Student Work Analysis
"Own the Word" Vocabulary Packets

Part 1

Unit and Assignment Goals

In my 7th grade Regular English class, every week I give my students 10 vocab words. The words and assignment are given on Friday, we check them on Tuesday, and then the students are quizzed on Friday. The objective for every Friday then is "SWBAT define select vocab words." This quarter's unit is based on the mystery genre, and our literary focus is *The Westing Game*. Our course unit goals consist of making predictions, problem-solving, and of course, understanding the novel. In order for students to better understand *The Westing Game*, I have taken this quarter's vocabulary words directly from the novel. I have been reading *The Westing Game* aloud to the students in class, and they often get excited when they see or hear a vocabulary word. I love their reactions because by giving my students context, they are better able to understand and learn both the novel and their vocabulary words.

During 1st quarter, my students had vocab packets. They consisted of matching the word to the definition, writing derivatives, identifying examples, creating sentences, and other skills. While these packets were very comprehensive and nailed the many parts of a word, almost all of the questions had a right or wrong answer. Many of my students struggled with this format because the material was very black-and-white. Some students see things linearly, but others see things as more abstract and rely heavily on pictures. The day I introduced this new format, students first journaled about new vocab strategies that they would like to try throughout the new quarter. I was very excited by some of their responses. Several students wanted to start drawing pictures, which is exactly what this strategy encourages. Since 2nd quarter is novel-driven, and I selected the words straight from the book, I decided to change the format. Now students are using the graphic organizer "Own the Word," and instead of identifying different word traits, students are creating their own. They are given the word and definition and are required to identify the part of speech and create synonyms, antonyms, sentences, and pictures. This quarter, they will be using this graphic organizer for all ten weekly vocab words.

Assignment Design

I am still perfecting this weekly assignment, but for the initial design, I put the vocab words and definitions on the front page with two "Own the Word" graphic organizers on each side of the remaining pages (Figures 1 and 2). When students have their packet put together, there is a word list with 10 graphic organizers (3 pages total), and students may choose to turn this packet into a booklet. This gives students even more flexibility in their learning because not only do they have a greater say in their answers, but they can also select their format. The model that I have provided is from the first vocabulary assignment (Figure 3). We did the first two vocab words together so that the students know what I expect from them.

Figure 1: Assignment (Vocab Words)

The Westing Game **Vocabulary**

Chapters 5-8 (Due Tuesday, Nov. 18)

1. **Reverence**- a feeling or attitude of deep respect tinged with awe (p.31)

2. **Pompous**- inflated ego; grandstanding; excessive self-esteem or exaggerated dignity (34)

3. **Pawn**- someone who is used or manipulated to further another person's purposes. (Also a chess piece.) (p.37)

4. **Dialect**- socially distinct variety of a language that differs from the standard language, especially when considered as substandard (p.37)

5. **Pretentious**- characterized by assumption of dignity or importance (p.45)

6. **Incompetent**- not having the necessary skills to do something successfully (p.47)

7. **Wreak**- to inflict or execute punishment, to inflict vengeance (p.48)

8. **Oblige**- to be kindly accommodating (p.48)

9. **Timidity**- a lack in confidence, courage, or bravery (p.51)

10. **Impeccable**- flawless, faultless (p.51)
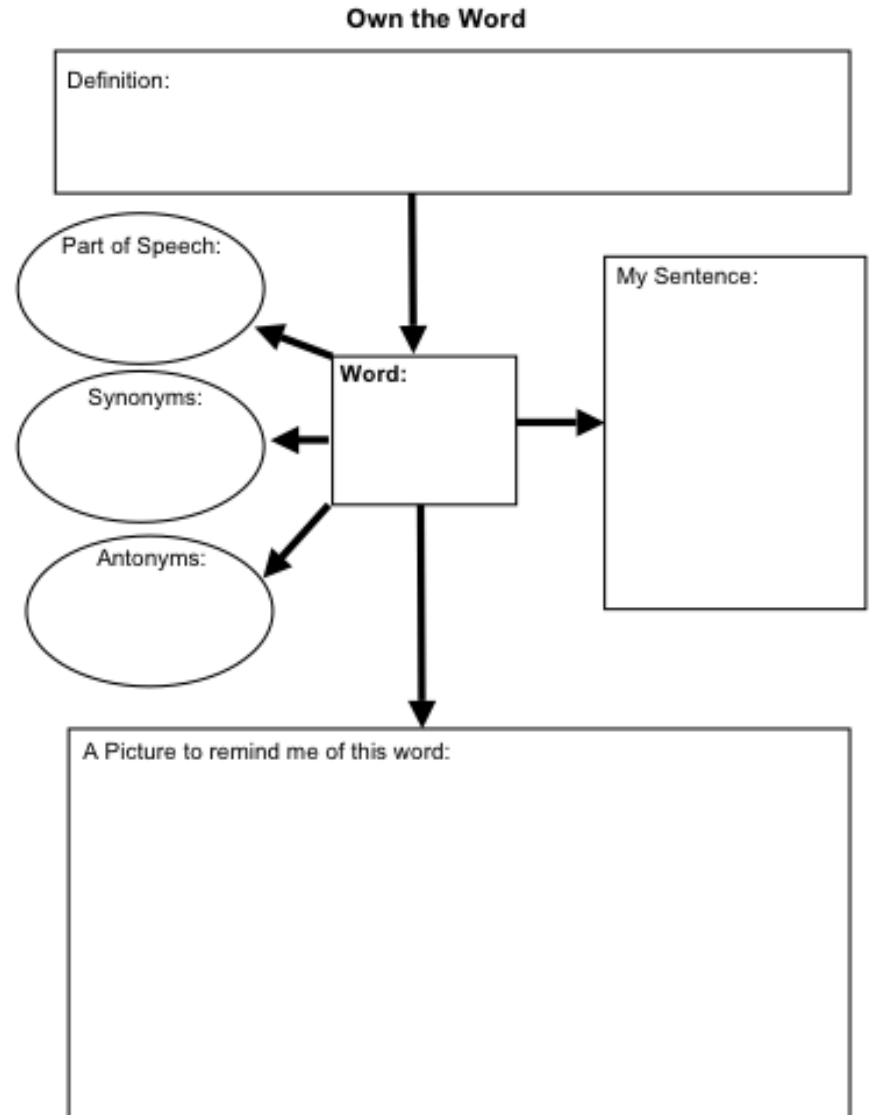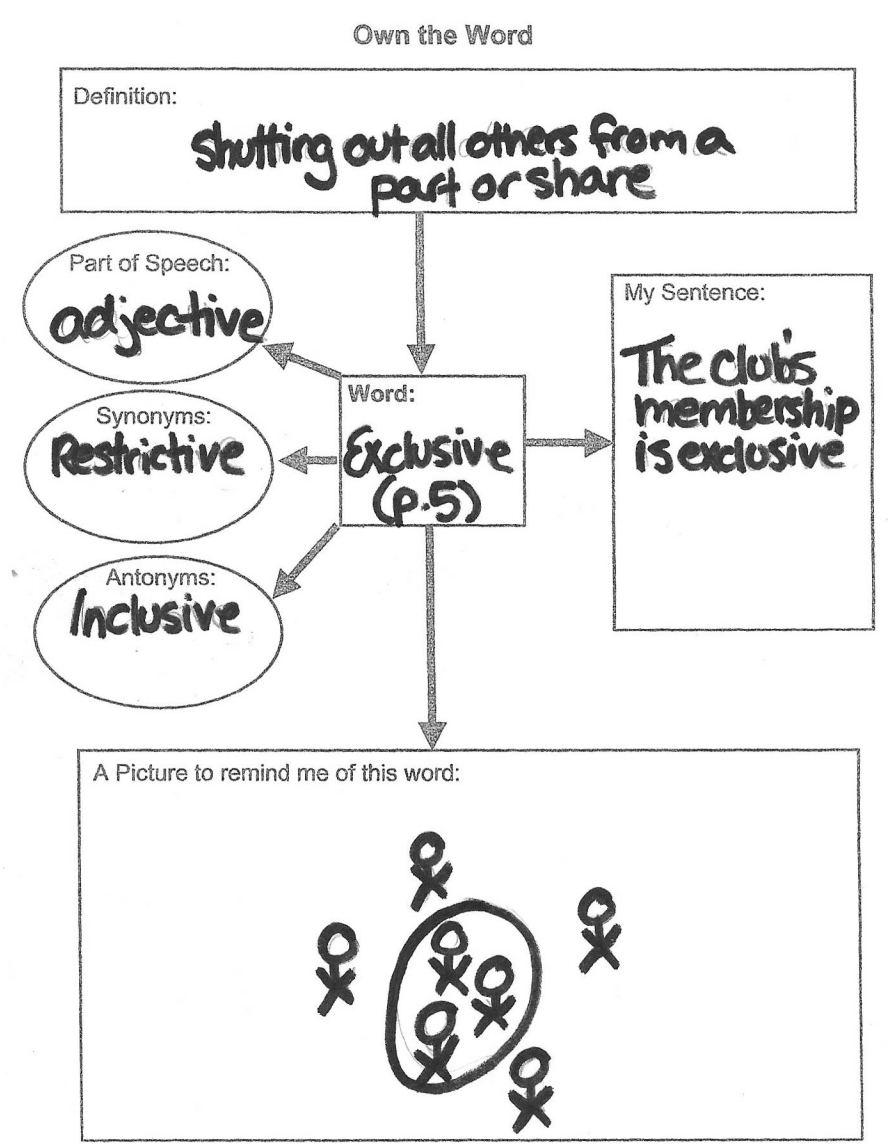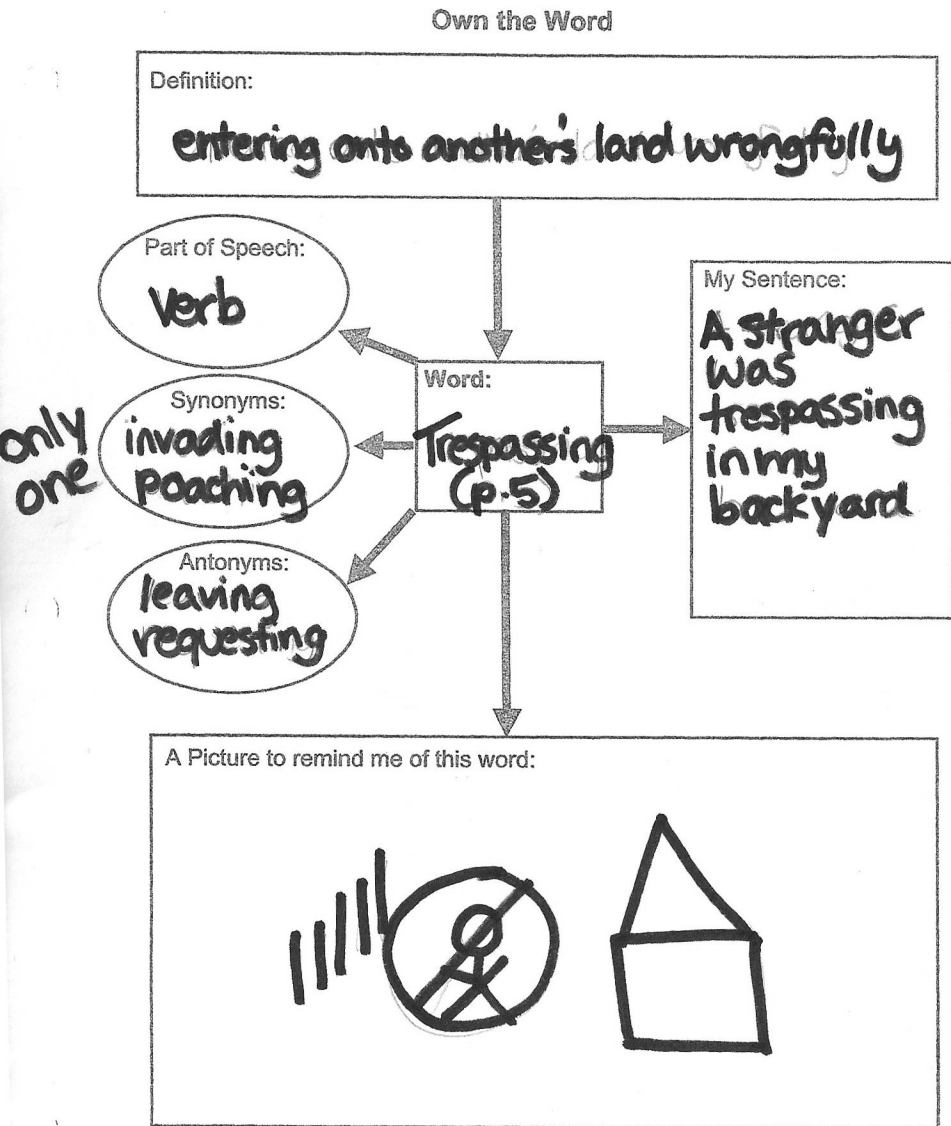
Figure 2: Graphic Organizer

