

TASK 1: CONTEXT FOR LEARNING INFORMATION

Respond to the prompts below (**no more than 4 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

About the School Where You Are Teaching

1. Where is the school where you are teaching located? (Type an "X" next to the appropriate description.)^[1]

City: Good Thunder

Suburb: _____

Town: _____

Rural: X

2. What grade levels are at your school site (e.g., K–6)?

[At Maple River West Elementary, there are grade levels K-5.]

3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

[There is nothing out of the norm in this classroom setting. Paraprofessionals will be in and out of the classroom depending on certain subjects.]

4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

[Mrs. Shoemaker likes to have a week full of instructions, with summative assessments taking place on Fridays. With that being said, I have to plan out what days certain lessons will need more time for, and certain days that lessons wont require as much time.]

About the Class Featured in this Learning Segment

1. How much time is devoted each day to mathematics instruction in your classroom?

[The amount of time devoted each day to mathematics instruction varies. Mrs. Shoemaker has allotted one hour each day for mathematics. Not every day will require the full hour. Some days may also require longer than a hour.]

2. Is there any ability grouping or tracking in mathematics? If so, please describe how it affects your class.

[No, there is not any ability grouping. There is some tracking being done when students perform their timed tests. They then take their data from what they answered correctly and create a graph from it.]

3. Identify any textbook or instructional program you primarily use for mathematics instruction. If a textbook, please provide the title, publisher, and date of publication.

[The textbook that students use in class is from Pearson, it is called envision math 2.0 . The publisher is Pearson Education, the date of publication is 2016.]

4. List other resources (e.g., electronic whiteboard, manipulatives, online resources) you use for mathematics instruction in this class.

[In this classroom we have a SMARTboard, while there is also many resources around the room relating to math concepts. For instance, there is a decimals, percentages, and fractions poster. Also students often use white boards to re-create problems and to manipulate problems. Students also have IXL and study island available as resources.]

About the Students in the Class Featured in this Learning Segment

1. Grade level(s):

[5th grade]

2. Number of

students in the class: 17

males: 9 females: 8

3. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., students with Individualized Education Programs [IEPs] or 504 plans, students with specific language needs, students needing greater challenge or support, students who struggle with reading, students who are underperforming or those with gaps in academic knowledge).

For Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.[2]

Students with IEPs/504 Plans		
IEPs/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
<i>IEP</i>	<i>1</i>	<i>Will have instructions and questions read aloud. Will most of the time be taken out of class</i>

		<i>for one on one time with a paraprofessional</i>

Students with Specific Language Needs

Language Needs	Number of Students	Supports, Accommodations, Modifications
	0	

Students with Other Learning Needs

Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
	0	

TASK 1: PLANNING COMMENTARY

Respond to the prompts below (**no more than 9 single-spaced pages, including prompts**) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

1. Central Focus

a. Describe the central focus and purpose of the content you will teach in the learning segment.

[The central focus of this learning segment is for students to be able to create, and analyze line-plots. Throughout my lessons, not only will the students learn about line-plots, but they will be able to describe in detail how to construct them, and also analyze the data presented to the students. Students will learn that the first step in creating a line plot is determining the range of the data. Once the range has been determined, the students will then decide what increments will be appropriate. The next step the students will learn to do is to label the X-axis with the increments that they previously determined. Students will then plot the data by starting with the smallest, working their way to the right on the X-axis to plot the largest. Students will also be asked to bring previously learned content with them, such as why anyone would create a graph or plot. The purpose of this learning segment is to engage students in learning about data distribution, and data analysis.]

b. Given the central focus, describe how the standards and learning objectives within your learning segment address

i conceptual understanding,

i procedural fluency, **AND**

i mathematical reasoning or problem-solving skills.

