Assessment Commentary

Write the Assessment Commentary **(no more than 8 single-spaced pages, including prompts)** by providing your response to each of the prompts below.

1. Analyzing Student Learning

a. Identify the specific standards/objectives from the lesson plans measured by the assessment chosen for analysis.
   - Given a *The Three Little Pigs* … the students will be able to recognize story elements in order to demonstrate understanding of key details of a text, characters, setting, plot, and the main purpose of the text with 85% accuracy. (intrapersonal, interpersonal, linguistic) (cognitive) (CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6)
   - Given a blank graphic organizer for story elements; students will write complete sentences and draw accurate illustrations in order to demonstrate understanding of key details of a text, characters, setting, plot, and the main purpose of the text with 85% accuracy. (intrapersonal, interpersonal, linguistic) (cognitive) (CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6)
   - Given *The Three Little Pigs* … the learners will be able to verbally state what story elements are in order to demonstrate understanding of key details of a text, characters, setting, plot, and the main purpose of the text with 85% accuracy. (intrapersonal, interpersonal, linguistic) (cognitive) (CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6)
   - Given *The Three Little Pigs* … the learners will be able to summarize a story using proper story element terminology in order to demonstrate understanding of key details of a text, characters, setting, plot, and the main purpose of the text with 85% accuracy. (intrapersonal, interpersonal, linguistic) (cognitive) (CC.2.R.L.1, CC.2.R.L.7, CC.2.R.I.6)

b. Provide the evaluation criteria you are using to analyze the student learning.
   I evaluated the student based on how accurately the completed the graphic organizers for each lesson, illustrations and sentences, and how accurate the story elements were (e.g., sequence of events has an accurate beginning, middle, and end. Sentences are complete with few to no spelling errors). Each lesson required the students to fill out a graphic organizer for story element and sequence of events of a given story, *Violet's Music* and *The Three Little Pigs*. There are no grades in class, but progress was measured on how accurately they complete the graphic organizer. The classroom teacher and I discussed the progress of each student. This also allowed us to find areas of concern and improvement for further lessons.

c. Provide a graphic (table or chart) or narrative summary of student learning for your whole class. Be sure to summarize student learning for all evaluation criteria described above.
   *Violet's Music Graphic Organizer:* 73% of the students accurately illustrated the story, and approximately 73% of the students wrote grade level sentences. I spoke with the remaining students about what they read in the story and helped them verbally tell the beginning, middle, and end of *Violet's Music*. I also spoke to the students about their sentences and helped them write what they were verbalizing.

   *Three Little Pigs Graphic Organizer:* 82.6% of the students accurately illustrated the story elements on the graphic organizer, 73% of the students wrote grade level sentences. I spoke to the 6 students about sentences and helped them form proper
sentences and/or put what they were saying into sentences (one of these students was Student 1 in the work samples).

*Violet’s Music Graphic Organizer: 72%* of the students accurately illustrated the story, and approximately 74% of the students wrote grade level sentences. I spoke with the remaining students about what they read in the story and helped them verbally tell the beginning, middle, and end of *Violet’s Music*. I also spoke to the students about their sentences and helped them write what they were verbalizing. I believe the decline in the percentage of accurate illustrations was due to the more challenging graphic organizer.

I feel the students did really well on the graphic organizers and their sentences. These are elements they have been working on throughout the year.

d. Use evidence found in the 3 student work samples and the whole class summary to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to

- The essential literacy strategy and
- Requisite skills

<table>
<thead>
<tr>
<th>Consider what students understand and do well and where they continue to struggle (e.g. common errors, confusions, need for greater challenge).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students appear to be familiar with the skills necessary to recognize story elements, and most of the students are able to convert their thoughts on to paper in sentences or illustrations. A small portion of the students struggle with either the sentences or the illustrations, and there seems to be some overlap between the two. When it came time for the more challenging graphic organizer that required the students to recognize and communicate more story elements that we had originally practiced, there seemed to be more confusion. I noticed that I had to do more one on one instruction with the third graphic organizer than any of the others. Some common errors I noticed on all the graphic organizers was illustrating or writing insignificant parts of the story. For example, for <em>Three Little Pigs</em>, instead of describing what happened at each house in each of the three boxes, which is what I felt were the most important elements of the story that drive the plot, students would put something about where the wolf met the pig. Although this happened in the story, I do not feel it was essential to the plot of the story. Common errors when it comes to writing sentences are misspelling in with site words and 1st grade word wall words. As a result of this, I began including these words (e.g., because) on weekly spelling quizzes. The classroom teacher and I both thought that they needed a reminder on those words.</td>
</tr>
</tbody>
</table>