Own the Word

Definition:

Part of Speech:

Synonyms:

Antonyms:

Word:

My Sentence:

A Picture to remind me of this word:

Figure 3: Model

Own the Word

Definition: entering onto another's land wrongfully

Part of Speech: Verb

only one

Synonyms: invading Poaching

Word: Trespassing (p.5)

Antonyms: leaving requesting

My Sentence: A stranger was trespassing in my backyard

A Picture to remind me of this word:

Own the Word

Definition: Shutting out all others from a part or share

Part of Speech: adjective

Synonyms: Restrictive

Word: Exclusive (p.5)

Antonyms: Inclusive

My Sentence: The club's membership is exclusive

A Picture to remind me of this word:

Assignment Evaluation

On Tuesdays, the vocab booklets are due, and instead of having a teacher-student recitation, I am having them discuss with a partner the different parts of the strategy. Maybe one student's synonym works better than the other's, or maybe another student's picture provides a better visual. I'm hoping that through discussion, the students will be able to understand and reinforce the vocabulary words that they learn throughout the weeks. I have been grading these "booklets" as credit/no-credit, but I often see errors regarding synonyms and antonyms. Starting this next week, I will be providing my own synonyms and antonyms for each word so that students can add them to their graphic organizers. Having students add my examples to theirs will allow me to keep the assignment credit/o-credit, but will also give students more guidance with their answers.

What I Can and Cannot See

This assignment lets me see the tangible but does not let me see the intangible. I'm able to see what each student writes or draws in their packet/booklet, but I cannot hear the discussions students have with each other or hear the explanations for their sentences or pictures. In addition, since English words have multiple meanings, maybe they have a synonym that works, but I don't see it. Since I can't hear every student's explanations, checking vocab is something that I would like to improve within the next coming weeks. Since I'll continue to perfect this assignment as the quarter goes on, these are revisions that I will keep in mind so that I can both improve my teaching and improve my students' learning.

Part 2

Selecting my Students: Who and Why?

For my student work analysis, I chose to analyze vocabulary packets by Jake, Lisa, and Lauren[*]. Instead of choosing students who approached, met, and exceeded my expectations, I chose students for vaguely different reasons. Since this assignment is based on completion, the only way they would not meet my expectation is if they did not complete the assignment. In order to get the most out of this project, I wanted to make sure that I had the most information available to me for analyzing student data. The students I selected are at the top, middle, and bottom of their class. Therefore, instead of focusing on assignments that approach, meet, and exceed expectations, I chose students based on overall academic achievement. Analyzing these student works will help me see the different levels of achievement in my class.

What They Taught Me: What I saw about them, my instruction, and my class

By selecting Jake, Lisa, and Lauren, I was able to learn more about them, my instruction, and my class. Even though the assignment is based on completion, I can still see if they put time and effort into it or if they just rushed through the assignment. Looking at how these students interpret the assignment also allows me to see how different people visualize words. When students come up with their own synonyms, antonyms, sentences, and pictures, they show me how they see that word, and I also get an understanding of what they still need to learn. With that being said, I have learned a lot about my instruction. This assignment gives a lot of room for error, whether it is in the part of speech, synonym/antonym, or sentence. Even though the students only need to study the word and definition for the quizzes and the graphic organizer is only for extra practice, I still need to give them correct answers. Since this is a weekly assignment, I have already made changes. On the days we discuss the grammar practice, I show a transparency with my own answers (Figure 4). They are now required to have two answers for synonyms and antonyms, theirs and mine, and I will count these examples as a part of their completion grade. I have also realized that I need to help students connect their grammar instruction to their vocab words in regards to parts of speech. They have the correct understanding of the words, but they aren't used correctly in the sentences. This is something I will have to address next time we check vocab.

Even though I analyzed only these three students, I have learned about the whole class. This assignment shows me that everyone conceptualizes words differently. If I say "cat," for example, one student could draw a black cat while another draws a tabby. In addition, even though this is based on completion, I can still see the effort put into it. This shows me that I can't assume that struggling students don't try. If they're putting in the effort and still not doing well, they just need some extra guidance. The most important thing to note is that if there is a pattern of errors, it is very likely that the majority of the class needs extra instruction.