[The Minnesota State Mathematic standards are what I used to ensure my central focus was based on topics that fifth graders need to achieve. Within each lesson, the objectives are very similar. By the end of this chapter, I want every student to be able to create and analyze line plots, and solve word problems based off line-plots. Using the Pearson curriculum, lessons begin with whole group instruction before moving into guided practice. Students each work through and solve multiple practice problems that they may be asked to share with the class. During their work time, I will circulate the room and complete formative assessment. Within the lessons, students will create their own line-plots on their white boards to help with kinesthetic learners. In regards to procedural fluency, students will learn the “how” and why of mathematics, but more specifically of creating, and analyzing line-plots. Students will identify key terms such as outlier, mean, median, and mode. They will also be asked to compare and contrast line plots and graphs. There will be many problems that are similar between the lessons. As we progress through the lessons, the problems will increase in difficulty, while also building upon each other. The final summative assessment is geared towards students being able to create, and evaluate

line-plots and the data that they represent. Students will need reason to be able to evaluate and create line-plots during the lessons.]

c. Explain how your plans build on each other to help students make connections between
i concepts,

i computations/procedures, **AND**

i mathematical reasoning or problem-solving strategies

to build understanding of mathematics.

[The concept of creating and analyzing line-plots builds with each lesson. Constructing the line-plots and understanding the how and the why is vitally important. Each day, there is another ingredient added to deepen their understanding. The first day students will learn how to construct and display line-plots. They will first need to know how to construct a line-plot. The first step in completing this is to identify the range of the data. After identifying the range, students must then plan what the intervals will be on the X-axis. This step is crucial to ensure that the data is distributed properly. Students will move onto being able to solve word problems based off what they learned when creating line-plots in the previous lesson. During the last lesson of the learning segment, students will use these skills to critique and make possible changes to line-plots. Throughout the lessons, I will provide the students with time to think about the problems at hand. I will also allow students who show great understanding of line-plots, to help out other students who may not be understanding line-plots the first time. This also serves as another informal assessment for the students who understand, to help their fellow students. Being able to apply what you just learned is a large step towards mastering the skills. Each day after the independent practice, we will come together as a class to review what the students learned, and why it is important.]

2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–c), describe what you know about **your** students **with respect to the central focus** of the learning segment.

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).

a. Prior academic learning and prerequisite skills related to the central focus—**Cite evidence of what students know, what they can do, and what they are still learning to do.**

[All of the students in my classroom have been exposed to data and graphs in some form or another. Many students told me that they have learned about different types of graphs and charts before. They could not recall what grade they learned about charts and graphs, or any details about them. There are times when students may see a graph, chart, or in some cases a line-plot, and not even know that they are seeing mathematics. I then asked the students if they could create a graph, chart or a table. Almost all of the class ended up creating a bar graph. This showed me that they can take data, and create some sort of accurate representation. There were two students who in addition also created some pie charts. I believe if I would have given the students more time that they would have been able to think of more charts or graphs

that they have been exposed to. Even though I have some students who struggle with reading, I always have the students read the directions from each section of the book during the class discussion and during their independent practice time. I encourage students to highlight key words and terms as directions are read aloud.]

b. Personal, cultural, and community assets related to the central focus—**What do you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests?**

[Maple River West Elementary is a school filled with students from all around the rural area. Most of the students are Caucasian with working parents or guardians. After sitting through conferences with the students and the parents, I know that the parents are more than willing to be involved at home and help their child with their homework. There are some parents that are very intimidated by the math that their child is doing. My classroom does not contain any students whom receive any ELL or other language services. I do have one student who has an IEP for reading. I have to make sure for every lesson that contains any reading; she has her accommodations met. The accommodation for that student is that they will have all of the questions and instructions ready aloud. That student may also leave the room to work one on one with a paraprofessional have gotten to know my students on a much more personal basis these last couple of weeks. This has helped me learn what their interests and hobbies are or what they like to do for fun on weekends. The majority of the class plays basketball. While another large portion also down hill skis. Knowing all this helps me plan my lessons around my students to try and make the best connections possible for them.]

