

**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.

[There were two specific learning objectives that my Counting Coins test and learning segments assessed. The first objective was that 95% of students will be able to correctly identify a quarter, dime, nickel, and penny and their values. My second objective was that students will be able to accurately calculate the value of combinations of coins to 70% accuracy. The accuracy level is low due to quarters not being a first grade standard; however, students have previously shown mastery with the Minnesota State Mathematics Standard which is to identify pennies, nickels, and dimes; find the value of a group of these coins, up to one dollar. Although not assessed, students will be given the opportunity during the lesson activities (centers) to make exchanges and find which value is greater than or less than a given value. Students must be able to recognize a coin in order to know its value and count a group of coins. Therefore, the objectives are combined for each type of question. I also administered a short oral assessment using actual money to ensure that students were able to recognize each type of coin and arrange them by greatest value to least value. See the chart below to see how each test question corresponded to the students. It is important to note that the assessment is short as students at this age are not able to focus for an extended period of time. It may be important to note that I used an emoji exit slip on the third and final day of the learning segment for students to self-assess themselves. This was feedback for myself as a teacher as well as the students to reflect upon their learning. Are they putting forth their best effort in learning? How do they feel about the lessons? The template used is in Task 1: Assessments. Figure 4 below demonstrates how students scored on the pre-assessment compared to the post-assessment. Students scored significantly higher on the post-assessment. The same assessment was used to ensure students are given an equal or same amount of coins and the assessment is not biased to the first graders who do not adapt well to change. They also felt less intimidated by the assessment as they have already seen this type of assessment prior to gaining new knowledge. All students improved their scores from their pre-assessment to post-assessment which shows great growth for an extension onto a first grade standard.]

- 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.

[Figure 1: Final/Post-Assessment (Written Assessment)]

| Question Number | # of Points for Question | # of Students who Answered CORRECTLY | # of Students who Answered INCORRECTLY |
|-----------------|--------------------------|--------------------------------------|--|
| 1               | 1                        | 11                                   | 1                                      |
| 2               | 1                        | 11                                   | 1                                      |
| 3               | 1                        | 7                                    | 5                                      |
| 4               | 1                        | 10                                   | 2                                      |
| 5               | 1                        | 10                                   | 2                                      |

|   |   |    |   |
|---|---|----|---|
| 6 | 1 | 11 | 1 |
|---|---|----|---|

Figure 2: Student Results (Written Assessment – Post Assessment)

| Student | Score |
|---------|-------|
| #1      | 4/6   |
| #2      | 3/6   |
| #3      | 5/6   |
| #4      | 5/6   |
| #5      | 5/6   |
| #6      | 5/6   |
| #7      | 4/6   |
| #8      | 6/6   |
| #9      | 5/6   |
| #10     | 6/6   |
| #11     | 6/6   |
| #12     | 6/6   |

Figure 3: Final Oral Assessment & Student Results

| Student | Quarter Identification | Dime Identification | Nickel Identification | Penny Identification | Arrange: Greatest to Least |
|---------|------------------------|---------------------|-----------------------|----------------------|----------------------------|
| #1      | X                      | X                   | X                     | X                    | X                          |
| #2      | Nickel                 | X                   | X                     | X                    | Nickel and Dime Swapped    |
| #3      | Nickel                 | X                   | X                     | X                    | X                          |
| #4      | X                      | X                   | X                     | X                    | X                          |
| #5      | X                      | X                   | X                     | X                    | X                          |
| #6      | X                      | X                   | X                     | X                    | X                          |
| #7      | X                      | X                   | X                     | X                    | X                          |
| #8      | Nickel                 | Quarter             | Dime                  | X                    | Unable                     |
| #9      | X                      | X                   | X                     | X                    | X                          |
| #10     | X                      | X                   | X                     | X                    | X                          |
| #11     | X                      | X                   | X                     | X                    | X                          |
| #12     | X                      | X                   | X                     | X                    | X                          |

Figure 4: Pre-Assessment vs. Post-Assessment

| Student | Pre-Assessment | Post-Assessment |
|---------|----------------|-----------------|
| #1      | 2/6            | 4/6             |
| #2      | 1/6            | 3/6             |
| #3      | 3/6            | 5/6             |
| #4      | 4/6            | 5/6             |
| #5      | 4/6            | 5/6             |
| #6      | 3/6            | 5/6             |
| #7      | 2/6            | 4/6             |
| #8      | 6/6            | 6/6             |
| #9      | 3/6            | 5/6             |
| #10     | 5/6            | 6/6             |
| #11     | 5/6            | 6/6             |

|     |     |     |
|-----|-----|-----|
| #12 | 4/6 | 6/6 |
|-----|-----|-----|

Note: Student #8 is my pull-out special education student who received help on his assessment with his paraprofessional during his time in the classroom. I was pleased with his effort he put towards this assessment as he was just in the classroom for about twenty minutes each day during the learning segment.