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[*] Pseudonyms have been used to protect the identity of students

Figure 4: Sample Answers

	Part of Speech	Synonym	Antonym
Lured	Verb	Tempted	Deter
Contempt	Noun	Worthlessness	Respect
Larcenist	Noun	Thief	Police
Felon	Noun	Criminal	Police
Alibis	Noun	Excuse	Denial
Sprawling	Adj/Verb	Spread out	Compressed
Transcribing	Verb	Writing	Erasing
Obituary	Noun	Death announcement	Birth announcement
Sappy	Adjective	Corny	Serious
Intern	Noun	Student	Professional

www.thesaurus.com

Student Works: Student Interpretations and Student Performance

Because this assignment is based off of completion, all three students met my expectations. It is difficult to depict a student interpretation of this assignment, but I can see their different interpretations of each word. The students completed the graphic organizer for each vocabulary word, but their responses differed. Since there are so many definitions and interpretations in the English language, I will be focusing more on accuracy and less on interpretation, as the interpretation can be tied into accuracy.

Jake

Jake (Appendix 1) is one of the top students in his class, is very outgoing, and loves to participate. He did very well on this assignment, and as a result, his response fits with what I already know about him. Outside of completion, the majority of his answers were correct. His answers were in line with what I expected to see, as he did a very nice job selecting strong synonyms and antonyms, and his pictures were clever and well thought out. For "reverence" Jake drew different parts of a heart, and embedded respect, or reverence, as one of those parts. For "dialect" he showed two informal ways of saying "hello" (Figure 5). Jake's biggest weaknesses were in his sentences. The words were correct by definition, but the wrong parts of speech were used. I have gathered that even though he is at the top of his class, he still needs guidance. In addition, if he's struggling with the sentences, then that means many of the other students are struggling as well.

Lisa

Lisa (Appendix 2) is one of the lower achieving students that I wanted to understand better. She struggles in English, is quiet during class, and isn't that outgoing. Lisa was the student in the beginning who mentioned drawing pictures to improve her vocab quiz scores. We've also begun drawing pictures for grammar, and I think she's beginning to understand both better. Even though she is a struggling student, I can see the effort she put into the assignment. Since the vocab is credit/no-credit, Lisa got her full points for vocab, but many of the answers do not fit the word (Figure 6). It looks like she may have mixed up the synonyms and antonyms, and this affects her understanding of the word when she's drawing the picture. I'm hoping that the revisions for checking the assignment will help this problem. Lisa's strengths were her pictures, but much of the rest of the assignment had errors. I have learned from her example to start giving my personal answers to these topics so that students have a correct representation of the words. These graphic organizers may be helping her grade due to credit/no-credit, but I still need to make sure she gets the right information.