c. Mathematical dispositions related to the central focus—**What do you know about the extent to which your students**

perceive mathematics as “sensible, useful, and worthwhile”[1]

persist in applying mathematics to solve problems

believe in their own ability to learn mathematics

[I have started to ask each student individually how they feel about math. The results are very mixed. There are some students who for them math comes very easily and they enjoy it. They ask if they can go on IXL when we have free time. IXL is a program that students can log onto and practice math, and science based standards. This program is great when you can pin point what your students are struggling with. They can then practice those concepts that they may be having a hard time with. Then there are other students who are more middle of the road. They don't love it, but also don't hate it. When asked if they would rather be doing some other subject area most of them shrugged their shoulders. Then I have a couple of students who absolutely despise math. These couple of students struggles with their math facts. When asked about where their frustration with math stems from they all replied because I am bad at it. When talking with my students they all seem to understand that math is important not only today for them, but also down the road in the real world. Not everyone of my students agreed that math is sensible. Some concluded that sometimes math just does not make any sense. I encouraged all my students to try and look at the positive side of everything. Teachers would not have students learn concepts if they were not worthwhile and sensible. Students here at Maple River West Elementary have always said the motto of 'I can.' The 'I can' have truly helped students with the

belief in their own abilities. While students can and do get frustrated at times with math, they always know that they can do it. I encourage students to struggle with problems before asking myself for help right away. By telling the students this it shows that it is ok to not understand the problem or have an answer right away.]

3. Supporting Students' Mathematics Learning

Respond to prompts below (3a–c). To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning

Task 1. In addition, use principles from research and/or theory to support your justifications.

a. Justify how your understanding of your students' prior academic learning; personal, cultural, and community assets; and mathematical dispositions (from prompts 2a–c above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, their assets, their mathematical dispositions, and research/theory.

[All my students in my class have been exposed to data and graphs or charts at sometime in their lives before coming into fifth grade. According to the Minnesota Mathematics Standards, they first get exposed in first grade. With that previous knowledge, I do not need to spend much time explaining and describing what graphs and charts are, and what their purpose is. I polled my students before we started this section to see which students like working with their hands, and who learn better orally. To no surprise most of the students said they learn better when they can manipulate and have things in their own hands. After learning this I made the decision to have students create their line-plots and graphs with their white boards. The use of the white boards gives the students the kinesthetic feeling that they enjoy. I will use independent work time and group time to reach every student. It is important to give both individual time and group time so I can reach everyone. I will have some students who will understand the concept right away during the guided practice. Then there will be other students who will need the independent work time to ask questions and work through problems.]

b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning 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).

[In my class I have one student with an IEP. I also have a couple students who have difficulty reading at their grade level. My student with an IEP always has a paraprofessional with her so she can have instructions and problems read aloud to her. I start every lesson with a small review of what the students learned from the day before. After refreshing the students, I always start with the solve and share problem. I will usually ask for a volunteer to read the solve and share. This helps not only the student who is reading aloud, but all the other students in the room who are following along and becoming more acquainted with the words and types of

questions that they will be going over for that lesson. Within each lesson, I will model the proper steps to solve what ever problem is being presented. I will then go over the same problem that I just modeled and ask the students if they can remember what the proper steps were. From there I will have another volunteer read the directions below the guided practice. I will then ask the students what those directions were again. Having the directions read aloud once, and then talked over again help the readers who may have struggled to read it on their own. In addition, I will also read over the instructions and model the problem in the students independent practice for those readers who may struggle. Not every student will need the instructions read aloud again but it never hurts for the readers who struggle. I will also provide students with plenty of time to complete and ask questions during their independent practice. In some cases, I will go over problems that may have been problematic for students. I have mixed my students who struggle with students who may excel this week. Students who excel may have the opportunity to try and help their fellow classmates. Being able to explain and teach other students shows me as a teacher that these students are truly comprehending the content. For students who are looking for more of a challenge they may log onto IXL and be assigned problems that will increase in difficulty as they progress. The final summative assessment is geared towards students having the ability to create line-plots, solve word problems based of line-plots, and able to critique and analyze data. Students will have to be able to identify central ideas, and explain their reasoning with data.]

c. Describe common mathematical preconceptions, errors, or misunderstandings within your central focus and how you will address them.

[As I have stated above, most of my students should have received information about graphs and charts starting in first grade. The most common mathematical preconception that will take place in my classroom is that all charts or graphs are the same. I will address the issue by asking the students what kind of charts or graphs they are familiar with. I will then ask students why they may use certain graphs or charts? I will inform the students that mathematicians use graphs and charts for certain reasons. For instance, we will use and create line-plots to display data distribution. Mathematicians may use other graphs and charts to make information easier to visualize. Humans are great at seeing patterns, but they struggle with raw numbers. Graphs and charts can show trends and cycles.]