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?
- Written directly on work samples or in a separate document
- In audio files; or
- In video clip(s) from the instruction task (provide a time-stamp reference) or in a separate video clip?
  I wrote directly on their work.
b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the standards/objectives measured.

I wrote positive feedback on the work samples that address what I thought were the strongest parts of their graphic organizers. Student 1 needed some more work on her sentences and spelling. I felt the best way to address this would be one-on-one. She continues to struggle with written communication, and even receives services. I was able to talk to her and she was able to verbally tell me the proper sequence of events in complete sentences, she really struggles with written communication.

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

I began addressing common spelling errors I was noticing by adding them to weekly spelling tests. I would also frequently talk to students at their desk about areas of concern, such as the basics for writing a complete sentence. I will also continue to model sequence of events and story elements during whole class read-alouds by talking about them and asking questions during the reading.

3. Evidence of Language Understanding and Use

You may provide evidence of language use with your video clips from Task 2 AND/OR through the student work samples analyzed in Task 3.

Refer to examples from the clip(s) (with time stamps) and/or student work samples as evidence.

- Explain the extent to which your students were able to use language (selected function, vocabulary, and additional identified demands) to develop content understandings. Students continually used language such as sequence of event, story elements, characters, plot, setting, beginning, middle, and end throughout the course of the lessons through completion of their graphic organizers and participation in the whole class discussions. The knowledge of this language helps develop content understanding because of its constant use.

4. Using Assessment to Inform Instruction

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

- for the whole class

As a whole, I think the entire class can use some extra help writing complete proper sentences. Although at grade level, there is always room for improvement. I also feel that there is a lot of room for improvement in spelling. As a result, I will be including site words and 1st grade word wall words that need to be refreshed based on common misspelling on submitted work.

- for the 3 focus students and other individuals/groups with specific needs

Student 2 falls in the 76th percentile in reading according to Measures of Academic Progress (MAP) scores. She appears to be keeping up with all of the work and appears
to not struggle. She’s very good about raising her hand and asking for help if she needs it. She does not receive any services. Student 3 is in the 97th percentile in reading and does really well in all subject areas. If she needs assistance, she will also raise her hand and ask a question. She appears to be doing well in class with no extra services provided. Student 1 receives RtI services, and receives help with reading, writing, and mathematics. She will continue to get extra help in the classroom by the classroom teacher, and the aide, and me. According to recent discussions with the special education coordinator, she is not projected to be removed from services anytime in the near future. The two students that have IEPs receive help in the classroom from the classroom aid, in addition to the classroom teacher and me. They also both receive RtI services. All students will benefit from a review of site words and 1st grade word wall words that commonly appear misspelled in assignments. All students will benefit from story element reviews during whole-class read-alouds throughout the day.

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

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

I accessed prior knowledge of sequence of events and story elements when teaching this lesson. Students learn best when they build on stuff they already learn, especially when learning new concepts. In addition to building on prior knowledge with story elements and sequence of events, another way I ensured activation of prior knowledge was by using a familiar text, like with The Three Little Pigs and The Stinky Cheese Man and Other Fairly Stupid Tales. The text was familiar so more time could be dedicated to the recognition of story elements and sequence of events, and not as much to comprehension and remembering. I also presented the information in different ways, and allowed the students to convey their understanding in multiple ways. I addressed the needs of the different learning styles and multiple intelligences by providing them with different communication outlets. The students also had the opportunity to work together on different aspects of the lessons, like reading. The students had the opportunity to help each other out and learn social expectations.