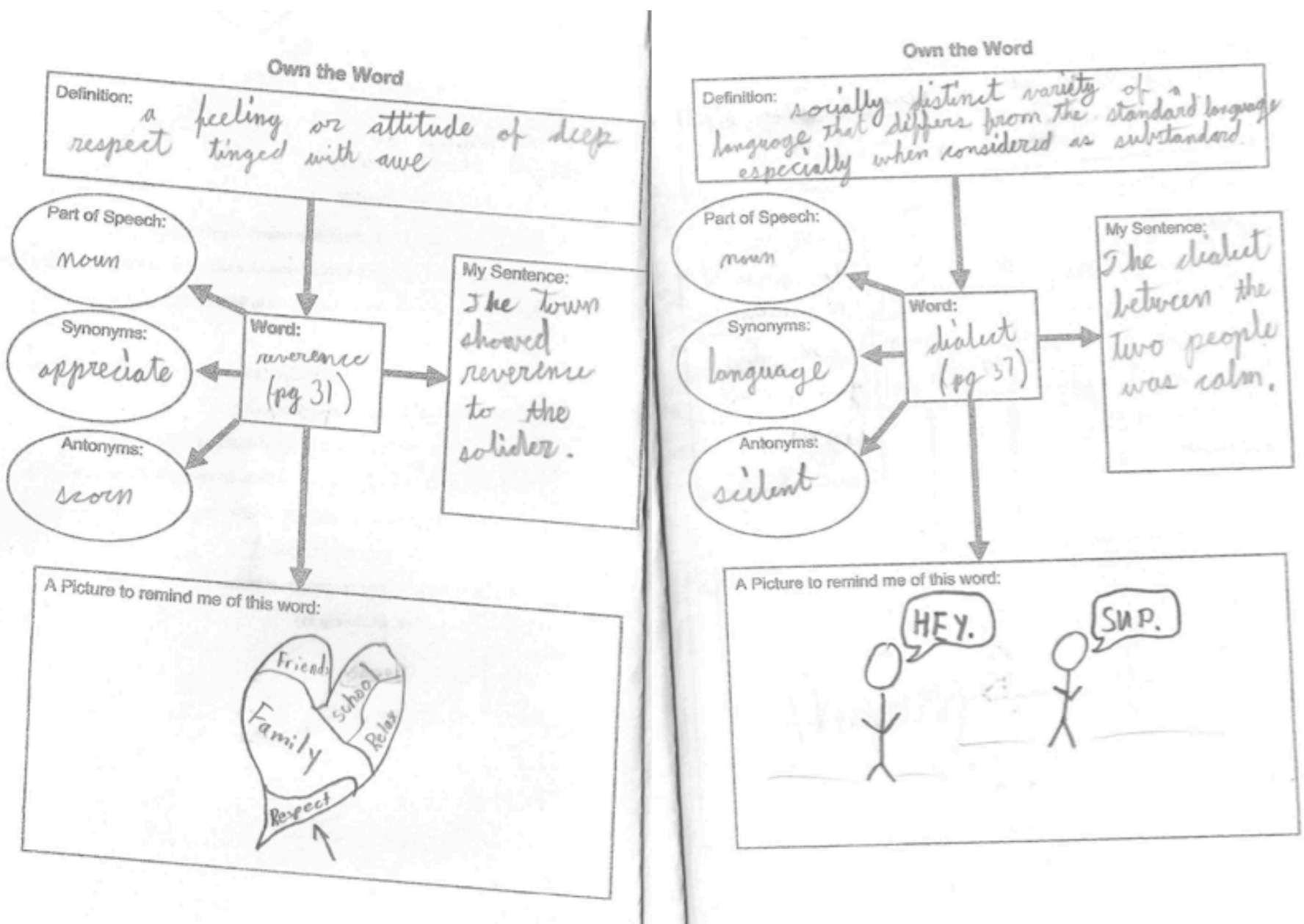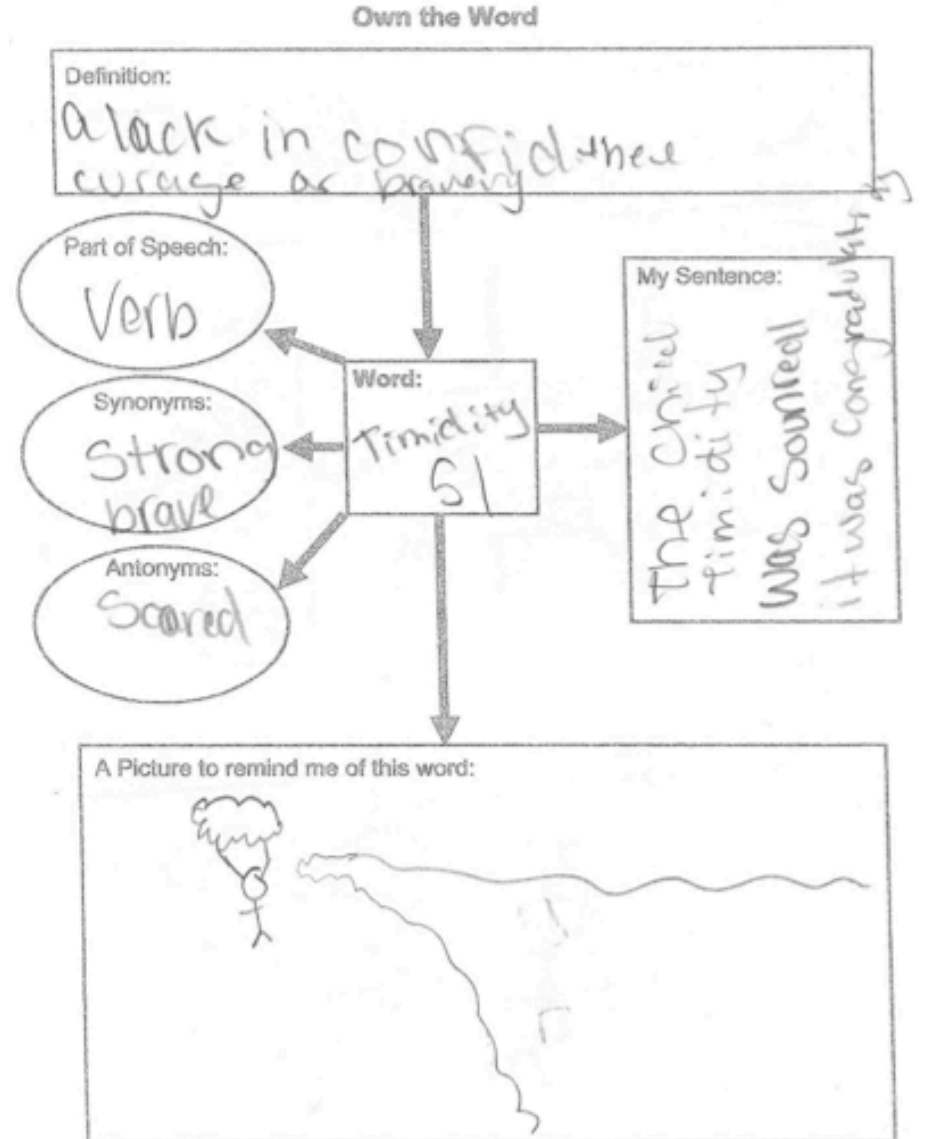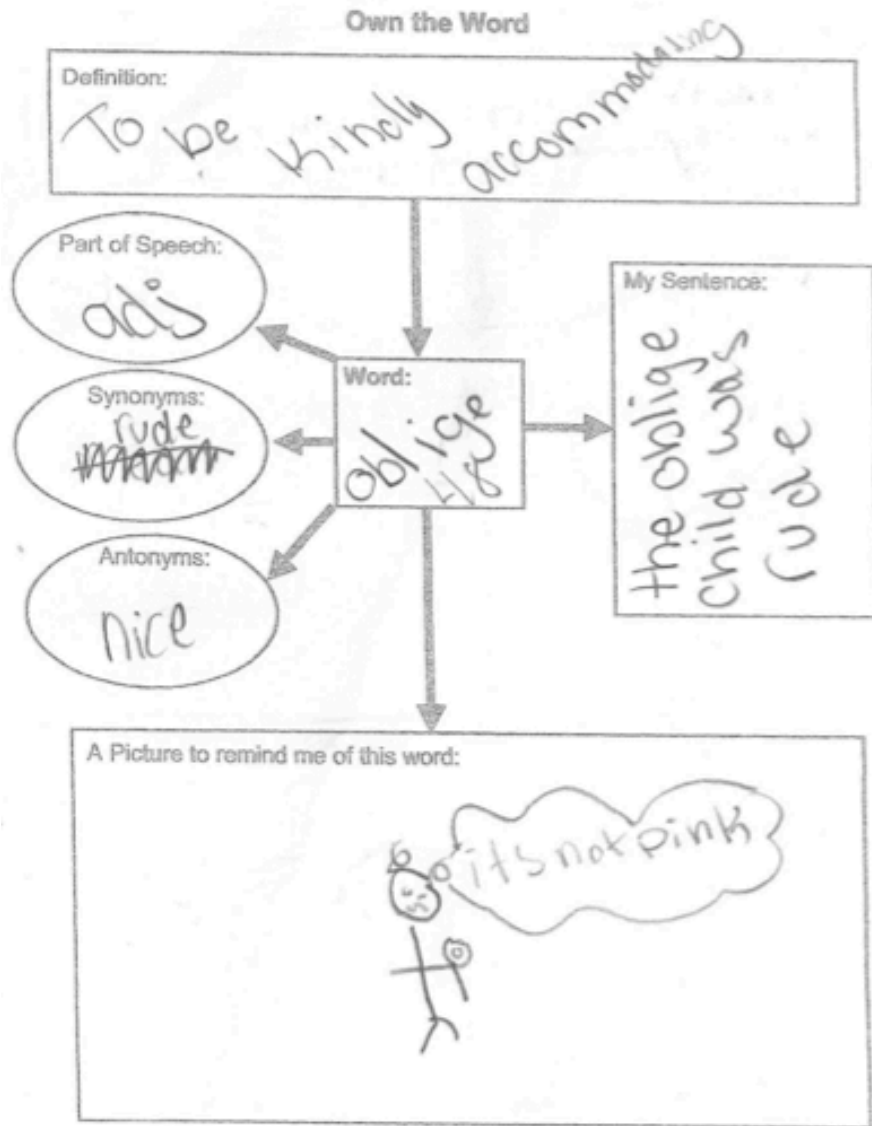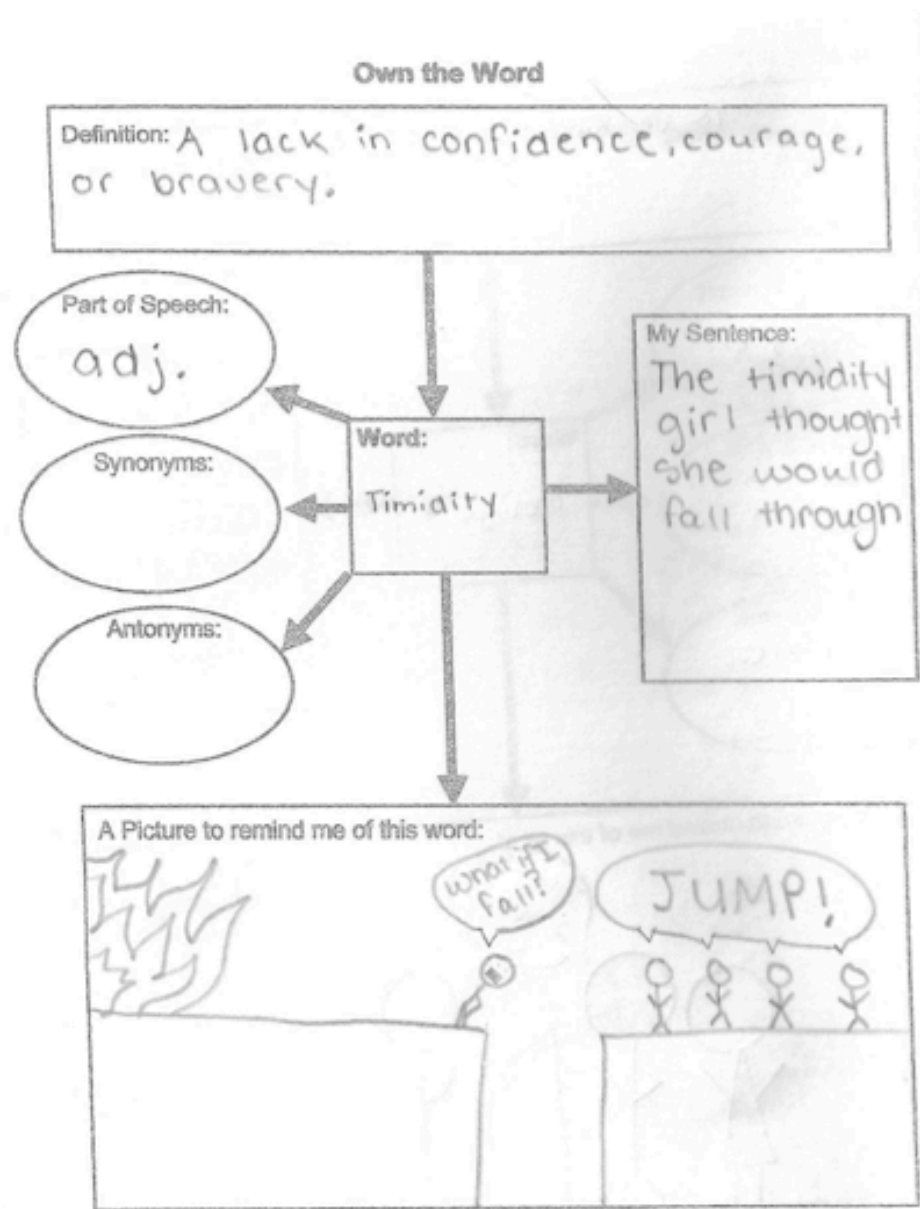# Figure 5: Jake's Vocab Examples (Reverence and Dialect)

Own the Word

Definition: a feeling or attitude of deep respect tinged with awe

Part of Speech: noun

Synonyms: appreciate

Antonyms: scorn

Word: reverence (pg 31)

My Sentence: The town showed reverence to the soldier.

A Picture to remind me of this word:

Friends
Family
School
Relax
Respect

Own the Word

Definition: socially distinct variety of a language that differs from the standard language especially when considered as substandard

Part of Speech: noun

Synonyms: language

Antonyms: silent

Word: dialect (pg 37)

My Sentence: The dialect between the two people was calm.

A Picture to remind me of this word:

HEY.   SUP.

