type of sentence and/or give an example of each (see lesson plan to understand better). I then gave them immediate feedback on whether they were wrong or right and explained why. If I saw a group was talking, not paying attention, or perhaps not understanding the material, I asked their group several questions at a time to make sure they were on track and not just guessing answers so I would stop questioning them. I felt like this was a good way to scaffold. Also, the whole class listened to everyone's answers all of the time, so even though it might not be their group's turn to play the game, they were still listening and learning from other teams. Also, like I said before, I answered any questions they may have had on the post test and went over problems they have the most difficulty with, which also was a good way to provide immediate learning and scaffolding.

**Comment [EAS16]:** Good

**Comment [EAS17]:** ? spelling

Student engagement was something I had the most trouble with, which I also already stated earlier. At the beginning of the lesson I told them I was going to give them candy, which seemed engaging in and of itself for the students and this seemed to motivate them to want to play the game, but their behavior was horrible. They kept talking out of turn and being loud and rude, and I should have not given them candy in the end for their horrible behavior, but once again, I did not want to come across as the “mean teacher” before I even officially start teaching them in the spring, so I went ahead and gave them candy anyway, against my own wishes.

**Comment [EAS18]:** Wow. This is not good. As you think about your student teaching placement, think about how you can walk in there in the spring with a clear vision of how you want the class to run. This will help you establish clear classroom expectations/management.

Student participation was strong in both classes and I was surprised by how they responded to the game. They seemed like to enjoy working in groups and writing their answers on the board and I didn’t have any trouble getting them involved. I saw almost every single person participate which I was thoroughly excited about. However, like any class, there are going to be a few kids who like the attention and talk more than other, and in each class I had only a couple boys who liked to speak out of turn or were especially outspoken. The girls spoke up when it was their turn, and seemed well-behaved but perhaps more reserved than the boys who participated. Not to my surprise, the boys who participated the most in class were almost the most disruptive students in the class, which happened to be the ethnic boys— one of them African-American, and one of them Latino. I became aware of these boys’ behaviors from SOS days, and I knew some of these students were the “class clowns,” so I felt prepared to handle their antics. They seemed to understand the material during the activity and game and got all the questions I asked them right, but then later they would ask me “stupid” questions just for attention. I tried to call on everyone who had a question or raised their hand, but mostly I directed my attention to the girls in class, who were quieter and didn’t raise their hands as much I wanted to hear their ideas to make sure they understood what was being taught. I think for the most part, I did a balanced job on questioning a variety of students, and didn’t show a biased in gender, intellectual ability, or race.

**Comment [EAS19]:** Comma not ;

**Comment [EAS20]:** Comma after class

**Comment [EAS21]:** Run on – look at structure of this sentence

While I thought this was an overall good lesson, I did not really think about teaching critical thinking for this lesson. The questions I asked were somewhat repetitive in order to get the lesson’s

objectives across to the class. I don't know how "critically" the students could have been with the lesson and the material presented, but I should have asked more higher-level Bloom's questions to get them thinking about how and when they will use the four types of sentences and how to apply their knowledge of parts of speech to other areas of reading, writing, and Language Arts. I focused mostly on identifying and listing parts of speech and types of sentences, but I should have focused some on real-world applications and future knowledge and lessons they will be able to apply this knowledge to.

**Comment [EAS22]:** Good observation

The pre-test objective for both parts of speech and types of sentences were not met, but only missed by a few points by a small handful of students (2 students did not meet the pre-test objective in Core 1 and 10 in Core 2). But after looking back, I should not have included the pre-test as a part of the objective; since I was to measure the impact of *my own* teaching rather than what they have been taught by other teachers before me; although the pre-test was a nice way to gauge what they already knew. Other than the pre-test objectives, every other objective was met by every student, and I was pleased to see a significant difference and improvement between the pre and post-tests. There was one student from Core 1 who missed 4 questions, but all the others missed only one or no questions. I cannot arrive at a reason as to why this student did not do as well as their peers. Core 2 had only one student who did not meet the pre-test objective and missed 5 questions, whereas the rest of the class probably only missed one or two on average. If I were to be teaching now at Huntington, I would go over this lesson with both of these students and ask them what they did not understand and try to help them comprehend the material. However, over 80% of the class passed, and did pretty well on the post test, so the class proved to me they had accomplished mastery learning, which I am extremely happy about.

