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EDG500: Educational Research and Statistics

Lab 8: Settings and Participants

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Settings and Participants

The setting for this research study is a parochial school in the Hudson Valley under the jurisdiction of the Catholic Schools in the Archdiocese of New York. The school has been operating for over 50 years with a reputable standing in the community and the Archdiocese. Teachers are both certified by New York State and Certified by the Archdiocese. The curriculum follows New York State guidelines and that of the Archdiocese, is aligned with Common Core Standards and provides a solid Christian worldview and religious education.

Academic subjects include Lab Learner Science Center, Religion, English Language, Math, Social Studies, Science, Foreign Language, Art, Music, Physical Education, and Technology. Academic success is profiled in the exemplary achievement of the students at the Academic Olympics for Catholic Schools in the area. The demographics for the area include a mostly Caucasian population but a notable percentage of other ethnicities, including Hispanic, Asian, and Indian (Asia). The parents are generally participatory, engaged in the school and religious local community, and supportive of their child's education.

There are a typical number of students in the school with IEPs developed by the local public-school districts that include various learning disabilities, ADHD, and speech and orthopedic needs that are followed by the teachers and administration. There is only one specialist on staff for Math, yet pull-out experiences are available from contracted providers as needed.

The students participating in this study are 33 fourth-grade students aged 9-10 in the same class, as there is only one at the school. Two students had an IEP for dyslexia, executive functioning, and ADHD. One student had an IEP for speech and other orthopedic, one student had a 504 for ADHD, and two students were ELL learners significantly advanced in their 2nd language acquisition. The same instructor, an experienced teacher, and an advocate for annotation in the classroom at the elementary level provided instruction. Hence the skill strategy of annotating was positively represented to the student population by a teacher highly favorable toward it.

Method

A quantitative study was conducted to measure the dependent variable, quiz scores. Summative assessments were given pre- and post-treatment intervention for each unit. Each testing period or unit was four weeks to coincide with the social studies unit. The two units tested were unrelated to not bias the students on the post-treatment unit assessments. The skill of annotating was first instructed in the informational text unit in the ELA class the same week annotating as a treatment intervention was started in the social studies class. Annotation skills were taught not only to highlight new vocabulary but to take notes in the margins for the main idea and context of each paragraph. The teacher continued to moderate and coach the students throughout the treatment unit. The weekly quizzes were completed on the students' Chromebooks and transferred automatically to the teacher's grade book. The quiz format was multiple-choice and contained 20 questions each.

Data Analysis

The quantitative data were analyzed to evaluate the mean differences in the participant's test scores using SPSS to analyze the data and compare means and obtain the standard deviation for two or more groups and one scale variable. In addition, a standard *t*-test of independent samples was used to analyze the differences in gain between the participant's scores and group scores pre- and post-annotation treatment intervention and determine the

statistical significance and reject the HO or Null Hypothesis that there will be no difference in test scores between students who do and do not use annotation as a reading comprehension intervention for their social studies content; or accept the HA or Alternative Hypothesis that students who use annotation as a reading intervention in their Social Studies content will score higher than those students who do not use annotation as a reading intervention.

Reference for School District:

[chrome-extension://efaidnbnmnnibpcajpcglclefindmkaj/https://cdnsm5-ss7.sharpschool.com/
UserFiles/Servers/Server_326868/Image/Covid/RisingAbove_08-31-22v3.pdf](chrome-extension://efaidnbnmnnibpcajpcglclefindmkaj/https://cdnsm5-ss7.sharpschool.com/UserFiles/Servers/Server_326868/Image/Covid/RisingAbove_08-31-22v3.pdf)