

**TASK 3: ASSESSMENT COMMENTARY**

Respond to the prompts below (**no more than 10 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. Attach the assessment you used to evaluate student performance (**no more than 5 additional pages**) to the end of this file. If you submit a student work sample or feedback as a video or audio clip and you or your focus students cannot be clearly heard, attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of this file. These pages do not count toward your page total.

**1. Analyzing Student Learning**

- a. Identify the specific learning objectives measured by the assessment you chose for analysis.

[ By the end of the lesson series on day four, with little to no help, students will be able to synthesize their notes into a summary paragraph that includes a topic sentence stating the main idea, three to five sentences including key supporting details, and a conclusion that restates the main idea of their article. ]

- b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted in Assessment Task 3, Part D.

[

	Strategy Attainment	Concept Attainment	Summary Paragraph Development
Girls Average Points Score	26	21	28
Boys Average Points Score	23	19	24

Above is a table outlining the average scores (boys versus girls) based on the rubric described in the lesson plans. Students had a possible total of 100 points each. The total average for girls was a 75% while the boys' average was a 66%. ]

- c. Use evidence found in the **3 student work samples and the whole class summary** to analyze the patterns of learning **for the whole class** and differences for groups or individual learners relative to
- the essential literacy strategy
  - related skills

Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

[ The three student work samples that I focused on are from two students who are below grade-level in reading and writing (Jude and Chase), and one student who moves between below grade-level and grade-level literacy work (Rayne); one is also on a behavior plan (Liam). All three were able to complete the graphic organizer at 100% accuracy due to there being time for the class to peer and self-review before writing their final summary paragraph. Across the class, students struggled with the fact outline strategy the most; I believe this to be true because it was the very first time they were introduced to it. Also, they are used to having to write complete sentences for everything while a fact outline only requires short, few-word notes. By the end of the lesson day 2, 90% of the students were able to determine the main idea of their text

including my three sample students. Directing them to find facts that supported that main idea was the challenging task for me as the educator. I would direct them often with questions such as, “Does that fact match what your main idea is talking about?” ]

- d. If a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

[ In video 2 from 0:00:01-0:02:22 both Chase (African American, black and white striped shirt) and Jude (Caucasian, grey shirt, white shirt) can be seen working to complete their graphic organizers with me in a small group. Also in video 2 from 0:02:23-0:04:13 Rayne can be seen completing her graphic organizer. ]

## 2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

- a. Identify the format in which you submitted your evidence of feedback for the 3 focus students. **(Delete choices that do not apply.)**
- Written directly on work samples or in separate documents that were provided to the focus students
  - In video clips from Instruction Task 2 (provide a time-stamp reference) or in separate video clips

If a video or audio clip of feedback occurs in a group context (e.g., discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description) who is being given feedback.

[ Entire video 2 submitted is focused on my work with my three sample students. ]

- b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.

[

- Jude: Below grade-level in reading and writing, on a behavior plan
- Chase: Below grade-level in reading and writing
- Rayne: Moves between below grade-level and grade-level literacy work

I was able to provide verbal feedback to the students as I worked one-on-one with them (shown in video 2), but I was also able to really explain to them how I graded their work through the rubric. I made it simple so that the third graders were able to understand what their goals were and why they did or did not reach them. ]

- c. Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.

[ My plan to support each focus student is to sit down with them one-on-one and walk through their graded work along with the rubric with them. I want them to know where they excelled and where we are going to continue to work. By discussing their grade with them individually I am able to make sure that they feel their grade is fair and they are feeling confident moving forward. ]

## 3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the video clip(s) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.

You may provide evidence of students' language use **from ONE, TWO, OR ALL THREE of the following sources:**

1. Use video clips from Instruction Task 2 and provide time-stamp references for evidence of language use.
2. Submit an additional video file named "Language Use" of no more than 5 minutes in length and cite language use (this can be footage of one or more students' language use). Submit the clip in Assessment Task 3, Part B.
3. Use the student work samples analyzed in Assessment Task 3 and cite language use.

- a. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use the
  - selected language function,
  - vocabulary or key phrases, **AND**
  - discourse or syntax
 to develop content understandings.

[ In video 2 from 0:01:40-0:02:20, I had to explain the Jude what "synthesize" means and how to fill out part of the graphic organizer. He struggled to combine the main idea and facts that we found into one cohesive paragraph. In video 1 starting at 0:07:30 students in the class were able to connect with the language in the IVF strategy and explain to me what each word means and examples of how to use it. There was discourse between myself and the students. ]

#### 4. Using Assessment to Inform Instruction

- a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction to impact student learning:
  - For the whole class
  - For the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

[ In my opinion, the next best steps for this class would be to do similar work to create another summary paragraph independently without the graphic organizer at a later date. The students seemed to really notice the concept more after the day 2 lesson; therefore, this has led me to believe that they would benefit from additional practice and application of the strategies. ]

- b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

[ Research has shown that by creating a scaffold of knowledge for students where they are gradually released into independent work is an effective strategy for young learners. This is what I built my lesson around, and why I believe that connecting them with another opportunity to put these new scaffolded skills into practice would be an effective next step for them. ]