4. Supporting Mathematics Development Through Language

As you respond to prompts 4a–d, consider the range of students' language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

a. **Language Function.** Using information about your students' language assets and needs, identify **one** language function essential for students to develop conceptual understanding, procedural fluency, mathematical reasoning, or problem-solving skills within your central focus. Listed below are some sample language functions. You may choose one of these or another language function more appropriate for your learning segment:

Categorize	Compare/contrast	Describe	Interpret	Justify
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Please see additional examples and non-examples of language functions in the glossary.

[The main language function of my learning segment is solve, critique, analyze, and compare and contrast. Usually, data is expressed through final answers. In this instance, I want my students to be able to also use logic and reasoning when critiquing and analyzing the data. These skills are not only important in math, but will also be extremely valuable in other subjects and life in general.]

b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[On the second day of the learning segment during lesson #2, the students will work on their independent practice, and they will also work on IXL. During these times the students will be solving word problems using what they know about data, and mixing in reasoning and logic. During these activities students will be asked to solve word problems. They will have to be able to take the data from the problem, and apply it to what they are learning. Also in the third day of the learning segment and during lesson #3, the students will be using logic and reasoning without actually computing the numbers. Students will then move on in both lesson #2, and lesson #3, to IXL which will only further the students learning when it comes to critiquing and analyzing data and line-plots.]

c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:

- ¡ Vocabulary and/or symbols

- ¡ **Plus** at least one of the following:

- ¡ Syntax

- ¡ Discourse

[Students are asked to describe and analyze, critique and create line-plots. In addition to that, they will also be asked to use specific vocabulary to do so. The vocabulary terms in this learning segment will include: range, mean, median, mode, outlier. When comparing and contrasting line-plots and other data, it is very important that students will be able to identify central ideas. Using these vocabulary words, students are practicing syntax without even knowing it. The students are doing this taking the vocabulary terms such as the range, and producing the correct numbers on their line plots. They also are practicing syntax when they are choosing the correct increments on the X-axis.]

d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.

- ¡ Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (vocabulary and/or symbols, function, discourse, syntax).

[All but the first lesson will always start with a brief refresher of what was learned the day before. This should help the students start off the class right where they left of the day before. In lesson two, students will begin the lesson by restating what they learned previously about line-plots. In lesson three, students will start the lesson by reviewing what they learned about creating line-plots. Students are offered practice problems after every lesson's instruction. Students will also have questions posed to them in their independent practice where the proper labels and titles are needed.]

5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

a. Describe how your planned formal and informal assessments will provide direct evidence of students' conceptual understanding, computational/procedural fluency, **AND** mathematical reasoning or problem-solving skills **throughout** the learning segment.

[In lesson#1 I will ask the students to create several line-plots, based off of data presented to them in their workbooks. If they can produce accurate line-plots, this will serve as an example of conceptual understanding. I will also want to see if the students can identify correctly what each data point is standing for. In lesson two, students will be asked to organize and display data. When the students complete the line-plots in their practice, I will be able to tell if they have been following the procedural skills such as finding the range. I also want to check with each student to see if they can identify what each point stands for on their line-plots. This would be an example of conceptual understanding. Some students may be intimidated with their teacher walking around the room questioning students. Before I walk around, I make sure to inform my students that I am not trying to see who has the wrong answer, but I am trying to identify who may need additional help. The more comfortable my students are, the better their results will be. As I have continued to teach and become more comfortable with my students, I have been using more informal assessments than formal. Instead of checking homework all the time, I like to move around the room and have conversations with my students. I usually ask questions such as why, or how, in order to understand their thinking. The relationships that I have built with my students have greatly enhanced these assessments. Within each lesson, students will be asked to identify key and central parts of data that is displayed on line-plots. This is another example of procedural fluency. The students must understand the process of how they came to their solution. During the lesson, students will have ample opportunities to show that they are comprehending the process. In lesson three, students will be asked to solve word problems using measurement data. If the students can answer questions such as what is the difference, and write an equation about the line-plot. I will know that the students have succeeded in their procedural fluency. Students will be asked to answer multiple questions to make sure that they are fully comprehending the concepts.]

b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

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).

