# Lesson Report

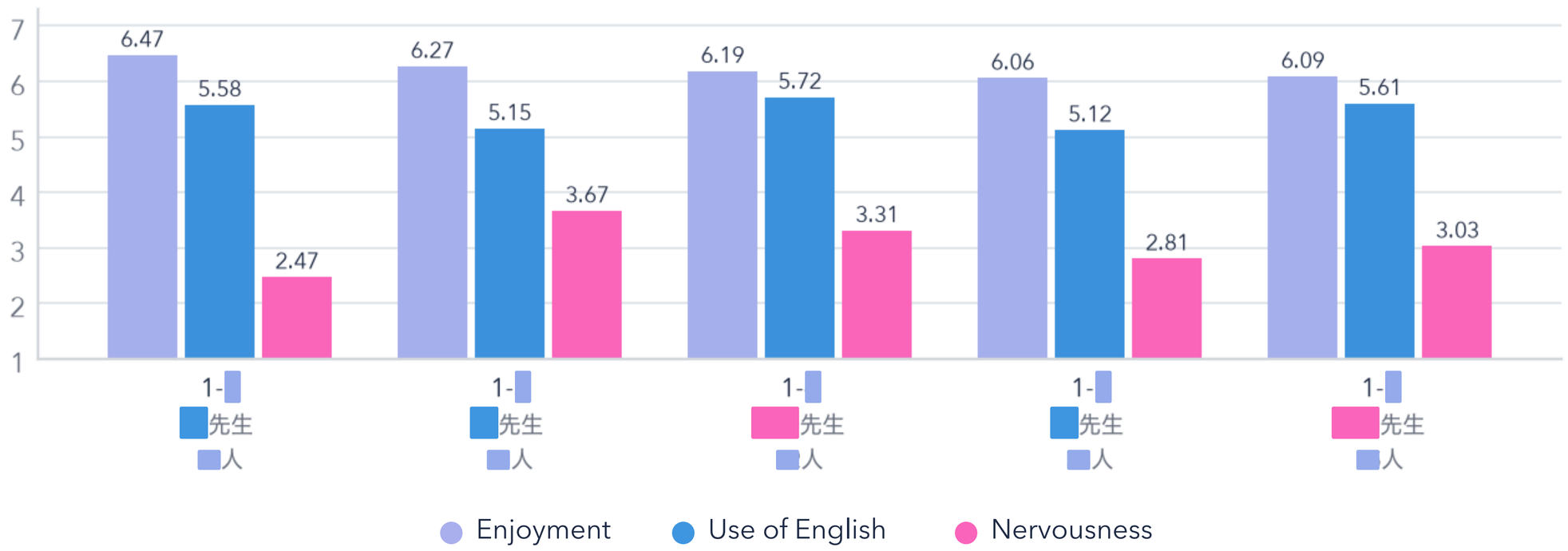
## Lesson 4-5 Review, 1年生

This report covers 152 sheets from 5 classes (not incl. 1-[redacted]) for "Lesson 4-5 Review".

| 152 | 5.4 | 3.1 | 3.42 |
|---|---|---|---|
| responses in total | use of English with classmates, out of 7 | nervousness out of 7 | transfer score out of 5 |

### Enjoyment, Use of English and Nervousness by Class

1-[redacted] enjoyed the lesson most, 1-[redacted] used the most English and 1-[redacted] was the most nervous.

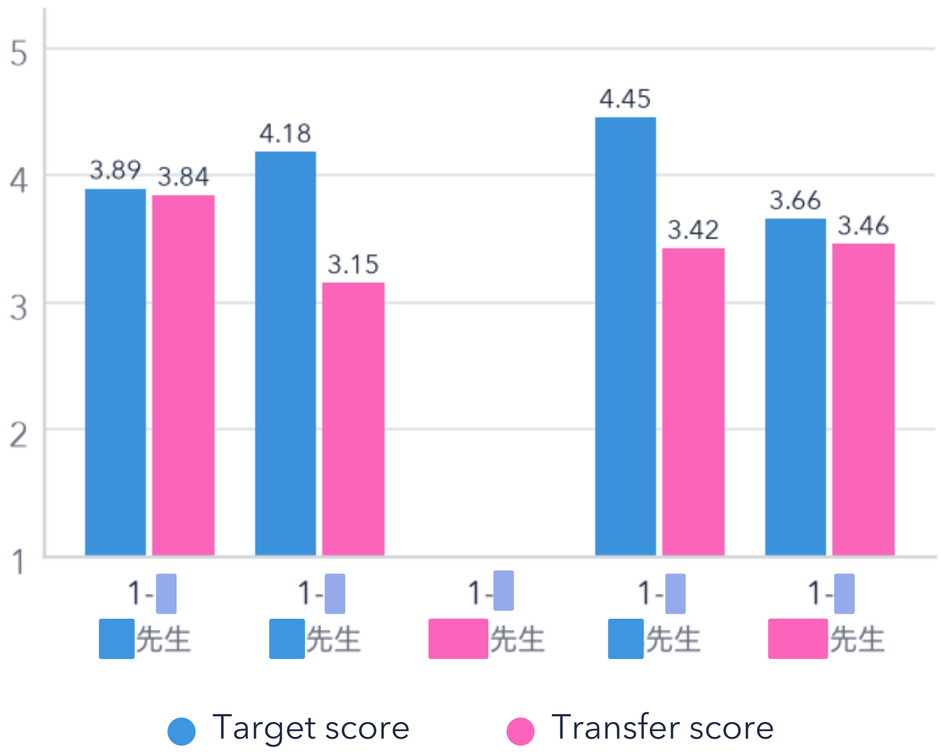



### Compared with Other Lessons

Compared with the 1年生 average across all lessons and other game-type lessons, this lesson was particularly high in enjoyment, focus, difficulty, use of English with classmates, target score and transfer score. It was low in anxiety. I believe the small-group format encouraged peer teaching, and submitting answers online, rather than sharing with the class, lowered students' anxiety. I noticed that not being able to see their scores also gave all students hope that they'd win, as opposed to writing them on the board. Maybe we could try keeping activity scores secret until the end a few times.

### Target and Transfer Score by Class

1-[redacted] had the lowest transfer score; 1-[redacted] had the biggest drop.




### The Average Student

Answers out of 7. Total score out of 5.

| Measure | Average | The average student... |
|---|---|---|
| Enjoyment | **6.2** | ...really enjoyed it |
| Difficulty* | **4.9** | ...found it slightly difficult |
| Use of English | **5.4** | ...used a fair amount of English |
| Nervousness | **3.1** | ...was not very nervous |
| Effort | **6.3** | ...tried very hard |
| Did well | **5.9** | ...felt they did very well |
| Total score | **3.74** | ...scored above average |

* Difficulty: 4 = just right

### Conclusions

The average transfer score was 3.42 out of 5, which means students could somewhat use what they learned in a new, unfamiliar context. Compared to the overall average target score, this week's lesson was 0.63 lower. Perhaps because it involved less critical thinking and discussion than usual and instead focused on drilling a set vairety of problem types in preparation for the exam. Would need more review-type activity data to tell.