Note: My focus students are bolded and in the color green on the chart for better identification.

Overall, I was pleased with how well the class did on the assessment. Most students were able to identify each coin and count it accordingly; however, there was some mix up with students counting too quickly. Students were able to correct their mistakes after a one-on-one conference with myself. Within this summative assessment at the end of the learning segment, I observed that many students had trouble counting coins on paper. So many activities revolved with hands-on coins that students were able to arrange, recognize, and count. Many students crossed out each coin as they went; however, they would sometimes just skip counting it even though they would cross it off. There were few students who struggled drastically; however, mostly all students increased their score from their pre-assessment. Question #3 was an outlier in the group in which the value of the group of coins was 96¢. On paper, this is difficult for the students to do in which students simply miscounted the coins or counted too quickly. Question #4 also made some students think. This question did not have a quarter in it. They were to start counting with the dime. Some wanted to begin counting with the nickels as they are bigger in size. As I circulated around the classroom, I noticed many students counting on their fingers and not using their pattern counting skills or their hundreds chart. This may have accounted in error, as well. Next time, I will be sure to give each student their tool kits so they are able to physically lay the coins on their desk and count them hands-on. On a quantitative scale (as displayed in figure 2), four students received perfect scores, five students had one problem wrong, two students had two incorrect answers, and one student had three errors. Qualitatively, almost all of the students were able to accurately understand the language function and vocabulary with the learning segment as they were able to identify each coin and its value during the oral assessment (figure 3). This exception falls with my student receiving special education services during this timeframe.]

- 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
- conceptual understanding,
  - procedural fluency, **AND**
  - mathematical reasoning or problem-solving skills.

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

[For my three focus students, the final assessment displays all students gained an understanding of the content at various levels. Student 1 (#2 in the chart) is a student who struggles with reading and mathematics. She is a very positive and energetic student. When working with a teacher, this student can excel and succeed; however, she is not able to independently complete her work accurately. Student 2 (#3 in the chart) is a student who struggles with reading and often confuses his numbers who received a 5/6 on the test. Student 3 is a Talented and Gifted student who received a 6/6 on the assessment; however, it takes this

student a significant amount of time to complete each activity or assessment given to her. Student 1 is one of the lower students in the class and is a struggling reader. She is placed in one of the lower reading groups as blending words does not come easy for her. When working with her, this student seems to greatly understand the material; however, when she is asked to complete an assignment or assessment, she “blanks” and is no longer capable of doing so. This could partially be due to her self-confidence in mathematics. I feel as if this student is not able to do things on her own due to her self-esteem. I will need to continue my enthusiasm and work on building her confidence back up to the point where she has a “I can do it!” type of attitude. First grade is way too young to be thinking that “mathematics just isn’t for me.” Student 1, however, was not able to identify the quarter as she stated that it was a “dime.” After correction, she stated, “Oh, I knew that!” She also struggled with arranging the coins from their greatest value to their least value. She knew that the pennies were last; however, she mixed up the nickels and quarters. Again, after correction, she was able to correct herself. Student 2 is also a struggling reader who enjoys competitions but is an average student in the class. He often times find each activity, assignment, or assessment a race even if the teacher says, “This is not a race!” His inattentiveness is very sporadic as his light bulb is either “on” or “off.” There seems to be no in between. I have strategically placed this student by the paraprofessional so she is readily available to read directions or ensure that he is working at an appropriate pace. This student also gets frustrated quickly to the point where he will melt down and quit. Nothing can get him back into the swing of things until his mind says so. His inattentiveness and competitiveness affects his scores as well as his classmates’ scores as he often will say, “I beat you!” This is addressed in a quick manner by saying, “Is that showing your Raider Pride?” Student 2 will reply, “No, sorry.” This student does well with remembering specific vocabulary as he is always the one to go to other teachers and tell them what we learned about that day using vocabulary terms. This student was able to accurately use the language function and vocabulary terms on a regular basis throughout this learning segment. Student 3 is one of the top students in the class. She is at a higher level of learning than many of her peers. She greatly excels in reading and mathematics comes naturally; however, as stated earlier, it takes time and patience. With this, it is difficult for her to get done in enough time to provide enrichment. I continuously push her to go quicker without rushing her to a frustration level. Student 3 was able to correctly use the vocabulary and language function throughout the entire learning segment. It is important to note that student 3 took the time to go back and check her answers on the assessment to ensure that they are correct. This is a good habit that the entire class should get into. As I circulated the room, many students were struggling with counting coins on paper. As stated, next time I will allow students to use their tool kit coins to complete this assessment. It is not a fair assessment to the students if they are allowed to use their coins on other activities but not the final assessment.]