[In my fifth-grade classroom, my host teacher performs around a seventy/thirty split of formal/informal assessments. As the year has progressed we as a team have leaned towards more of the formal assessments. For informal assessments for my couple of students who aren't at their grade level for reading, I will read the instructions for both the activities and the assignment within the learning segment. By reading the instructions twice, it will allow my students who struggle with reading to fully comprehend what they are being asked to do. My student with an IEP for reading will also be allowed to have her paraprofessional read the instructions and questions to her. The paraprofessional is there strictly to help with anything in regards to reading. On our final formative assessment, the paraprofessional will be instructed to only help the student with reading the instructions and questions. She will not be allowed to help with the comprehension of the questions. During the daily assignments, the paraprofessional will first have the students read the instructions and questions, and will help make corrections from there. It is important that the student is the first reader and tries their best. I do not want my paraprofessional to help until the students have first tried their best and still need help. Within each lesson, students will be asked to complete questions in their workbook for independent practice. Students who are talented and gifted who may finish early, will be asked to log onto their computer and complete questions on their Accelerated Math Program.]

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 four learning objectives that covered my assessment and learning segment. The first objective was: students will read and analyze line plots. The second objective was: students will organize and display data in a line plot. The third objective was: students will solve word problems using data in a line plot. The fourth objective was: students will create and analyze stem and leaf plots. Each of these objectives meet the Minnesota State Mathematical Standard 5.4.1.2. It reads: "Create and analyze double-bar graphs and line graphs by applying

understanding of whole numbers, fractions, and decimals. Know how to create spreadsheet tables and graphs to display data.” See the chart below to see how each test question corresponded to each learning objective.]

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

Question Number	# of Points for Question	Type of Question	# of Students who Answered CORRECTLY	# of Students who Answered INCORRECTLY
1	1	Evaluate (Objective #1)	15	2
2	1	Evaluate (Objective #3)	17	0
3	3	Evaluate (Objective #3)	16	4
4	1	Evaluate (Objective #3)	17	0
5	1	Evaluate (Objective #3)	14	3
6	1	Evaluate (Objective #3)	17	0
7	3	Evaluate (Objective #2 and # 3)	15	2
8	1	Evaluate (Objective #4)	17	0

Figure 2

Student	Pre-Test	Post-Test
#1	9/12	12/12
#2	9/12	12/12
#3	11/12	12/12
#4	9/12	11/12
#5	12/12	11/12
#6	8/12	12/12
#7	8/12	9/12
#8	10/12	9/12
#9	9/12	11/12
#10	9/12	12/12
#11	10/12	9/12
#12	9/12	12/12
#13	10/12	12/12
#14	10/12	12/12
#15	9/12	12/12
#16	9/12	12/12
#17	9/12	12/12

Overall, the class did extremely well on the test. Out of 17 students, I had 11 receive a perfect score on their test. I also had a couple of students who made a couple of silly mistakes that are very easily correctable. These silly mistakes serve as a learning opportunity for students. If they would have taken their time, and read the instructions carefully, I am fully confident that they would correct their mistake if given another opportunity. As a class, the students comprehended the concepts extremely well. Whenever they were asked to explain, they were able to in full. Students performed extremely well on questions that were about data analysis. Those problems

included: #1, #2, #4, #5, #6, and #8. Questions #3, and #7 were also about data analysis, but those questions had multiple parts that some students struggled with. When talking to my students who did not answer questions #3 or #7 correctly, most of the students said they struggled to carry over information from one problem to the next part. Most the class answered questions #3 and #7 correctly, so I know students are capable of answering correctly. Within question #3, students have three different parts to answer. In part C, they are not required to write an equation that will be covered in the next section. Students should have been able to find the difference, and the most common length measured. Those were both skills that were covered in their homework and in class. Question #7 was closely related to #3. Students had to find the difference between the fastest and slowest time, and then they also needed to find the total amount of time. When I was observing the students taking their tests, the students who checked their work more thoroughly, and took their time, did better than those who did not. When looking at the data from the tests, I do not believe that there were any outliers within the test.]

