

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 feedback as a video or audio clip and your comments to focus students cannot be clearly heard, attach transcriptions of your 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 and standards measured by the assessment you chose for analysis.

[The assessment I chose for this commentary was used to measure the following learning objectives:

- Using a declarative sentence, students will be able to explain the relationships of the five factors to the climate with 100% accuracy.
- Writing a short paragraph of 3-4 declarative sentences, students will be able to determine why climate change is a cause for concern with 100% accuracy.]

- 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 Task 3, Part D.

5	3	0
19	6	1

[I have provided a chart above of the scores I recorded based off of the assessment for Lesson 1. This chart above lists the score that were possible to get (5,3,1) and under each is how many student obtained that score. Based on the chart I was able to conclude that a large majority of the class succeeded at this assignment. Looking back at the students' work, for those that received a 3 was mainly because they did not follow instructions to provide with complete sentences or answered the question to vaguely. The one student that received the 0 was due to the fact it was never turned in. This chart helped me to conclude that very little re-teaching was necessary. I found that the biggest thing I would need to do is be more explicit in the directions, which I talked about previously in Task 2. The students who succeed with 100% accuracy in this assessment provided a declarative sentence for each of the short answer questions as well as completed a short paragraph with 3-4 declarative sentences and also were sure to provide both the types of precipitation and the affects on climate.

Another factor that could have led to the few students who did not do as well on this assignment could have been a lack of motivation. Some students when given time to work in class do not use it appropriately and often seem to forget to do it later on at home.]

- 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
- facts and concepts
 - interpretations or analyses
 - building and supporting arguments

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

[By looking at the class summary I was able to gain the knowledge that a majority of the students understood the material presented in class that day. I do worry about the 6 who did not do so well on this assessment. This shows me as their teacher that something still needs to be re taught. While the assessment primarily focused on using facts and concepts to create interpretations, I am able to conclude that either those students didn't correctly identify the facts that affect climate, or were struggling to follow directions closely. As stated previously in Task 2 I am focused on building more clear and explicit instructions for students to follow on the assignments. As for the focus students, they all did well on the assessment overall. Student 1, our underperforming student, lacked following directions closely, but overall he showed that he understood the facts well enough to make interpretations. This is the same for Student 2 and 3 as well. Both of those students did a fantastic job of interpreting the facts and creating accurate answers to show me that they learned something for the day's lesson.]

2. Feedback to Guide Further Learning

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

- a. In what form did you submit your evidence of feedback for the 3 focus students? **(Delete choices that do not apply).**
 - Written directly on work samples or in a separate document;
- b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the standards/objectives measured.

[Student 1 is a student that I describe as underperforming. He is an excellent verbal communicator and successful in classroom discussions, however when it comes to worksheets he tends to be vague and is always in a rush to get things done. I provided positive feedback for Student 1 in terms of explaining why I took points off and questions he should be thinking about when answering those questions. Even if he loses points on this assignment, these questions tend to end up on a final assessment so it is important to communicate with him how he should correctly answer the questions. The first two questions on the worksheet the student was vague with his answers so I provided alternative questions for him to think about to fix his response. The student also didn't read directions carefully for the last questions so he only provided half of the answer. I stated positive feedback that he correctly named all three of the types of precipitation but he needed to also include their affects on climate as well. Again, I set him up to know he was right, but he just forgot part of the question.

Student 2 did an excellent job on this assessment so I was sure to communicate positive feedback to their answers. I wrote for each question what things they did correctly and expressed enthusiasm ("excellent!") to the student for correctly answering the questions. It's important to let students know what they are doing right as well as what they did wrong. Positive encouragement helps contribute to that student to keep completing work successfully.

Student 3 also completed the assignment successfully for the most part. The short paragraph at the end of the assignment they correctly stated the three types of precipitation but again they forgot to explain the affects on the climate. On another question he answered correctly so I was sure to write feedback stating that they answered the question correctly and I enjoyed the way they described the process.]

- c. How will you support students to apply the feedback to guide improvement, either within the learning segment or at a later time?