**Comment [EAS23]:** Good observation

**Comment [EAS24]:** What are these semi-colons for in this sentence -

**Comment [EAS25]:** Semi-colon

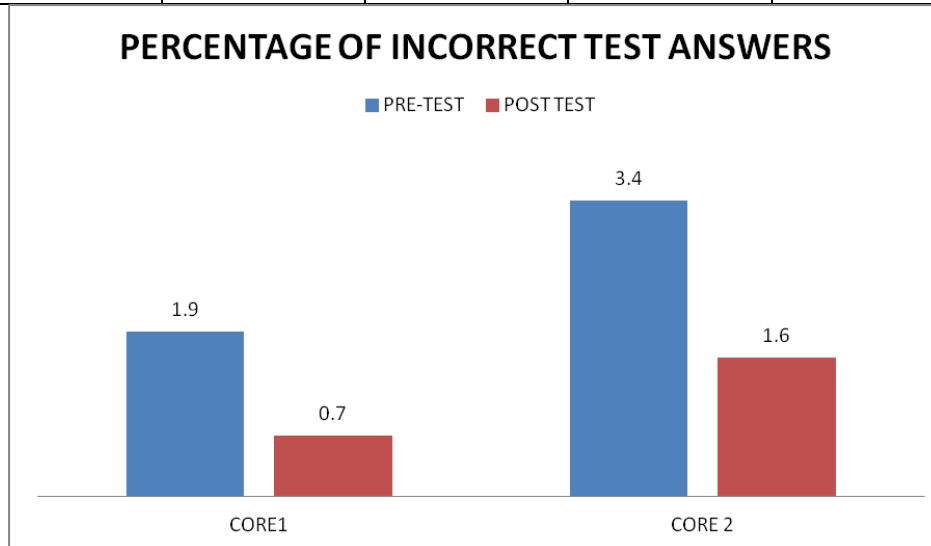
I have attached a bar graph that shows the pre- and post test for each Core class and the differences between the class averages on both tests. I also have the students' individual tests with their written results, for personal use and reference but I am obviously unable to attach all 120 tests to this reflection. My students were able to give an example of each type of sentence, as well as pick the correct

**Comment [EAS26]:** Comma needed



answer in several multiple-choice questions on parts of speech. They had to differentiate between verbs, adverbs, adjectives, and nouns, and be able to identify what each one was.

Class/Core	Total # of questions missed on pre-test throughout entire class	Average # of missed questions on pre-test	Total # of questions missed on post test throughout entire class	Average # of missed questions on post test
Core 1	57	1.9	21	0.7
Core 2	101	3.4	49	1.6



While Core 2 shows significantly lower scores in both pre and post tests, the graph indicates improvements between the pre and post test in both classes. This documents the fact that learning is actually taking place. I will use this information to focus more on Core 2 and making things as clear and concise as I can for them as I can, since they are the already lower-performing class. Perhaps the game was too much for them to handle, like my teacher said, so I should find some other kind of activity for future instruction-one that will still be intriguing but less distracting. Also, I might want to consider the format of the test, and give either more multiple choice, or more open-ended/personal response questions, depending on what they say they feel more comfortable with. Also, I will look over the pre and post tests for personal, individual improvement to see what problems each student had the most trouble with and set

**Comment [EAS27]:** Good!

**Comment [EAS28]:** What about having them show they were capable of applying the information.

the focus on those kinds of questions for review for the next time we meet. Furthermore, the more I get to teach these students, the better I will understand and be able to accommodate to their learning types, so maybe it is my instruction and teaching style and methods that need to be altered in order to better help these students learn. Although Core 2's scores were still lower than Core 1, both classes increased their post test scores by a little over half of what their pre-test scores were. There is definitely room for improvement in learning, but for teaching my first lesson with formal assessment, I am pleased with the outcomes.

## Works Cited

Marzano, R., Pickering, D., & Pollock, J. (n.d.). *Integrating technology into the classroom using instructional strategies*. Retrieved from [http://www.tltguide.ccsd.k12.co.us/instructional\\_tools/Strategies/Strategies.html](http://www.tltguide.ccsd.k12.co.us/instructional_tools/Strategies/Strategies.html)