Figure 6: Lisa's Vocab Examples (Oblige and Timidity)

Own the Word (Oblige)

Definition: To be kindly accommodating

Part of Speech: adj

Word: oblige

Synonyms: rude ~~nice~~

Antonyms: nice

My Sentence: the oblige child was rude

A Picture to remind me of this word: it's not pink

Own the Word (Timidity)

Definition: a lack in confidence curage or bravery d thee

Part of Speech: Verb

Word: Timidity 51

Synonyms: Strong brave

Antonyms: Scared

My Sentence: The child timidity was soureal it was congraduht

A Picture to remind me of this word:

Lauren

   Lauren (Appendix 3) is one of my middle students. She is also very quiet, but since I haven't met with her one-on-one for tutoring, I haven't been able to get to know her better outside of class. This is one of the reasons why I chose her work. Lauren missed a point due to completion, but other than that, she did well (Figure 7). Her pictures were well represented, and she definitely exceeded my expectations. However, though her sentences described the words well, she did not always use that specific vocab word. With my next vocab packet, I plan to include sentences from the *Westing Game* as well as my own synonyms and antonyms so that students can see the word in context but this time isolated from the novel. Lastly, like the other students, Lauren's main weakness was using the correct part of speech in the sentences with the vocab word. Choosing Lauren's vocabulary packet helped me focus more on the middle students in the class. Since there is a large gap between the high achieving and the low achieving, it is often difficult to remember the middle. I cannot forget these quiet, middle students. It is difficult, but it is definitely something I need to keep in mind.

Figure 7: Lauren's Vocab (Pawn and Timidity)

Own the Word

Definition: Someone who used or manipulated to further another person's purpose. (also a chess piece)

Part of Speech: adj

Synonyms: tease

Word: Pawn

Antonyms: be nice to

My Sentence: The man convinced the child to steal

A Picture to remind me of this word:

Own the Word

Definition: A lack in confidence, courage, or bravery.

Part of Speech: adj.

Synonyms:

Word: Timidity

Antonyms:

My Sentence: The timidity girl thought she would fall through

A Picture to remind me of this word:

Part 3

Responding to Students

Since the vocab packets are graded based on credit/no-credit, I did not respond to the students' works other than to add a grade for completion. My intent was to give them flexibility in their grade, which works, but it was a poor decision to stop there, as I should have given them feedback sooner. The biggest errors were found in using the vocabulary in a sentence. Since this is a common error, these mistakes need to be addressed. My next step with my students is to begin giving more personal feedback. I can still grade based on completion, but I can note any errors. Between these personalized notes and writing my examples down during checking, my students will hopefully gain a better understanding of each word.

Informing My Future Practice

Since the second week of the new vocab, I have been revamping my vocabulary instruction. The packets have remained the same, but I am improving Tuesday's instruction for when we check vocab. I have been giving students the correct parts of speech as well as my own examples for synonyms and antonyms. For this week's vocab, I added sentences from *The Westing Game* from which the vocabulary words are taken and connected the vocabulary parts of speech to the grammar that we've been learning in class. This instruction is nice because now I know that they have at least one correct example, but due to the pressure of time (and making sure we stay on task), I haven't been giving students time to discuss with a partner. This is what I find so great about the "Own the Word" graphic organizer, and yet I'm not sure how to fit it back into the classroom. Since I've been revising my vocab teaching throughout this quarter, my next step is to reincorporate the partner discussions that I miss having in the classroom.

Appendix 1a: Jake's Vocabulary Packet

Own the Word

Definition: a feeling or attitude of deep respect tinged with awe

Part of Speech: noun

Synonyms: appreciate

Antonyms: scorn

Word: reverence (pg 31)

My Sentence: The town showed reverence to the solider.

A Picture to remind me of this word:
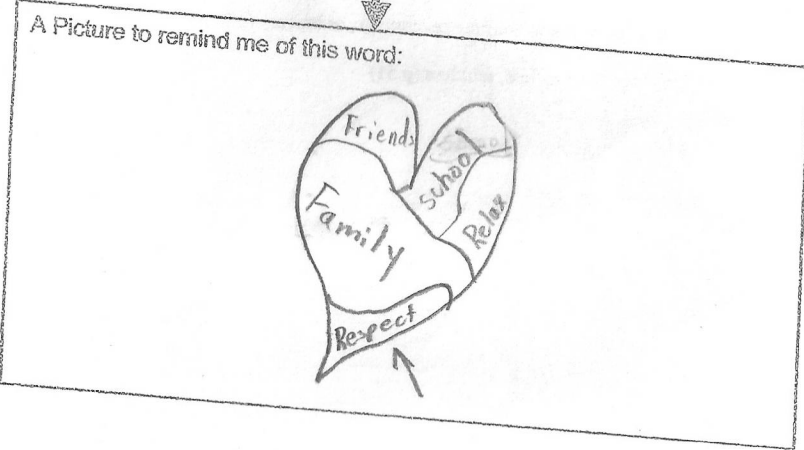
Own the Word

Definition: inflated ego; grandstanding; excessive self-esteem or exaggerated dignity

Part of Speech: adjective

Synonyms: proud

Antonyms: modest

Word: pompous (pg 34)

My Sentence: The kid was pompous when he won the trophy.
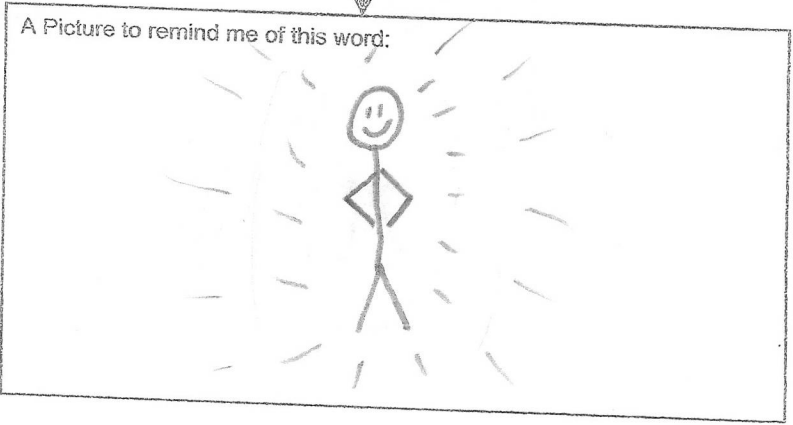
A Picture to remind me of this word:

Own the Word

Definition: someone who is used or manipulated to further another persons purposes. (Also a chess piece)

Part of Speech: noun

Synonyms: puppet

Antonyms: independant

Word: pawn (pg 37)

My Sentence: The robber was used as a pawn by the real crimminal.

A Picture to remind me of this word:

Own the Word

Definition: socially distinct variety of a language that differs from the standard language especially when considered as substandard.

Part of Speech: noun

Synonyms: language

Antonyms: scilent

Word: dialect (pg 37)

My Sentence: The dialect between the two people was calm.

A Picture to remind me of this word:

1c
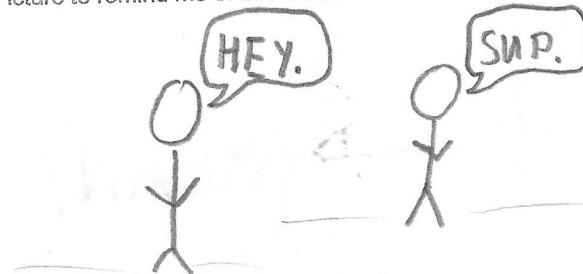
Own the Word

Definition: characterized by assumption of dignity or importance

Part of Speech: adjective

Synonyms: judged

Antonyms: known

Word: pretentious (pg 45)

My Sentence: He was pretentious when he got in a fight.

A Picture to remind me of this word:

← "MEAN?"
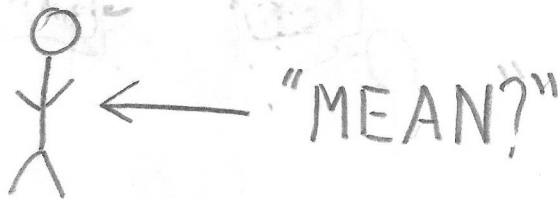
Own the Word

Definition: not having the necessary skill to do something successfully

Part of Speech: adjective

Synonyms: unskilled

Antonyms: skilled

Word: incompetent (pg 47)

My Sentence: The incompetent robber left a photo of himself at the crime scene.

A Picture to remind me of this word:
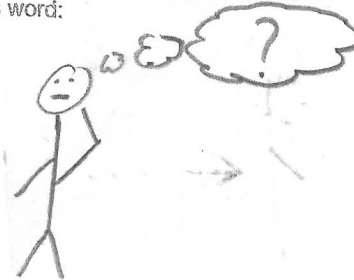
?

1d

Own the Word

Definition: to inflict or execute punishment to inflict vengence.

Part of Speech: verb

Word: wreak (pg 48)

Synonyms: cause

Antonyms: help

My Sentence: The boy that caused the wreak owed the person $40.