- 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 both video clips, much movement takes place; however, all students begin in their desks. Student 1, a struggling but positive student is shown in the first clip clearly at 2:06. She is in a blue shirt sitting closest to the desktop computer. Student 2, a struggling reader but average student can be seen in clip 1 at 3:01 with the paraprofessional. Lastly, the Gifted and Talented student can be seen throughout each clip in the back (left side of the screen) at her desk wearing a black shirt.]

## 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 clip(s) 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.

[The work samples are labeled with Student #1, Student #2, and Student #3. In clip #2 at 0:10, I asked Students #1 and #3 to come to the front with a quarter. I ensured that they were able to identify a quarter and bring it to the front with them in which they were able to do so. At 1:09 in clip #2, I asked Student #2 to bring a penny to the front. This ensured that he was able to recognize a given coin. These students received non-verbal feedback as they were able to show me they knew their given coin and its value.]

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

[The feedback that I gave to the students in the video was nonverbal as they were able to identify their coin and its value. This shows the students and their peers that they are correct and they should be able to learn if they thought differently. On the final assessment, I praised Student #3 for taking her time and checking her answers in front of the class. This is to model to the class good test taking strategies or skills. Student #3 understands all of the content within the learning segment and did not have issues during her oral assessment. It is difficult to identify any needs of Student #3 as she was very precise with her assessment. I will continue to challenge this student in numerous different ways throughout activities and higher level thinking. Student #2 would often raise his hand during whole group instruction but often times seemed unsure as he may have just been raising his hand because he wanted to “fit in” with his other peers. He does, however, do a good job on his final assessment identifying the value of a group of coins as well as identifying coins on the oral assessment. The feedback I gave to Student #2 would be to be careful, slow down, and check over your answers. On question #4 in the assessment, the student counted the nickels as quarters. This is a mistake from going too quickly as the student was able to identify a nickel during his oral assessment. Student #1 understands the content when there is an adult sitting with her; however, she is simply not able to correctly complete on her own. This is something that I will continue to work on with her. It may take time and patience, however, all it takes is building confidence and knowing that “I can do it!” She was unable to identify the different coins on the assessment. She even had difficulty counting with patterns on the assessment as identified on her mistakes. It may have been beneficial to pull her aside and re-test this student to see where she is at. She may have had a rough morning at home or just been having an “off” type of day. If I could, I would pull this student aside and have her retake the test with coins from her tool kit.]

- 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.

[The post-assessment was given at the end of the learning segment following the learning centers on the final day in which my students look forward to movement and hands-on learning. The feedback given to students will help them through their own life as counting coins/money is a skill that will follow with them through everyday life. For Student #1, I will use the feedback I

provided to give her more opportunities to succeed throughout future learning segments. During our one-on-one conference, I asked this student to explain how she got the value of the group of coins that she got and she ended up with a different value. I then encouraged her to repeat the process again to see what she gets. In the future, it would be beneficial to have students count their money at least two times before writing their answer. The first time students could be given the opportunity to cross out each coin as they count the coin with their pencil. The second time counting, the students could be given the opportunity to highlight the coin as they count each coin. This would be a change of writing utensil which may help the visual learners as well as those learners who enjoy “change.” For Student #2, I will look for ways to maintain his focus and encourage him to take his time. This may be having the paraprofessional sit with him at the back table to ensure he takes his time to ensure the best results he can have. Other times, it may be circulating the room and ensuring that I am around his desk more frequently. For Student #3, and other talented and gifted students, it would be beneficial to add challenges to the end of assessments and activities to enrich their learning. These questions will be used as practice and will not count against their assessment score. These can also be used as a time filler for those students waiting for their peers to finish. For Students #1 and #2, I will ensure that I work through each individual problem that each student got incorrect on the written assessment using coins from their tool kit. This will help them visually see the money being counted and help identify the coins more easily at their fingertips.]

