

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 Objectives prior to this learning segment

- (SLO 1) After analyzing sources on the successes and failures of the Articles of Confederation, students will describe this plan of government using evidence from the sources to back their descriptions.

Lesson 1 Objectives

- (SLO 2) After students examine the Virginia plan and the New Jersey plan, they will describe each plan using information from the sources and explain who supported each plan and why.

Lesson 2 Objectives

- (SLO 3) Students will examine a secondary source diagram on the Great Compromise and cite textual evidence to explain its structure and importance.

Lesson 3 Objectives

- (SLO 4) After examining the 3/5ths compromise, students will describe its structure and evaluate its importance using textual evidence.]
- 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.

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SLO- Student Learning Objective					
SLO 1- 3 short response, 1 multiple choice (25%)					
SLO 2- 1 multiple choice, 1 fill in the blank (50%)					
SLO 3- 1 multiple choice (100%)					
SLO 4- 1 multiple choice (100%)					
Vocabulary- 1 short response, 2 multiple choice, 4 fill in the blank (14.28%)					

Student #	SLO 1	SLO 2	SLO 3	SLO 4	Vocab.
1	100	100	100	100	100
2	75	50	100	0	85
3	75	50	0	100	57

4	0	0	0	100	57
5	50	100	100	0	85
6	100	100	0	100	85
7	75	50	100	0	100
8	50	100	0	100	85
9	50	50	100	100	85
10	100	100	100	100	100
11	75	100	100	0	85
12	100	50	100	0	100
13	75	50	100	100	100
14	100	0	100	0	85
15	50	100	0	100	100
16	75	100	0	0	57
17	75	0	100	0	100
18	100	100	0	100	85
19	25	100	0	100	100
20	100	100	100	100	100
21	75	50	0	100	85
22	50	50	100	0	85
23	100	50	100	100	100
24	75	0	0	100	85
25	100	100	0	100	100
26	75	100	100	0	85
27	100	100	100	100	100

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- 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
 - inquiry, interpretation, or analysis skills
 - building and supporting arguments or conclusions

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

[Whole Class: The table above summarizes the performance of the whole class on this assessment. This assessment took place during the fourth lesson of this five-lesson segment and the first four questions covered the standards and objectives I covered prior to this learning segment, but the rest of the quiz is on what students learned in the previous three lessons. The quiz consisted of four short response questions, six multiple-choice questions, and five fill in the blank questions. As indicated by the key at the top of the table, each learning objective was measured by a different amount of questions. Many students demonstrated they had a good

understanding of the facts and concepts we learned in class. For example, twenty students were able to recall that another term for Congress is the Legislative branch and twenty-two students understood the meaning of supermajority. In addition, as shown in the table, only three students scored lower than an 85 on the vocabulary portion of the quiz. The question most students answered incorrectly on the vocabulary section was either the short response question that asked students to analyze a table and indicate the correct term, or students mixed up the New Jersey plan and the Virginia plan on the fill in the blank section.

There were three short response questions and one fill in the blank question on student learning objective 1, so each question was scored as 25% towards meeting the objective. Nine students answered all of these questions correct and therefore met the learning objective. Ten students answered three out of the four questions correctly, meeting 75% of the learning objective. Out of these ten students, seven of them received partial credit for failing to use evidence and/or examples to support their description of the Articles of Confederation. They were able to correctly indicate the Articles of Confederation were weak, but did not answer the second part of the question that asked them to explain why they are weak. This shows that most students could correctly interpret the Articles of Confederation, but some students either did not read the whole question, or were unable to support their interpretation with evidence. As indicated by the table, five students met 50% of learning objective one and one student did not meet the learning objective at all.

Learning objective two was measured using one multiple-choice question and one fill in the blank question. Fourteen students met 100% of the objective, this illustrates that a majority of the class was able to understand how the concept of representation in Congress differed between the New Jersey plan that wanted equal representation and was supported by the smaller states, and the Virginia plan that wanted representation based off population and was supported by the larger states. Nine students met 50% of the objective and all of these nine students answered the multiple-choice question correctly, but answered the fill in the blank question incorrectly mixing up the Virginia plan with the New Jersey plan.

The third and fourth learning objectives were measured by one multiple-choice question each. Sixteen students were able to answer the question on the Great Compromise correct and therefore met 100% of the learning objective three. Although this was a multiple-choice question, students had to both indentify the two houses of Congress set up by the Great Compromise and determine how representation is decided in each house. Seventeen students met 100% of learning objective four. The other ten students did pick the other answer that included the two sides involved in the 3/5ths compromise, so they may have rushed through the question, or mixed up the views of each side.