## Student Teaching Lesson Reflection Rubric

Name Lauren McCoy

Score 32/36

Percentage 89%

Converted score 45/50

Required	1	2	3	4	Score
<b>Guiding Questions (R5)</b>	Reflection does not answer all of the guiding questions	Reflection makes an attempt to answer all of the guiding questions, but is extremely vague with no support	Reflection answers all of the guiding questions with some support and detail.	Reflection answers all of the guiding questions with excellent and detailed examples and/or discussion.	<div style="text-align: center;"> <div>4</div> <div>X 3</div> <hr/> <div>12</div> </div>
<b>Assessment to drive further instruction (A2)</b>	Reflection does not clearly indicate how assessment will drive further instruction	Reflection makes a vague indication of how assessment will drive further instruction	Reflection indicates how assessment will drive further instruction, but lacks detail	Reflection provides a detailed discussion of how assessment will drive further instruction	4
<b>Visual representation of data (A2)</b>	Visual representation is confusing, not labeled, or sloppy	X	X	Visual representation clearly reflects impact on student learning; representation is neat and clearly labeled	4
<b>Reflection on best practice (E7)</b>	Reflection makes a vague reference to a best practice or does not provide a supporting document; APA documentation missing	Reflection makes a reference to a best practice, but connection to teaching method/strategy is not developed; APA documentation is used, but incorrect	Reflection makes a connection between a credible source and the best practice selected, but the discussion lacks depth. APA documentation is used correctly	Reflection clearly draws a connection between credible source regarding best practices and the teaching method/strategy selected for this specific lesson; APA style documentation used correctly	3
<b>Grammar/Mechanics (R5)</b>	6 or more spelling, grammar, or typographical errors were made	5 spelling, grammar, or typographical errors were made	4 spelling, grammar, or typographical errors were made	Fewer than 3 spelling, grammar, or typographical errors were made	2
<b>Organization (R5)</b>	Information appears to be disorganized	Information is somewhat organized, but paragraphs are not well-constructed	Information is organized with paragraphs that sometimes lack direction	Information is very organized with well-constructed	3
<b>Sentence fluency</b>	Sentence fluency is lacking	Demonstrates minimal sentence fluency	Demonstrates reasonable sentence fluency	Demonstrates skillful sentence fluency (varies length, good flow, rhythm, and varied structure)	4

**Comments:** Please remember this is a formal reflection/essay, so you need to use a clear introduction to this paper. You simply start by listing the number of students. Also, check carefully the use of commas. You frequently use a semi-colon where you should have a comma. The content of this paper, however, is right on target! 😊

### Manchester College Lesson Plan Rubric

Name Lauren McCoy Score 42.5 /44 Percentage 97 % Converted score 19 / 20

Required	1	2	3	4	score
<b>(C1) MC lesson plan format with explicitly stated Academic Standards</b>	Lesson does not follow MC format or state academic standards	Lesson does not follow MC format but does state academic standards	Lesson plan follows most of the M format and explicitly states academic standards	Lesson plan follows MC format correctly and explicitly states academic standards	<b>4</b>
<b>(C1) Lesson Plan Objectives</b>	Objectives are not included	Objectives are included, but are not correctly written or do not relate to the stated academic standards	Objectives are included, related to stated academic standard(s), but are not written correctly	Objectives are written well and fully correlate to stated academic standard(s)	<b>4</b>
<b>(A1)Assessment</b>	Assessment is unrelated to objectives and standards	Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning styles and strengths	Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths	Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel	<b>4</b>
<b>(C1)Intro/ Hook</b>	No introduction is provided	Introduction is vague or procedural	Introduction provides some structure for lesson, but lacks connections	Introduction clearly pulls students into the lesson, drawing connections to previous lesson	<b>3</b>
<b>(C1) Supporting Materials</b>	No supporting materials are included	Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson	Supporting materials and student handouts are clear and complete. Materials enhance lesson	Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly	<b>4</b>
<b>(C1) Procedures/ Instructional Activities</b>	Procedures are unclear; do not relate to objectives; no attempt is made to individualize activities for learning styles or strengths	Procedures are mostly clear; areas of vagueness	Procedures are clear and relate to the objectives	Procedures can be easily replicated by others	<b>3.5</b>
<b>(C6)Bloom's</b>	Bloom's levels are not indicated	A few (2) levels of Bloom's questions are used	Some (3) different levels of Bloom's questions are used	A variety (4 different levels) of Bloom's questions are used	<b>4</b>
<b>(E1)Gardner's</b>	Gardner's MI are not indicated	A few (2) examples of Gardner's are identified	Some (3) examples of Gardner's are identified	A variety (4) examples of Gardner's are identified	<b>4</b>
<b>(E1) Adaptations/ Modifications</b>	Lesson does not include reasonable adaptations and/or modifications	Lesson includes one or two reasonable adaptations and/or modifications	Lesson includes more than two (3) reasonable adaptations and/or modifications	Lesson thoroughly (4+) details reasonable adaptations and/or modifications that are exemplary	<b>4</b>
<b>(R6) (E2) Engaging/ Creativity</b>	Lesson lacks opportunity for student engagement	Lesson makes an attempt at engaging students in the learning process	Lesson mostly engages students in the learning process	Entire lesson engages students in the learning process	<b>4</b>
<b>(R5) Grammar and spelling</b>	Spelling and grammar are unacceptable. (4 or more errors)	The lesson plan contains many (3) spelling and grammar errors	The lesson plan contains few (2) spelling and grammar errors	Spelling and grammar in lesson plan are flawless (1 or no errors)	<b>4</b>

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**5. B**

**6. C**

**7. D**

**8. A**