### 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 clip(s) 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 and/or symbols, **AND**
    - discourse or syntaxto develop content understandings.

[Language Function: Evaluate

Vocabulary: Value, Exchange, Quarter, Dime, Nickel, Penny

Discourse: Accurately counting the value of a group of coins using vocabulary terms

As I look back and reflect upon my teaching throughout the learning segment, I wish I had verbally and visually used my language function more often during whole group instruction and whole group activities. Although it is not shown in the video clips, the students provided thorough answers to the questions provided to them orally in lesson #2. Lesson #2 was based on a direct instruction at first which then proceeded into whole group activities. By lesson #3, students were able to do individualized and group based activities to extend their learning. The students also understood the various notations of writing money as well as relating money to their everyday lives through purchases. Clip #1 (beginning at 2:50) shows students using quarters (a vocabulary term) to be grouped into groups of four to equal one hundred cents or one dollar. Students knew this information from previous knowledge. Clip #2 (beginning at 00:04) shows myself using the vocabulary terms to students to have them locate a specific coin and bring it to the front of the classroom. This shows students are able to relate a vocabulary term to an object. They are able to identify the various objects. The oral assessment gave students the opportunity to use the vocabulary terms which included to say the coins name and its value (another vocabulary term). The assessment asked students to evaluate, or in first grade terms, find/count the total value of coins and write it in the correct notation that it is providing. Overall, I was pleased with how the students did. Many errors were from miscounting or counting too quickly.]

#### 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).

[The assessment I used was a basic assessment to assess student learning through counting various values of groups of coins which was administered at the end of the learning segment. Since this was an extension of a previous lesson and previous knowledge, quarters was not a first grade standard, however, additional practice for counting coins was necessary as it is an everyday skill in life for adults. With that being said, the next steps for instruction would include re-teaching concepts to individual students who struggled with a specific area such as counting on from 25 to 35 or recognizing the difference between a quarter and a nickel. This could easily be done during Friday Centers as each Friday the students rotate through centers which include: Sum Dog, a review center, and a game center. Students look forward to these centers and is a valuable opportunity for students to reflect on their learning and re-teach concepts that need additional practice. Based on the assessment results, it would be beneficial to do a few review problems counting coins with a higher group value such as 96¢ (#3 in the assessment). Most students struggled with the ones that had a higher total coin value as they seemed to lose track of where they were at. It would help dramatically to use Morning Meeting time as a time to review high total coin values as well as Friday Center time. Moving forward, I wish I would have used more direct instruction time to help students grasp the content more readily. I would create another SmartBoard lesson to help students stay engaged and focused in the activity with animations to entertain. On the chart above, it showed only one student who received a 3/6 (50%) on the assessment. To me, this is outstanding as quarters is simply not a first grade

