

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.

[Lesson One: At the conclusion of the lesson, the students will be able to explain how an author's meaning, method, and goals impact and determine a text's value.

Lesson Two: During the lesson, students will... decode and interpret a complex literary text, to gain a deeper understanding of the piece's meaning, method, value, and goals.

Lesson Four: By the end of the lesson, the students will be able to finalize and publish a literary analysis which fulfills MN ELA writing standards as noted in the rubric.

Lesson Four: Students will accurately express in writing, a text's meaning, method, and value and an author's goals based on the definitions for these terms given in class.]

- 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.

[The following table indicates the number of students who received specific scores on the assessment in each category represented on the rubric for the assignment. Students had the greatest success in the meaning and value categories, but generally lacked the necessary supporting evidence, particularly for method and goals. Students were more successful on method than I had originally anticipated.

	Mean Score	Number of Students who earned 4/4	Number of Students who earned 3/4	Number of Students who earned 2/4	Number of Students who earned 1/4	Number of Students who earned 0/4
Meaning	3.61	13	3	2	0	0
Method	3.00	2	12	4	2	0
Value	3.66	13	4	1	0	0
Goals	3.44	9	8	1	0	0
Conven- tions	3.44	10	6	2	0	0
Organiza- tion	3.88	16	2	0	0	0

Average composite score for the whole class 20.83 out of 24 possible points.]

- 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

- constructing meaning from complex text
- interpreting **OR** responding to complex text

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

[Meaning, method, value, and goals as applied in this analysis assessment gave clear indications of student ability to decode and construct meaning from a text and then analytically respond to the same text. Between the discussion during the learning segment and the work that the class produced, I think the students did generally have a solid understanding of the meaning, method, value, and goals in each of their passages. The biggest problem in the written product was that much of the evidence that students included to support their claims was vague or not clearly connected to the student's central argument. Based on what I observed in the classroom and read in the students final products, the students had the strongest grasp on the meaning of their selected passages. In some cases, the points awarded for this understanding did not necessarily reflect all of the students knowledge however, simply because the students did not clarify or give enough detail because they were assuming the reader's knowledge. While I thought I had emphasized to the students that they should be writing under the assumption that their reader is unfamiliar with the book, it was clear that several were writing it to me as their English teacher. By not including enough details about what happened in the passage, the students' essays lost some of their cohesion. Largely, a student's score for meaning gave a clear indication of the student's comprehension level and ability to construct meaning. As I predicted, the method category on the rubric yielded the lowest scores, but still this element ended up being better addressed than I anticipated. There were a few students who seemed to just be using "buzz words" that they thought would work, but for the most part, students lost points in this category because they did not make a clear enough connection between the elements of method and the thesis of their analysis. Value yielded the highest score of the terms. I think students did the best on this aspect, because it strayed more towards personal opinion and they could tie it to the value of the novel as a whole, which we had discussed at length throughout the novel unit. The value category gave a clear indication of the student's response to the text. Student claims regarding goals were challenging to grade, because few students gave explicit evidence proving their claim in relation to the author's goals, but the claim was implicitly supported by other portions of the essay. For the most part it was clear that the students understood Harper Lee's primary goals in writing and publishing the novel. Regarding mechanics, usage, grammar, spelling, and organization, students generally demonstrated an acceptable level of proficiency, and where that proficiency was lacking it appeared to be because the work was rushed, rather than difficult.]

- d. If a video or audio worksample 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.

[Not applicable.]

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

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.

[Feedback was written directly on student work and on the rubric for the assessment.]