A Picture to remind me of this word:
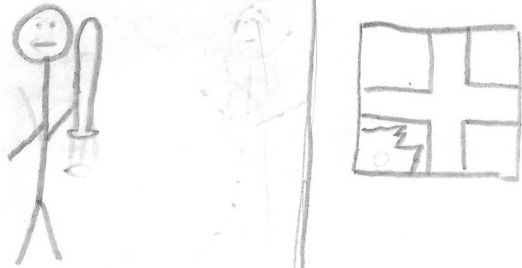
Own the Word

Definition: to be kindly accommodating

Part of Speech: verb

Word: oblige (pg 48)

Synonyms: compel

Antonyms: unkind

My Sentence: The managers son was sure to be oblige.

A Picture to remind me of this word:

Reservation List

Sam & Kate + Mike

Own the Word

Definition: a lack of confidence, courage, or bravery

Part of Speech: adjective

Synonyms: shy

Word: timidity (pg 51)

Antonyms: bold

My Sentence: The player had a sense of timidity to the coach.

A Picture to remind me of this word:
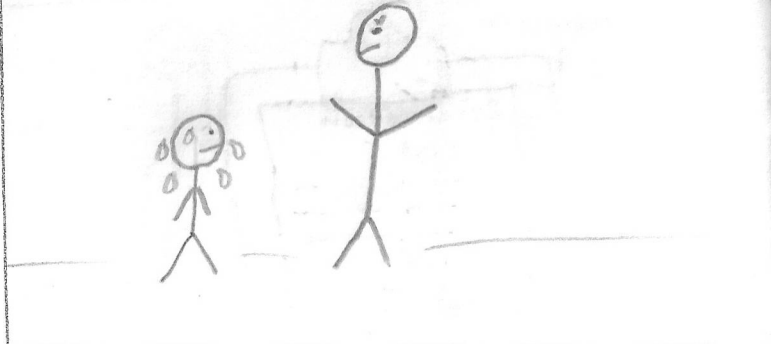
Own the Word

Definition: flawless, faultless

Part of Speech: adjective

Synonyms: perfect

Word: impeccable (pg 51)

Antonyms: imperfect

My Sentence: The student always did impeccable on tests.

A Picture to remind me of this word:
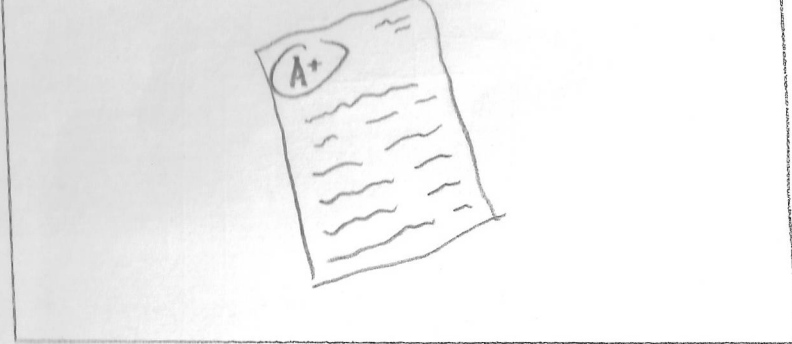
Appendix 2a: Lisa's Vocabulary Packet

Own the Word

Definition:
A feeling/Attitude of deep respect tingeld with awe

Part of Speech:
adj

Synonyms:
Falowing

Antonyms:
Lame

Word:
Reverence
pg 31

My Sentence:
The Dog was reverence When he saw the dog
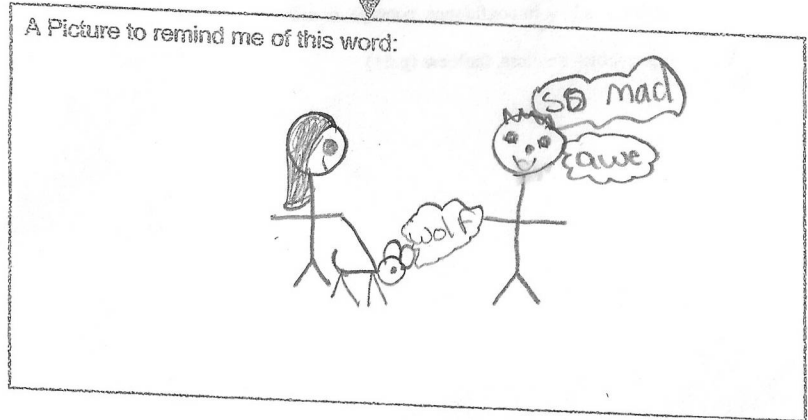
A Picture to remind me of this word:
SO mad
awe
wolf

Own the Word

Definition:
inflated ego grand standing excessive self esteem or exaggerated
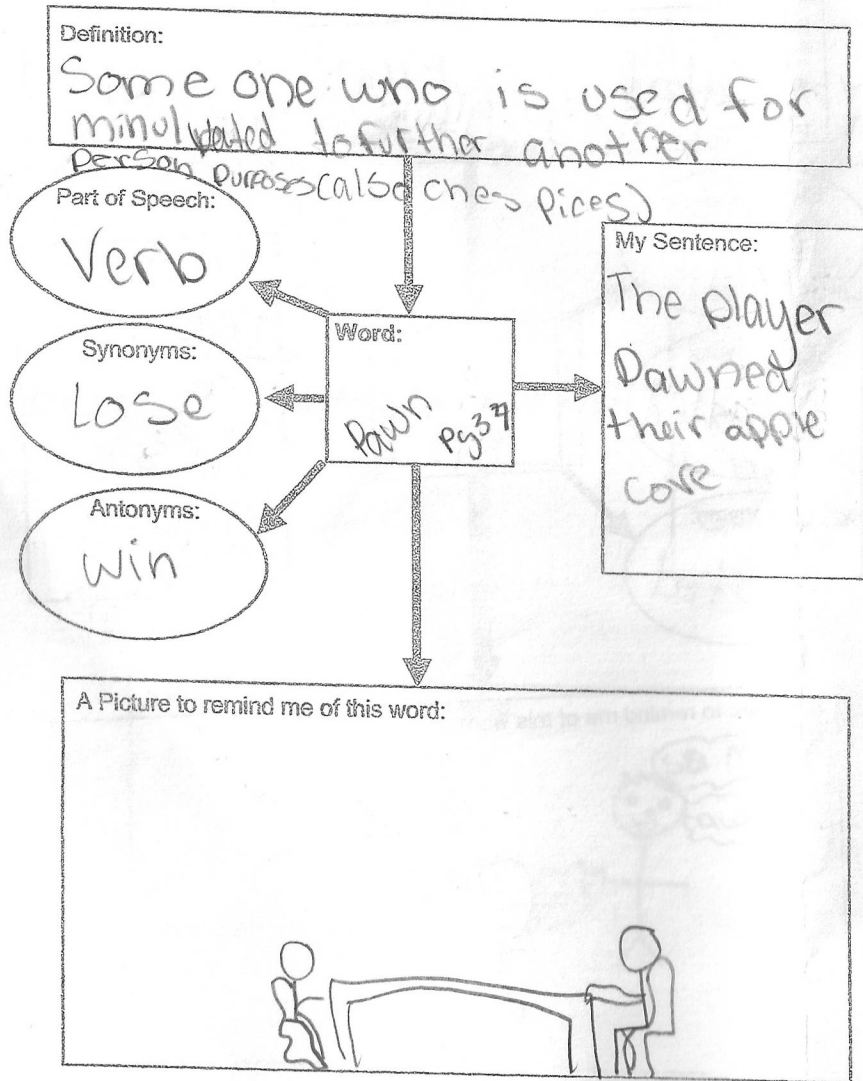
Part of Speech:
Adj

Synonyms:
unfilled

Antonyms:
Bloted

Word:
Pompas 34

My Sentence:
the rich Ice Scoter has a Pompous ego

A Picture to remind me of this word:
Do I look

Own the Word

Definition: Some one who is used for minul valled to further another person purposes (also ches pices)

Part of Speech: Verb

Synonyms: Lose

Antonyms: Win

Word: Pawn Pg34

My Sentence: The player Pawned their apple core

A Picture to remind me of this word:

Own the Word

Definition: Socially distinct variety of a language that differs from the standerd language that differs from the standerd language expically considerd standard

Part of Speech: adv

Synonyms: Non Latin

Antonyms: Latin

Word: Dialect 3

My Sentence: The dialectet lady needed directions

A Picture to remind me of this word:

2c

Own the Word

Definition: Characterized by assumption of dignity or importance

Part of Speech: Verb

Synonyms: bottom

Antonyms: top

Word: Pretentious 45

My Sentence: The Pretentious child lost their money
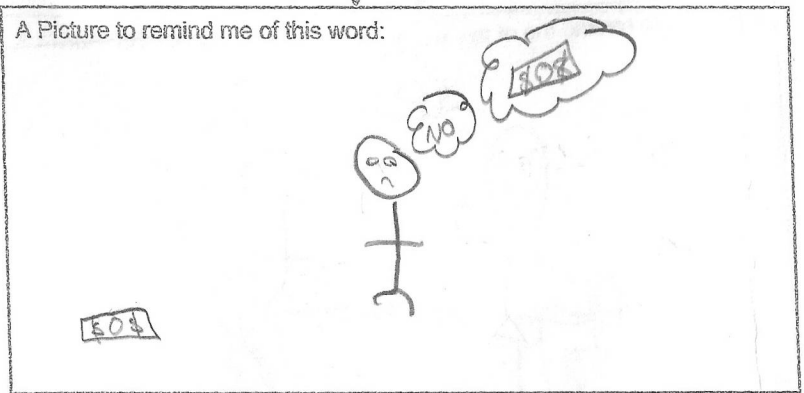
A Picture to remind me of this word:

Own the Word

Definition: not having the nessary skills to do some thing scacefully

Part of Speech: Noun

Synonyms: Dumb

Antonyms: Smart

Word: Incompetent 47

My Sentence: The boy was Incompetent many befor his 11 years of schd

A Picture to remind me of this word:

Befor Schad   After

2d
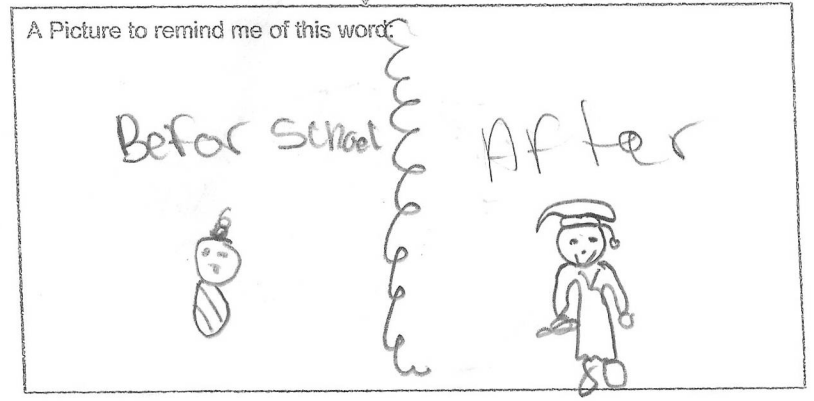
Own the Word

Definition:
to inflict or execute punishment
to inflict vilaoge

Part of Speech:
adj

Word:
wreak
48

Synonyms:
un broken

Antonyms:
fixed

My Sentence:
The child Careaked theirmans race

A Picture to remind me of this word:

Own the Word

Definition:
To be kindly accommodating

Part of Speech:
adj

Word:
oblige
48

Synonyms:
rude

Antonyms:
nice

My Sentence:
the oblige child was rude

A Picture to remind me of this word:

its not pink

Own the Word

Definition:
a lack in confidthee
curage or braveydthee
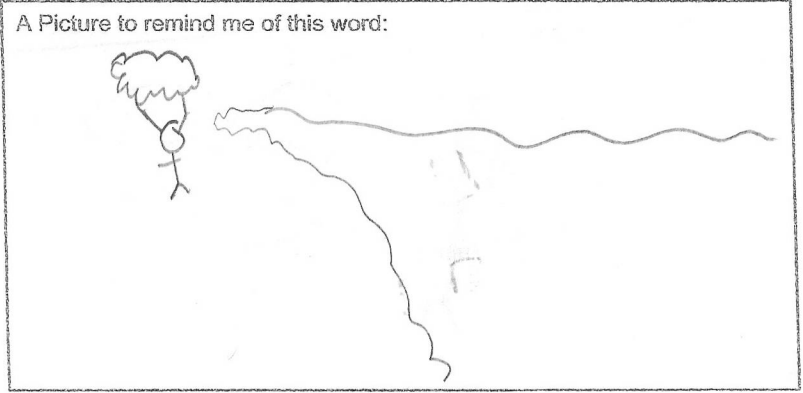
Part of Speech:
Verb

Synonyms:
Strong
brave

Antonyms:
Scared

Word:
Timidity
51

My Sentence:
The Child
timidity
Was Sonreal
it was Congrodth

A Picture to remind me of this word:

Own the Word

Definition:
flawless, faultless
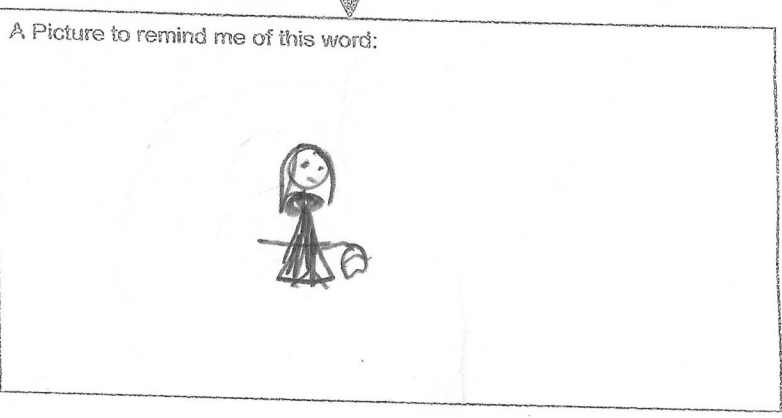
Part of Speech:
adj

Synonyms:
Powerful

Antonyms:
weak

Word:
Impecrowe
51

My Sentence:
The lady
had un impecrowe
taste

A Picture to remind me of this word:

Own the Word

Definition: A feeling or attitude of deep respect tinged with awe.

Part of Speech: adj

Synonyms: manners

Antonyms: rude

Word: Reference

My Sentence: I was filled with reference when I met the president

A Picture to remind me of this word: Mr. President
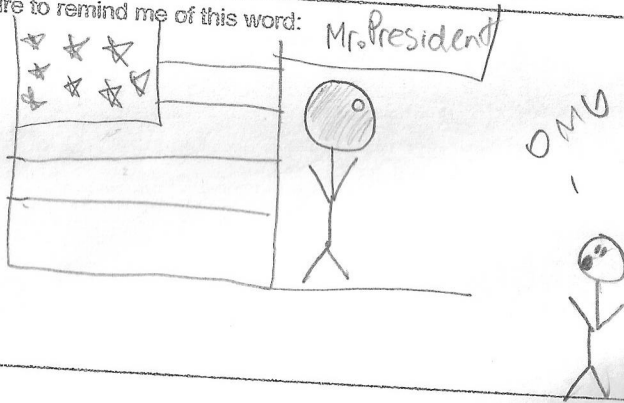
OMG

Own the Word

Definition: inflated ego; grandstanding; excessive self-esteem or exaggerated dignity.

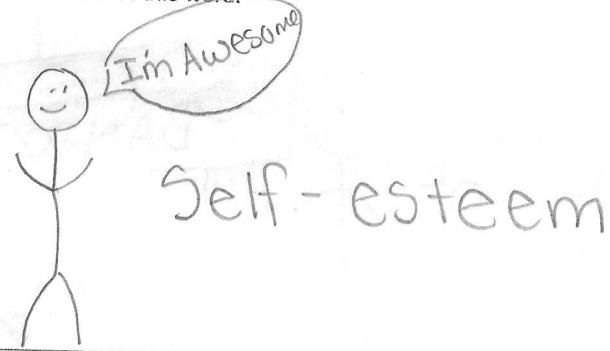Part of Speech: adj

Synonyms: nappy

Antonyms: low self-esteem

Word: Pompous

My Sentence: I felt pompous when my friend complemented my outfit

A Picture to remind me of this word:

I'm Awesome

Self-esteem

3b

Definition: Someone who used or manipulated to further another person's purpose. (also a chess piece)

Part of Speech: adj

Synonyms: tease

Word: Pawn

Antonyms: be nice to

My Sentence: The man convinced the child to steal

A Picture to remind me of this word:

Now, go in there and steal all the money and give it to ...