[I will support student in applying their feedback at a later time. Throughout the course of the semester I will always encourage students to continue to do what they are good at by positive reinforcements as well as to keep providing written and oral feedback to improve. I find it beneficial to take the time to write on each assignment throughout the course of the semester feedback to help them improve on a question or an assignment. By doing this I can help students understand what they already know but questions to help them expand their thoughts and answers. I will also make it my responsibility to ensure more explicit directions as well. As I stated earlier some students didn't follow directions correctly so as an educator I must take more time for this class to explain directions more clearly. I will also continue to provide rubrics on the bottom of worksheets to set students up for success. By providing rubrics I show students exactly what I will be looking for as well as how many points everything is worth. By doing this I can set students up for success.]

3. Evidence of Language Understanding and Use

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

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

When responding to the prompt below, use concrete examples from the video clips (using time-stamp references) and/or student work samples as evidence. Evidence from the clips may focus on one or more students.

- a. Explain and provide evidence for the extent to which your students were able to use or struggled to use language (selected function, vocabulary, and additional identified language demands from Task 1) to develop content understandings.

[I have chosen to use evidence from the student work samples that are provided throughout Task 3.

The vocabulary terms the students used throughout the assessment were "weather" and "climate." At the beginning of the class period the students made an organizational chart of weather and climate words that they were successful with. They demonstrated to me that they knew the vocabulary terms well enough to proceed with the lesson. I also could see this in their worksheet as well by accurately answering the question "how are weather and climate affected by the position of the earth and the sun?" If students did not understand the language of this questions there would not have been a high success rate in answering this question.

Question 2 I think could have possibly been a question where they struggled with the language. The question of, "how does ocean currents redistribute the suns heat?", seemed to be a difficult one for Student 1 to comprehend. The word "redistribute" could have thrown off the student and that could be why he did not answer the question accurately. Student 1 answered the question quite vaguely and seemed to miss the point of the question. Again, this could be because they

struggled with the language of the questions. The other two students answered this question quite well as well as provided a detailed explanation. They demonstrated that the language use was appropriate and clear for them to make accurate interpretations.

Question 3 was the short answer question, that again only one student from the student work samples answered accurately. The students were asked, “what are the three types of precipitation and affects on climate?” Student 2 accurately answered the question and provided both the three types of precipitation as well as affects on climate. They demonstrated to me that they comprehended the question accurately and knew what the word “affect” meant. Student 1 and 3 both accurately named the three types of precipitation but both of these students did not answer the second part of the question. The students could have not known what I meant by “affects” or were unfamiliar with that word in general. While this could have been a struggle with the academic language used, it also could have been more clear if I would have taken the time to be more explicit in my instructions.]

4. Using Assessment to Inform Instruction

- a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction
 - 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).

[In terms of the 3 focus students my plan for them is to keep up the positive feedback to keep these students motivated. Along with the positive feedback I also intend to help Student 1 become a better performer in the classroom setting. Since Student 1 has been identified as underperforming I have to incorporate new ways to keep him engaged. While creating differentiated activities to engage this student I also need to focus on more clear instruction for all students. I found within these assessments that quite a few students did not answer the affects the different types of precipitation have on the climate. While students were successful in identifying the three types of precipitation, they lacked making the further connection of how those types affect climate. This is important for students to make that connection so with that being something that was lacking within the assignment, I felt this was a topic that needed to be re taught.]

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

[Due to my analysis of what the students learned I concluded that some re teaching is needed for this material. In order to accurately reteach, I would recreate another assessment to reassess what I would reteach students. According to Robert Marzano of Marzano Research Labs, he points out that in order to reteach successfully a teacher must be taught in a different approach. Clearly the students did not learn 100% percent of the material in the way I presented it so I have to change the approach as well as the assessment. Instead of having students to an independent worksheet, I could change the instruction and create a more visual based lesson instead. A key thing to remember for re teaching it is cannot be a repeat of the previous lesson. So for when I reteach this material I must create a different method of presenting the material. Another step that I have talked about numerous times is providing more clear instructions. I

must take more time to also orally tell student what the directions are on worksheets and assessments when I let them do independent work.

If I do not address the errors the students made they will be unable to connect the material learned in Lesson 1 to the material they learn in Lesson 2. All of these lessons connect to one another so the students must understand one lesson in order to be successful in the next lesson. By readdressing the objectives about key vocabulary terms as well as making accurate connections about factors of climate to weather patterns, students will not be successful in completing Lesson 2's objectives about why the earth has seasons.

<http://www.ascd.org/publications/educational-leadership/oct10/vol68/num02/Reviving-Reteaching.aspx>]