Assessment Commentary

1. Analyzing Student Learning

   a. Identify the specific standards/objectives from the lesson plans measured by the assessment chosen for analysis.

   The informal assessment addressed objective 1 which measured were how the students applied real world context to identify, classify, and organize cause and effect from given pre-assessment. Objective 2 was addressed during collaborative group work as I circulated and gave students high order thinking questions to assess their comprehension of cause and effect. The formal assessment addressed both objectives to identify, classify, and organize cause and effect with given scenarios and intra-textual connections from story.

   b. Provide the evaluation criteria you are using to analyze the student learning.

   Class was graded by four point rubric provided at end of lesson plan for their pre-assessment, group work and post-assessment.

   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.

	E+	E-	S+	S-
Pre-assessment	15 students	2 students		
Group Work (5 Groups)	3 groups	1 group	1 group	
Post Assessment	13 students	2 students		

   *Note: Two students didn't complete post-assessment due to other services (Reading Recovery)

   Students' work showed comprehension of material presented by data collected and comprehension showed during group work when I circulated the groups asking higher-order questions.

   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
   Based on student work samples and whole class work, students needed more guided assistance in identifying causes from effects based on intra-textual connections. Students were successful in matching cause and effect however more assistance in identifying which is cause or effect is needed.

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?

Submitted evidence consists of students' written work samples in which feedback has been written directly on students' papers.

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

Student one showed excellence and comprehension in leading the group assignment. The student was exceptional in sorting and matching correct cause and effects. However, the student did have a little difficulty during the post-assessment with identifying cause from intra-textual connections. The teacher showed her where the problem occurred. Student immediately corrected the error.

Student two showed higher order thinking during pre-assessment due to matching evidence and recognized another effect applied to a cause presented. However, on the post-assessment data, she would benefit from further practice in identifying cause and effect with appropriate sorting. Student did show great collaboration with group during assignment and prompted group to write in sentences.

Student three was given extra praise for completing the pre-assessment and applying excellent decoding skills for reading cause and effects. He showed apprehension and confusion with sorting and matching cause and effect. I provided additional instruction and monitored progress with praise and guidance.

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

Written comments on the student samples identify the area their exceptional matching skills during the pre-assessment. Students will be shown how to identify, classify, and organize cause and effect with additional instructional during next day from teacher. Teacher will re-model strategy for students and provide opportunities for students to work in peer groups. Teacher will confer with individual students to identify, classify, and organize cause and effect with real-world connections at later time. Later in the day, students were given opportunity to practice writing sentences using cause and effect. Students were commended for working cooperatively in groups and using excellent sentences and academic language.

3. Evidence of Language Understanding and Use

Explain the extent to which your students were able to use language (selected function, vocabulary, and additional identified demands) to develop content understandings.

In this lesson, students analyzed text as a whole class, in small groups and independently. Students used discourse to develop language and vocabulary understanding throughout lesson. Through the use of their new academic vocabulary, students were able to gain a deeper understanding of the provided text. Teacher referred to definitions present on the board for reference for the students. Teacher modeled strategy with use of think-aloud and had students model to partners. To help the students better grasp the story, it was read aloud by the teacher with exaggerated inflection and expression. Throughout the reading, teacher paused and had as whole class identify cause and effect within the text. After reading, students were placed in collaborative groups where peer coaching was evident with academic language usage. Student one showed exceptional leadership within group setting and reminded peers to use academic vocabulary. Student two worked collectively with assigned group using academic vocabulary with some hesitation to understanding. Student three did have difficulty with working collaboratively and use of academic vocabulary but later fixed issue by asking to do a task to finish assignment. Post-assessment was individual setting and use of academic language was utilized to further comprehension of words. Later assessment revealed that this strategy was effective for those who were struggling and the required academic language became more fluent for them as well. Students were verbally rewarded for their comprehension and fluency of academic language.

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

Throughout the whole week, whole class will review how to identify, classify, and organize cause and effect to help students' comprehension. We will read various books were students analyze cause and effect. Students will be provided additional practice with identifying cause and effect with sorting sentences with reference images for struggling readers, graphic organizers, and written responses to prompt better conceptual knowledge of cause and effect. Of the three focus students, student two and three will be provided additional practice of identifying which is cause and effect. Student one had a clear grasp of the concept and additional practice will provide more feedback. For the individual students, teacher will confer with the ones struggling to develop better strategies for them to utilize. Different literacy strategies need to be focused on for this group of students by differentiating instruction with students struggling to read the clues by using real world connections.

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

We need to utilize social interaction to scaffold students' zone of proximal development as proposed by Lev Vygotsky. Teacher can associate literature circles to provide student collaboration to engage deeper understanding as promoted by Harvey Daniels. Teacher can also differentiate instruction with use of Gardner's theory of multiple intelligences by utilizing different activities to actively engage students within the instruction.