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 summative assessment showed that all the students gained understanding of the content. The three focus students tested out differently on the pre-test. Student #1 is an average student in my class, and scored a 13/13 Student #2 is a student who has a hard time focusing when taking tests. Student #2 scored a 13/13. Student #3 is one of the top students in the class. Student #3 also scored a 13/13. With this student, I have discussed with him what can he do to push himself to get the most out of mathematics that he can. When he finishes homework and assessments, he will log onto IXL and practice standards within 5th grade, and standards at a higher-grade level. Student #3 understands how to create, and analyze line-plots, graphs, and stem and leaf plots with ease. Student #2, while he scored a perfect score on the test, still at times struggles with easier problems. His problems do not stem from ability. They stem from him being able to focus and blocking the distractions around him. Student #2 scores are constantly changing. Student #2 does some assessments very well, while he struggles with other assessments. Student #2 often rushes through tests to see if he can be the first one done. Recently, he has done a much better job of taking his time. Student #1 has consistently scored well on tests, even though she is an average student. Student #1 stays after school for extended day, even though she isn't required to. Extended day is for students who are struggling and behind and need extra help. The students will stay after school for forty-five minutes with a grade level teacher to work. For student #2 to perform his best, I had him seated at a circular table by himself during the test. This seemed to work well, as he wasn't distracted, and he also did not rush through the test trying to be the first one done. After looking

at all the data from the results of the test, I would say that this test was a fair assessment for all. I would have stressed to read and highlight the key points in each problem. By doing this, hopefully the students who made silly mistakes would have paid more attention to detail.]

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, whole group instruction is displayed. In our class, students are seated at four different tables. My focus students are all seated at different tables. Student #1 is seated at the very back of the table which is closest to the camera. You are not able to see student #1. Student #2 is seated at the round table by himself. You cannot see the round table in the video. Student number #3 is seated at a table on the far right, you are not able to see him. Student #1, at 1:04 of the first video clip, answers my question of what does it mean when there is a one in the stem, and a four in the leaf? She answers correctly that it stands for “fourteen.”]

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.

[The work samples will be labeled with Student #1, Student #2, and Student #3. Although you cannot see any of the students on the video clips. Student #1, at 1:04 of the first video clip, answers my question of what does it mean when there is a one in the stem, and a four in the leaf? She answers correctly that it stands for “fourteen.” Student #2, and Student #3 do not receive any verbal feedback.]

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

[All the verbal feedback, with both the focus students and the other students in class, allows me to not only share the answer, but confirm other students’ thoughts at the same time. For those students who have incorrect answers, it allows them to start the problem over to see if they can correct their errors. You will not see me in either video clips give any more verbal feedback besides to Student #1. Instead, I will walk around and check for understanding on an informal basis. You will not see this in the video clips, I do this once my guided practice is complete, and the students are working on their independent practice. This allows for more one on one time with the students who need my help. Student #2 more than anything needs to be kept on task. If he can focus, he will comprehend the content that is being taught. I assured myself that he would be focused by placing him at his own independent table.]

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.

[This test was a summative assessment that was given at the end of the chapter. The strategies and feedback that I will give each focus student will be individualized. With the feedback the students receive, I hope that they take it and apply it to their future learning. For student #1, I will use the feedback to motivate her to not settle for being middle of the pack. On Student #1's test, she scored a perfect score, but when it comes to homework, she doesn't always complete what is supposed to be done. I want to show Student #1 that she can move herself up to the top of the class if she takes her time, and does the right things when preparing for a test, and during the lesson. For Student #2, my exact feedback would be to not let his surroundings ruin his ability and knowledge. Student #2 is eventually going to have to take the responsibility of blocking out the extra white noise in the classroom. Kids will always be kids in the classroom and not always sit perfectly still. I want to instill that he can block all the white noise out and get his work done in a timely manner. Student #2 proved my feedback to be true when he sat at the table by himself during the test, and performed excellently. Student #3, does not have much to prove academically. He is well above average in mathematics, science, and reading. I would challenge Student #3 to create his own problems for each lesson. By doing so, he would accomplish the highest level of Bloom's Taxonomy of creating. These students will also have to take their MCA's this spring. All of these recommendations will help them not only with the MCA test, but also with the rest of their academic career.

