

Pretest/Posttest Evaluation

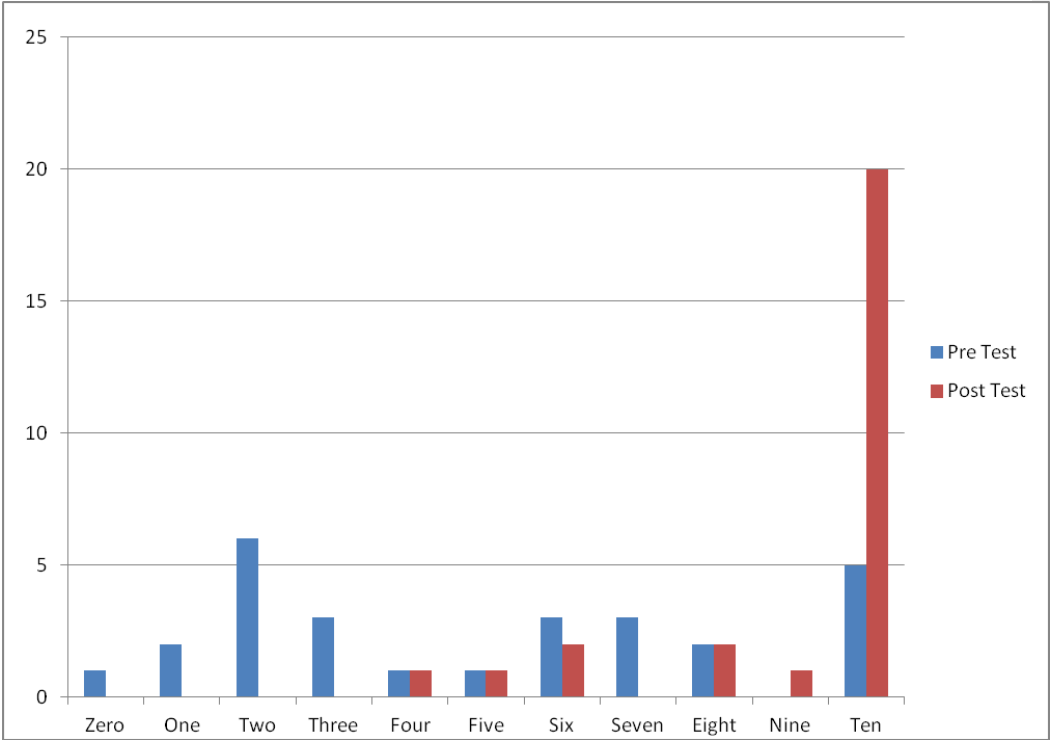
Emily Katona

Manchester College

Abstract

My pretest/posttest lesson stresses the importance of vocabulary. My tenth grade students were to learn words from the first chapter in *Frankenstein*, which will help expand their vocabulary. A vast knowledge of vocabulary is important, especially for the End of Course Assessment they will be taking at the end of the school year. My lesson had some successes but also some setbacks, but by looking at the data from the tests, most improved their scores on the posttest, which was my goal for the lesson.

Pretest and Posttest Scores for *Frankenstein* Vocabulary



My lesson was the kickoff lesson for my teacher's *Frankenstein* unit plan. My sophomore students have to take the End of Course Assessment (or ECA) at the end of their sophomore year, so my teacher wants to stress skills that will help them pass their ECA exams. One area my students need to work on is vocabulary. Right now, they have a very limited vocabulary, which is why my teacher decided that I should focus on vocabulary skills for my pretest/posttest lesson plan, **which is what I did**. Vocabulary can help a student in many different forms. For the ECA, vocabulary can help a student write a colorful essay that engages and reflects the student's **knowledge**.

Comment [EAS1]: I didn't see you help the students do this, though. Where did you have them apply the vocabulary in order to gain deeper understanding?

The class I taught my lesson in had twenty-seven students, all of them Caucasian students. It was a regular English 10 class, so I had many different intelligences levels in that classroom to work with. Before my lesson, the students were to read the first chapter of *Frankenstein*, so we could have a group discussion about the first chapter. After our discussion, the students would take a vocabulary pretest in order to see how many vocabulary words from *Frankenstein* they already knew the definitions for. After grading their pretests in class so they could see how they did and what they needed to work on, they were to write down the words and **definitions** in their notebooks, along from an example from the novel of how the word is used.

Comment [EAS2]: This is okay, but just writing down the words and definitions does not ensure deeper understanding. Where do you work on vocabulary building skills?