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

[For all three students I included grammatical, editing, and spot-specific feedback directly on their written assignment. On the last page of the student's writing, I included general or overarching feedback. Finally, I filled out the rubric to determine the student's score. For Student 1, her strengths were in structural organization, the way she addressed the meaning of the line, and the fluidity of her writing. Two specific areas where she could improve are in including sufficient evidence (particularly with value, but method and goals could also be stronger) and in spelling errors. For Student 2, the clearest strength was in how she connected this line and passage to the entirety of the novel. She demonstrated a very clear understanding of the author's intentions in writing the novel and using the mockingbird metaphor. The area that I noted that she could improve on was her syntax. A few of the sentences in her essay were very convoluted and became difficult for the reader to understand. My encouragement was that she take advantage of a peer editor or read her writing aloud to identify any of those problem areas. For Student 3, his strength was very clearly in his content. It was clear that he had a solid understanding of what happens in the passage as well as the accompanying implications, but it was clear that he had done his work in a hurry, ignoring grammar, capitalization, and punctuation rules that he has already mastered. All of this was explicitly written out directly on the students' assignments or on their rubrics. In structuring my feedback, I was careful to begin and end on a positive note to foster confidence in the students as writers.]

- 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.

[Feedback makes corrections to specific errors in mechanics, usage, grammar, and spelling and provides broader suggestions to help students improve as writers.

After grading the students work and giving appropriate feedback, I would return the work to the students. I would then give them several minutes to read over my comments and suggestions. After giving them about five minutes to do that, on the board I would go through examples taken from their writing and showing common mistakes. Some of the mistakes that I would discuss would be on simple things including mechanics, usage, grammar, spelling, and punctuation. I would also discuss formatting issues and reiterate once more the importance of having adequate supporting details and textual evidence. I would then give them fifteen minutes to rewrite a paragraph or make corrections to their essay. I would use this time to speak to students about any issues they had or to clear up any confusion about my feedback. After making the corrections students would have the opportunity to resubmit their work for an improved grade.

I would encourage my focus students to work on or correct particular things. I would encourage Student 1 to go back through her essay and fix each of the misspelled words. I would encourage Student 2 to rewrite the awkward sentences in her essay that I had marked with a dot. I would encourage Student 3 to correct the superficial mistakes and rework his paragraph on the passage's goal. I will make sure that each of them understand what I am looking for and why it matters.]

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, **AND**
 - discourse or syntax

to develop content understandings.

[The language function of analyzing is clear in each of the submitted student work samples because the written product is an analysis. Students employed the language function throughout the learning segment. Students 1, 2, and 3 all explicitly state in their thesis statements that they will address the four given vocabulary terms in their analyses and clearly identify and explain the terms in relation to their selected passage, with the understanding of each term being evidenced in separate paragraphs. Understanding of the method of discourse of an analysis is not explicitly stated, but each of the sample students demonstrate an understanding of the characteristics of an analysis and how to structure and organize an essay. Student 2 struggled more with syntax and writing in a very readable way, but Students 1 and 3 both well demonstrated their ability to structure sentences to ensure their readability.]

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).

[After grading the students work and giving appropriate feedback, I would return the work to the students. I would then give them several minutes to read over my comments and suggestions. After giving them about five minutes to do that, on the board I would go through examples taken from their writing and showing common mistakes.

Some of the mistakes that I would discuss would be on simple things including mechanics, usage, grammar, spelling, and punctuation. I would spend a good amount of time on appropriate comma usage; half the students would over punctuate and half ignored commas all together. I would also discuss formatting issues (how to handle title and citations within a text) and reiterate once more the importance of having adequate supporting details and textual evidence. I would then give them fifteen minutes to rewrite a paragraph or make corrections to their essay. I would use this time to speak to students about any issues they had or to clear up any confusion about my feedback. After making the corrections students would have the opportunity to resubmit their work for an improved grade.

I would encourage my focus students to work on or correct particular things. I would encourage Student 1 to go back through her essay and fix each of the misspelled words. I would encourage Student 2 to rewrite the awkward sentences in her essay that I had marked with a dot. I would encourage Student 3 to correct the superficial mistakes and rework his paragraph on the passage's goal. I will make sure that each of them understand what I am looking for and why it matters.]

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

[The corrections that I will make and the examples that I will go through will be taken directly from the students' writing so the examples are applicable and appropriate. I will address the importance of citing other works, because of the importance of academic integrity, particularly as they get closer to college level courses.]