O.K

BANK
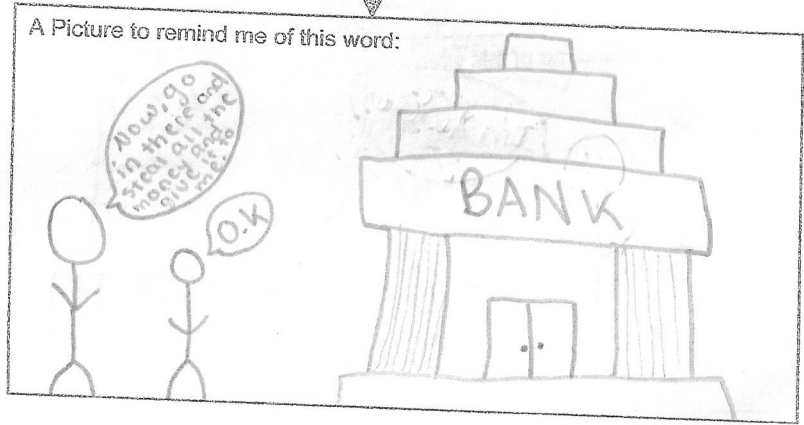
Own the Word

Definition: Socially distinct variety of a language that differs from the standard language, especially when considered as substandard

Part of Speech: verb

Synonyms: talking

Word: Dialect

Antonyms: ignore

My Sentence: My friend and I were in a deep dialect
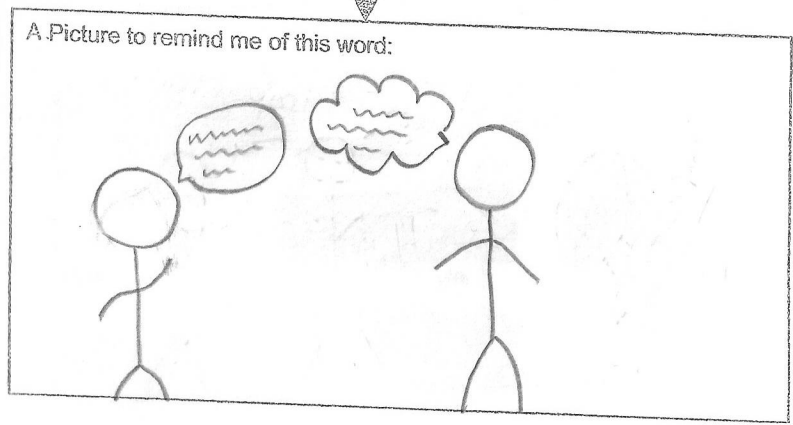
A Picture to remind me of this word:

Own the Word

Definition: characterized by assumtion of dignity or importance.

Part of Speech: adj.

Synonyms: important

Word: Pretentious

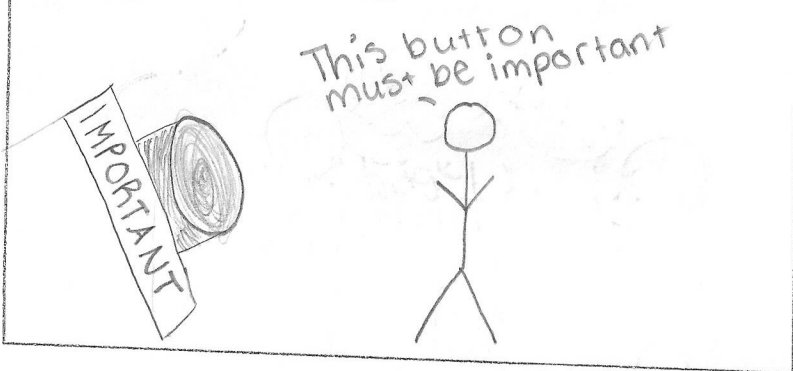Antonyms: not needed

My Sentence: The button said "IMPORTANT" so it must be important

A Picture to remind me of this word:

IMPORTANT

This button must be important

Own the Word

Definition: Not having the necessary skills to do something sucessfully.

Part of Speech: verb

Synonyms: unskilled

Word: Incompetent
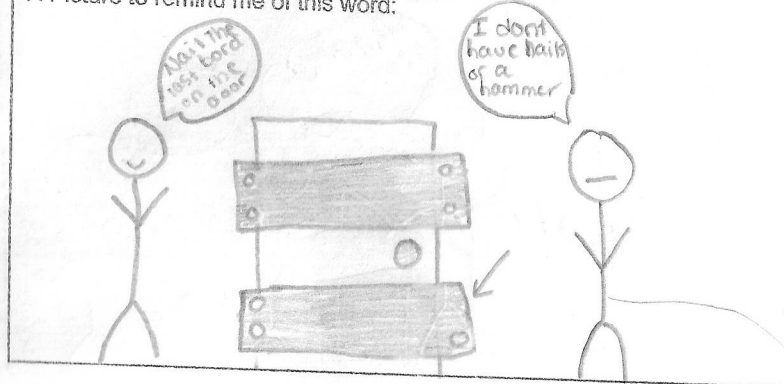
Antonyms: trained

My Sentence: I couldn't board up the door because I needed a nail.

A Picture to remind me of this word:

Nail the last bord on the door

I dont have nails or a hammer

3d

Own the Word

Definition: To inflict or execute, punishment, to inflict vengeance

Part of Speech: verb

Word: wreak

Synonyms: revenge

Antonyms: forgiveness

My Sentence: The judge sentenced him to 1 year in prisons.
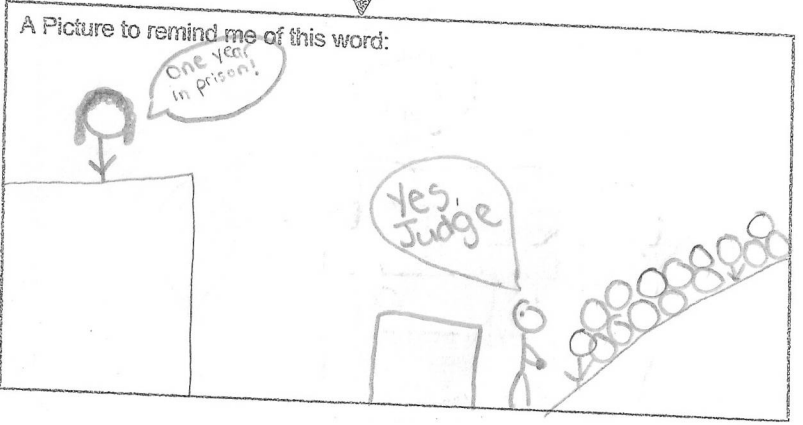
A Picture to remind me of this word:

Own the Word

Definition: To be kindly accommodating

Part of Speech: verb

Word: Oblige

Synonyms: accommpanied together

Antonyms: alone

My Sentence: My friend oblige me at the party
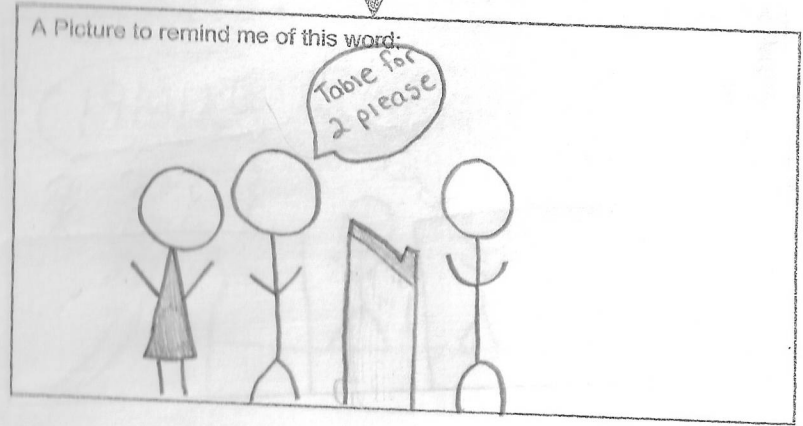
A Picture to remind me of this word:

Own the Word

Definition: A lack in confidence, courage, or bravery.

Part of Speech: adj.

Synonyms:

Antonyms:

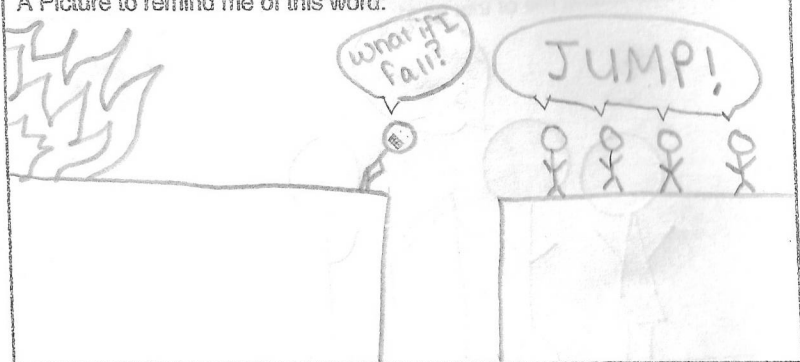**Word:** Timidity

My Sentence: The timidity girl thought she would fall through

A Picture to remind me of this word:

What if I fall?

JUMP!

Own the Word

Definition: flawless, faultless

Part of Speech: adj.

Synonyms: beautiful

Antonyms: not-perfect

Word: Impeccable

My Sentence: The woman looked impeccable in the dress.

A Picture to remind me of this word:

She is impeccable

Marvelou