standard and many students have succeed in this area. Another step I would take to help the class as a whole is to provide a whole group activity prior to the learning centers on the final day. Although time may be crunched, this would be beneficial for students to get back into the “swing” of counting money and answer any unclarified questions or concerns. Student #1 and other struggling who had multiple incorrect, a small mini-lesson would be provided to these students to help answer any questions concerning recognizing coins or counting on from a specific value. Students will practice individually, with their peers, and with me to ensure understanding. Using the center games from lesson #3 would also be beneficial to these students who need additional practice. These games would need to be monitored to ensure students are counting their money accurately and correctly. For Student #2 and other average students, the next step for instruction would be additional practice. As they say, practice makes perfect! These students need encouragement and at times, additional challenges. The more practice that they have counting coins, the quicker it will come to them which will make their confidence grow and build which will help them be more efficient. Activities included for these individuals may include: partner practice, coin war, coin clip cards, cupcake liner counting coin activity (see lesson #3 centers), coin puzzles, and counting coins on paper as well will be beneficial to students- especially the learners who enjoy seeing things written on paper. Student #3 and other talented and gifted students will have more enrichment practice counting coins as counting coins is a skill that will be with them for the rest of their lives (whether they believe it or not)! The next steps of instruction for these students would be building onto counting coins using a high total value for the group of coins as well as introducing the dollar if they appear ready. Introducing a new concept would help them explore the concept while re-teaching the struggling students. This will ensure that these students are not “bored” of the material being presented to them. Some activities for these types of students can be similar to the centers provided in lesson #3 along with additional practice of using dollars to replace 100¢. Students could also be given the opportunity to write their own assessments to be given to their peers respectively. Students could also play “Race to a Dollar” in which the game is played in pairs. Players take turns rolling a dice and collecting the number of pennies that matches the number in which they roll. Before handing the die to their partner, they must look to see if they can make any trades or exchanges (vocabulary term). Players then continue to take turns collecting and exchanging their coins. The first player to get to \$1.00 is the winner! This is especially fun for those competitive students and those ready to learn to make the fewest amount of coins possible to reach one dollar.]

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

[One of the proceeding steps I would take to benefit and help my students succeed would be to re-teach my students how to correctly count coins that are not given to them in order. Many students understand the process for counting a group or set of coins; however, they seem to go too quickly and get their various coins confused. The mistakes came in the execution of solving. To re-teach, I would use more visual examples and whole group animations. Chants to help identify coins would also help the students to help understand the different coins and their values. Incorporating all of my methods used and methods stated, I would be incorporating theories proven from research. Gardner’s multiple intelligences would be portrayed through students’ learning as the lessons cover multiple intelligences including interpersonal, intrapersonal, logical-mathematical, visual-spatial, as well as musical. These different intelligences incorporated will help students understand the lesson from different angles and viewpoints. It will help students stay focused, energized, and active within the lesson. Some students will understand and grasp the content from direct instruction while other students will learn and grasp the content through centers and interacting with their peers. For the struggling students who need re-teaching, I will use Lev Vygotsky’s Zone of Proximal Development to help

me understand which concepts from the lesson need the most focus on. He also firmly believed in a sociocultural environment provides the best student learning environment. This is displayed through the centers and enrichment activities provided to the students as they learn, explore, grow, and develop alongside of each other.]

### Counting Coins Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Directions:* Write the total value of the coins.

|  |   |
|--|---|
|    | ¢ |
|    | ¢ |
|   | ¢ |
|  | ¢ |
|  | ¢ |
|  | ¢ |

**Recognizing/Arranging Coins Oral Assessment**

| Student<br>(Numbered<br>Alphabetically<br>by First Name) | Quarter<br>Identification | Dime<br>Identification | Nickel<br>Identification | Penny<br>Identification | Arrange:<br>Greatest<br>to Least |
|--|---------------------------|------------------------|--------------------------|-------------------------|----------------------------------|
| #1   | X                         | X                      | X                        | X                       | X                                |
| #2   | (nickel)                  | X                      | X                        | X                       | (nickel<br>and dime<br>swapped)  |
| #3   | (nickel)                  | X                      | X                        | X                       | X                                |
| #4   | X                         | X                      | X                        | X                       | X                                |
| #5   | X                         | X                      | X                        | X                       | X                                |
| #6   | X                         | X                      | X                        | X                       | X                                |
| #7   | X                         | X                      | X                        | X                       | X                                |
| #8   | (nickel)                  | (quarter)              | (dime)                   | X                       | Unable                           |
| #9   | X                         | X                      | X                        | X                       | X                                |
| #10  | X                         | X                      | X                        | X                       | X                                |
| #11  | X                         | X                      | X                        | X                       | X                                |
| #12  | X                         | X                      | X                        | X                       | X                                |

## Notes:

- Students in **GREEN** are my focus students for this learning segment.
- Students' **HIGHLIGHTED** cells were incorrect answers they provided.
- Student #8 is a pull-out special education student.

## Oral Assessment

(Prompts given to and read aloud to the students)

- Identify and place all of your quarters into the “quarter” pile.
- Identify and place all of your dimes into the “dime” pile.
- Identify and place all of your nickels into the “nickel” pile.
- Identify and place all of your pennies into the “penny” pile.
- Arrange your coins in order from the greatest value to least value.