That way, they had the words and definitions so they could study them for the posttest that would be the following day. This lesson stresses the importance of expanding student vocabulary, which will help them with their ECA test. These words could spice up their writings by adding more diverse terms to it, which is an important aspect of the ECA test. Douglas Fisher and Nancy Frey (2004) stress the **importance** of vocabulary in their book, *Improving Adolescent Literacy*. They discuss the importance of expanding one's vocabulary, saying, "Many English teachers have experienced the overuse of terms like 'said' in their students' writing" (p. 43). By

Comment [EAS3]: Do you have the old text?

Comment [EAS4]: Yes, they stress it, but where is your discussion of a best practice for teaching vocabulary? I understand that vocabulary development is important, but you need to focus on the best practice.

introducing students to new vocabulary, teachers can stop the overuse of such expressions and help their students' writing **skills**.

My lesson plan did not go as planned. My teacher had a substitute the day before I was supposed to do my lesson. Even though my teacher told the substitute that the students needed to read the first chapter for homework, she did not tell the students and did not hand the **books** out to them, so I had to make some quick changes in order for my lesson to be successful. Instead of having a discussion about what happened in the chapter, I highlighted the first chapter and the importance of it, stressing what they should look for while they read it. After that I had the students take the vocabulary pretest. In order for them to get instant feedback, I had them grade each other's tests in class so they could see right away what words they needed to work on.

As the data shows, many of the students needed to work on this vocabulary. Fifteen students failed the test, with many getting below four or five of the words right. When the students received their pretest scores, I could tell most were visibly upset about their grades. Many expressed their distaste for the grades they received, and they worked very hard to receive a better test grade on their posttest. I did not have the **pretest** as a grade because I felt it would be unfair to expect them to know words they have not even come across yet, so many were relieved when they found that out. In order to help them learn this vocabulary, I had them write the words and definitions in their notebooks. Since they did not read the chapter yet, I did not think it fair to have them look up the words in the chapter, so I had them write their own sentences for the words. That way, they are learning how to use the words and the definitions, which are both very important aspects. The posttest saw a vast improvement in grades. Twenty students received a 100% on the test, and only two students received a below passing grade.

Comment [EAS5]: Emily, this section needs a lot more work. You were to discuss a best practice, but I do not see the discussion of a best practice. I also do not see in your lesson plan a best practice for teaching vocabulary. Simply writing words and definitions in a notebook is not a best practice. See me if you would like to discuss how this could have been a better, deeper lesson on vocabulary. Fisher and Frey give you several strategies for HOW to help student improve their vocabulary development.

Comment [EAS6]: Yikes!

Comment [EAS7]: You are absolutely right. The purpose of a pretest is to gauge where your students are in terms of their prior knowledge. You should never count a pre-test as a real grade. It is for INFORMATION only. ☺

Given the circumstances, I felt the students were very engaged in the lesson. Since I had to change my plans so quickly, they rolled with the punches and actively participated in the discussion about the vocabulary. I think one thing I could have improved on was not having as much seatwork during this lesson. They had to work silently when they wrote the vocabulary in their notebook, and I think I could have done something more so they were not sitting for such a long time. I could have had them work in groups, coming up with their own definitions with their group and then presenting them to the class. If I were to do this lesson again, I would definitely take that into consideration.

Comment [EAS8]: What did you do, though, to teach the standard? Your standard focused on vocabulary, but it seems you discussed the chapter – what standard is that? Think about the whole picture.

Overall, I believe my lesson was very successful. The students drastically improved on their vocabulary posttests, so now they have more words to add to their vocabulary knowledge. I think vocabulary is very important, so seeing that they have improved shows me that they are willing to learn new vocabulary. Sophomore year is an important year for them. If they do not pass the End of Course Assessment, they might not be able to graduate from high school, so it will be my job to make sure they are fully prepared for that assessment. One way I think I can prepare them is working on writing skills. Writing and vocabulary go hand in hand, so I believe that my lesson plan was very beneficial. In the future, my students will continue to work on skills such as vocabulary, and now I know what to do and what may not work. I also learned that as a teacher, one must roll with the punches and to expect the unexpected, such as a substitute teacher changing your plans. This lesson was very beneficial for me and for my students.

Comment [EAS9]: Look at teaching vocabulary best practices. Doing that would have improved your lesson dramatically.

Comment [EAS10]: As you take over your student teaching classroom, I want you to think about how you can develop vocabulary.

LESSON PLAN by: Emily Katona

Lesson: Frankenstein Chapter One/Vocab Length: 50 minutes
Age or Grade Intended: 10th Grade English

Academic Standard(s):

10.1.4 **Identify** and use the literal and figurative meanings of words and understand origins of words.

Comment [EAS11]: What is it that you want them to pull out of this standard?