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: Analyze

Vocabulary: Outlier, difference, critique, produce, estimate

Discourse: Correctly analyze data based off plots, and graphs

When I looked back on my teaching, I wish I had changed many things. The first thing that comes to mind is that I wish I had used my language function more during my instruction. I did model its use, but I could have emphasized it more. Instead of asking how much, I should have said, "Take a look at the stem and leaf plot, analyze it and tell me how many..." etc. Another central idea that I have been trying to get the students to understand is that labels are vital. The students did a nice job having the proper label in their homework. I pose the question, "What do labels mean?" in video clip #1 at 1:35. I also make sure to emphasize the labeling of the stem, and the leaf at 1:59 in video clip #1. This was done intentionally so the students could visualize not only what the stem and leaf plot looks like, but what each part stands for. I do a poor job of asking the student in video clip #1 to analyze the problem. I keep asking him what does this mean? Instead, I should have said analyze these numbers that I am pointing to on the stem and leaf plot. By modeling the vocabulary, the students will hear it more, and will start to understand how they are supposed to be using it also.]

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 formative assessment given at the end of each lesson. The next steps for instructions would include re-teaching concepts to individual students who may have struggled with a certain problem. I would also re-teach concepts as a whole group. Based off the summative assessments results, specifically question #3, #5, and #7, I would do a few review problems for the students so they could correct their mistakes. Question #3, has to do with analyzing data from a line plot, and answering word questions based off of the data. I would have students create their own line plot, and have the students create word problems based off their created line plot. The students would then exchange questions with each other to solve the created problem. I would call on a few students for examples that we could go over as a class. Question #5, was regarding another word problem based off a line plot. This time, students were asked to find the total weight of the data. I would then pull up a similar problem on the SMARTboard and walk the students through how to solve the problem one step at a time. I would have this as student friendly as possible so that would include students coming up and creating their own problem on the SMARTboard, or possibly having students solve the problem. Question #7, had three parts. Part A, students had to create a line plot from the data. I would

take the time to re-teach how to properly create a line plot with the correct intervals. I would ask higher-level thinking questions such as, "Why do we do that?" Once again, I would have this as student friendly as possible. That means getting students up and active. I do not want them sitting at their tables all the time staring into a book. That would involve students creating their own problems either on the SMARTboard, or on a piece of paper that they could exchange with a peer. For my gifted student, I could have him take a low-level peer or two, and re-teach the main concepts and ideas in each lesson. This would be a great opportunity for the student to reach the highest level of Blooms taxonomy, which is creating, while also helping a fellow peer. For my lower-level students, I would take them and re-teach a mini lesson on each objective. I would focus on specific learning targets that they struggled with such as word problems based off the data. I would want to walk the students through the problem step by step for a few problems. I would then in turn want the students to create their own word problem and have them walk their peers through it step by step. For my gifted students, I would hit many of the same objectives. I would have my higher end students create or collect their own data, and present to the class their findings.]

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

[The next steps I would take to help my students would be to re-teach students how to evaluate and analyze graphs, line plots, and stem and leaf plots. Many of my students could tell me certain points or ideas about the data, but they were confused when it came to word problems. I would walk the students through key ideas. For instance, "What does the word difference mean?" Or I could ask, "What does the word total and common mean?" Understanding these words is essential to comprehending what they are being asked. I would re-teach these lessons using a SMARTboard. I would include in my lesson visual examples, student listening and watching, and opportunities for the students to come up and interact with the SMARTboard. By using these methods for learning relates directly with Gardner's multiple intelligences. By using different intelligences, it should help the students stay on task and focused. Not every student learns the same way as another. Some may be visual learners, while another students needs to use their hands. There is no one standard way of learning, I hope to accommodate every student of mines best learning style. By doing this, I should touch on every students' best intelligence.]