Focus Student 1: This is student number one in the table. He is very academically advanced, consistently participates in class, and has no behavioral issues. This student received a perfect score on the quiz meeting 100% of all of the learning objectives and correctly answering all of the questions related to important vocabulary terms and concepts. On the second short response question many students failed to provide an explanation and only received partial credit, this student however, not only supported his description with facts to receive full credit, but also drew a visual representation of an example I used to describe the document in class. In addition, this student shows that he carefully reads all of the answers to the multiple-choice questions by drawing a line through the answers he believes are incorrect, as he uses process of elimination to narrow down his answers. On question ten, this student not only correctly analyzes the table and writes the right term, but he also goes beyond the learning objective and describes that term. He again displays his understanding, careful reading, and ability to use context clues on question eleven by not making the same mistake as many other students and correctly filling in the blank with the Virginia plan.

Focus Student 2: This is student number six in the table. This student has a 504 plan that allows him to receive extra time on tests and quizzes. He participates occasionally in class and sometimes I have to speak to him about his excessive talking during class. When he is actually focused and not talking, he contributes in group work and is able to answer most of the questions. He received an 88 on the quiz and met all but one learning objective. Although I did not take off points for grammar, he did fail to capitalize the first word of his sentence on a short response question and misspelled the word enforce. He did not meet learning objective four because he confused the facts behind the Northern and Southern states' views. Also, he failed to choose the correct vocabulary term on question nine.

Focus Student 3: This student also has a 504 plan that allows her to receive extra time on tests and quizzes. She rarely ever participates in class discussions or group work. She is a struggling reader and has trouble processing information. She genuinely tries to complete her assignments, but she has extreme difficulty understanding even basic concepts. She scored a 55 on the quiz and as the table indicates, she was only able to meet learning objective four and 50% of learning objective three. It is also important to note that she was unable to answer any of the short response questions correctly.

- 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.

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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
 - In audio files

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.

[All three of the focus students received written feedback directly on their quiz. Focus student 3 (struggling) also received oral feedback that was recorded in an audio file and her voice is quiet and soft.]

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

[Focus student 1: (Advanced student #1)] Since this student met all of the learning objectives measured in this assessment, feedback focused on grammar, positive reinforcement, and providing him with potential sources to check out to help challenge him and prepare him for more difficult assignments. For instance, I told this student excellent job for correctly answering the second short response question and going beyond the learning objective requirement of a written evaluation of the Articles of Confederation, by also providing a visual representation. I mentioned that I appreciated him paying attention in class and that he did a great job supporting his answer with evidence. However, I also indicated that he needs to write in complete sentences and use the correct punctuation. I wrote on the back of the quiz that he may be graded on his grammar in the future and bad grammar could result in him not meeting the

learning objective if the teacher is unable to read his writing. On question ten, he again went beyond what was required of him by providing the term and an explanation. I provided positive reinforcement and acknowledged his extra effort by writing great job. I also wrote on the back of his quiz that I would be giving him assignments that are more challenging and told him to check out the federalists' papers to gain additional knowledge and a more in depth understanding of the third key issue we will be covering next.

Focus student 2: (Typical student #6) Feedback for this student was geared towards helping student number six meet learning objective four and making sure he understands important vocabulary terms. As seen in the table, learning objective six was measured by one multiple-choice question. The student work sample shows this student answered question seven incorrectly by mixing up the northern and southern states views on how slaves should be represented and taxed. I wrote to remember that the southern states had the majority of the slaves and that is why they wanted the slaves to count towards representation, but not taxes. The table shows that student number six also answered one question wrong on the vocabulary portion. The student work sample reveals that student number six chose unanimous decision instead of supermajority. I explained that one more than half means supermajority and unanimous decision would be everyone agreeing. I also drew a visual to help him understand. On the back of his quiz, I wrote that he did a great job, but needs to make sure to slow down, use his extra time wisely, and read carefully. I also explained that he needs to watch his punctuation and spelling because this may be graded on this in the future and it can affect his ability to meet the learning objectives. I asked him to practice re-stating the question in his responses to help him write answers in complete sentences and to look over the 3/5ths compromise diagram and write a short summary to ensure he knows the difference between the southern and northern states views. In addition, I indicated that making a study guide and flash cards for the vocabulary terms can be a good way to practice studying and mentioned to look up foldables.

Focus student 3: (Struggling student # 4) This student is a struggling reader with a 504 plan and she missed three learning objectives. In the audio file, I go over each of the questions she got wrong on the quiz. Going over question one, I explain that I understand why she got confused because I do not want to discourage her by just telling her she got it wrong and I want to encourage her to keep trying instead of leaving a question blank. Instead of giving her the right answer, I have her look through her notes and find the correct answer to show her that she has the resources and just needs to study them. I continue to cover the rest of the questions and I ask her questions, explicitly explain the answer when necessary, and continuously make sure she understands my feedback. She nods that she understands what I am telling her, however it does not seem like she always does understand, so I also provided detailed feedback directly on her quiz. I explained answers and where to find the information, I drew visuals, and I also provided positive reinforcement on the questions she got right. On the back of the quiz, I wrote that she needed to make sure she asks questions during class if she does not understand something so I can help her and to take her time on the test and carefully read the questions. I explained that making a study guide would be helpful as well as flash cards to practice vocabulary at home and I told her to check out foldables. I also mentioned that I want her to participate more in class discussions, or I will have to start calling on her. I ended on a positive note by writing that I believe she can and will do better.]