Performance Objectives:

Given a quiz after discussing vocabulary, students will **be able to know the definitions** of the vocabulary from the first chapter of *Frankenstein* with 85% accuracy.

Comment [EAS12]: Remember – leave out be able... students will define the vocabulary

Assessment:

At the beginning of the class, I will hand the students a vocabulary pretest to see what terms they already know from the novel. We will then discuss the vocabulary from the first chapter and at the end of the period they will get a posttest to see what they have learned from the lesson. I will grade the pretest and posttest with an answer key.

Advanced Preparation by Teacher:

I will need copies of the pretest and posttest for vocabulary. I will also need the answer key to make sure they get graded. I also need a list of vocabulary and their definitions.

Vocabulary list:

Perpetually- continuing or enduring forever; everlasting.

Deplored- to feel or express deep grief for or in regard to

Effectual- producing or capable of producing an intended effect; adequate.

Benevolent- characterized by or expressing goodwill or kindly feelings

Excursion- a short trip or outing to some place, usually for a special purpose and with the intention of a prompt return

Vagrants- a person who wanders about idly and has no permanent home or employment

Brambles- any prickly shrub belonging to the genus *Rubus*, of the rose family.

Cherubs- an angelic like being

Apparition- a supernatural appearance of a person or thing, especially a ghost

Bestowed- to present as a gift; give; confer

Procedure:

Introduction/Motivation:

At the beginning of class, I will hand out the vocabulary pretest and explain, “Today, we are going to discuss the first chapter of *Frankenstein*. We are also going to be looking at certain words from the chapter that can become a part of your vocabulary, and could possibly help you with the end of course assessment that you will take at the end of **the** year. First, I am going to have you take a pretest to see what words you already know from the text. After our discussion of the chapter, you will take the quiz again to see what words you have **learned**.”

Comment [EAS13]: Will these vocabulary words be on the ECA? Will this particular novel?

Comment [EAS14]: This is an okay introduction, but it seems extremely procedural. Where do you grab their attention? You should use the introduction as a place to get your students excited for the class period. If you were a 9th grader, does this sound fun? You do a good job of telling them what to expect, but get them pumped up!

Step-by-Step Plan:

1. After the students are finished with their pretest, I will have them turn it in. I will then ask tell them, "Now we are going to look at the first chapter of *Frankenstein*."
2. I will begin by asking the question, "What characters are we introduced to in Chapter One? (Blooms; Knowledge) Who is the narrator?" (Blooms; Knowledge)
3. I will have the students write down a few things that describe the character (Gardner; Verbal/linguistic) and also ask them, "How does the narrator describe his childhood? Is it a happy one? (Blooms; Comprehension)
4. I will then explain to the students, "The first chapter of this novel is just adding some background for our narrator. It helps us look into our narrator's life and helps set up the rest of the novel. Now, let's look at some vocabulary from the text."
5. I will ask, "What kind of words popped out at you from the text?" (Blooms; Comprehension) Today, we are going to look at the list of words that were on your pretest. If we look at the language of the text, it can be easier to understand the novel."
6. I will then ask the students to write down the definitions of the words into their notebook so they can study the vocabulary words. We will go over each word and definition of the word together in class.
7. At the end, I will give out the vocabulary posttest.

Closure:

As the students are finishing up their quizzes, I will ask them to turn them in when they are finished and explain to them that for the next class they need to read the next chapter of the novel.

Adaptations/Enrichment:

Self-Reflection:

Comment [EAS15]: If you had not given the pre-test and post-test, this lesson would not have taken 50 minutes. I am a bit concerned that you don't really develop a deeper understanding of the text.

Comment [EAS16]: Is this a best practice?

Comment [EAS17]: Yikes! Where are these?

Comment [EAS18]: Why don't you have questions here that you would ask yourself about this lesson?

Pretest and Posttest Example

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| 1. Perpetually | A. a person who wanders about idly and has no permanent home or employment. |
| 2. Deplored | |
| 3. Effectual | B. to present as a gift; give; confer |
| 4. Benevolent | C. continuing or enduring forever; everlasting. |
| 5. Excursion | |
| 6. Vagrants | D. producing or capable of producing an intended effect; adequate. |
| 7. Brambles | |
| 8. Cherubs | E. to feel or express deep grief for or in regard to |
| 9. Apparition | F. an angelic like being |
| 10. Bestowed | G. a supernatural appearance of a person or thing, especially a ghost |
| | H. characterized by or expressing goodwill or kindly feelings |
| | I. a short trip or outing to some place, usually for a special purpose and with the intention of a prompt return |
| | J. any prickly shrub belonging to the genus <i>Rubus</i> , of the rose family. |