- 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.

[Focus student 1: (Advanced student #1) I will support this student to understand and use this feedback to further his learning in numerous ways. In the next lesson, students will be analyzing potential scenarios and applying their knowledge of the amendments to determine if an amendment is being protected or violated and must list that amendment, and explain what right(s) it protects. I will be challenging this student to write his answers in complete sentences with perfect grammar and punctuation. In addition, I will converse with him about the federalist papers if he looked into them and ask him some challenging questions. For example, I could ask him what was James Madison's view on the system of checks and balances and protecting states' and individuals rights. This will help him meet the learning objective in Lesson Four by examining another perspective on the argument regarding the balance of power between the federal government and state governments, and the rights of individuals. After this learning segment, I will continue to challenge this student with higher order questions, have him read documents that are at a higher lexile level, and provide positive reinforcement. For example, I will ask him to create his own scenario that displays an amendment being protected or violated and to write a short essay comparing and contrasting the New York State Constitution, the Articles of Confederation, and the Constitution.

Focus student 2: (Typical student #6) This student will receive feedback to ensure he meets the learning objective he missed on the quiz. This student will write a summary on the 3/5ths compromise to meet learning objective three and I will go over it with him to make sure the content is accurate and the spelling and grammar are good. After this learning segment, students will be making foldables to study for the test. This student will make additional foldables for the questions he got wrong on the quiz. In addition, both during the learning segment and after I will have this student re-state the question in his response, write in complete sentences, and challenge him to higher order thinking skills to help him meet the learning objectives. For instance, I will ask him to write a summary of the three key issues that arose during the Constitutional Convention and how they were solved. This will help him meet the learning objectives as well as give him practice with writing in complete sentences and using the correct grammar and punctuation.

Focus student 3: (Struggling student # 4) I will support this student to understand and use her feedback through working with her one on one and making sure to consistently check for understanding. As indicated above, I will have her complete a study guide. I will provide her with a template for the study guide and she will use her notes, graphic organizer, and other packets we worked on in class to complete the study guide. I will go over the study guide with her one on one and make sure she has included all of the necessary information. I will give her acronyms and examples to help her remember key concepts and create a memorable connection to the content. She will also create the foldables on all of the questions she got wrong to help her study and meet the learning objectives on the test. Also, I will monitor her participation in classroom discussions and her progress in the amendment activity next class and provide her with additional scaffolding. For example, I will ask her more facilitating questions to help her understand the main idea of sources, I will provide her with simplified sources if necessary, and I will consistently give her positive reinforcement to help her meet the learning objectives.

3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the video clips and/or student work samples as evidence. Evidence from the clips 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/symbols, **AND**
 - discourse or syntaxto develop content understandings.

[Focus student 1: (Advanced student #1) Student number one's work sample demonstrates this student is able to analyze information, and identify and use vocabulary to meet the learning objectives. On question ten, this student examines a table and is able to determine the correct vocabulary term used in class to define this type of government is federalism. He also goes beyond the objective and defines federalism. This shows this student is able to analyze information and state the main idea of the information being presented. Multiple-choice questions eight and nine and fill in the blank questions eleven through fifteen on student one's work sample are all correct. This illustrates student number one has a sound understanding of the key vocabulary terms from the learning segment. For example, on question eight, he was able to identify that another term for congress is the legislative branch and on question nine, he understood that nine out thirteen states needed to agree is called a supermajority.

Focus student 2: (Typical student #6) Student number six's work sample also shows that this student is capable of analyzing information and understanding most vocabulary terms to meet most of the learning objectives. As shown on student six's work sample, he was able to answer Question ten correctly. He analyzed the table and indentified the vocabulary term used to state the main idea of the information being presented. Student six was also able to answer six out of seven of the vocabulary questions. He missed multiple-choice question nine by failing to match the given example to the correct term.

Focus student 3: (Struggling student # 4) Student number four's work sample provides evidence that this student struggled to analyze information and define important vocabulary terms to meet the learning objectives. She was unable to analyze the table in question ten and respond with the correct term. This purpose of this question was to test students' ability to state the main idea of the information, but as her student work sample shows, she missed the main idea and instead listed specific characteristics of the table. She failed to use the correct vocabulary terms to finish the sentences in questions nine, eleven, thirteen, and fourteen.

However, she did answer question eight correctly showing she could identify that another term for Congress is the legislative branch.

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).

[Whole Class: Based on the student learning presented in the table above, the majority of the class does not need re-teaching, but should review the content prior to the test. I will work with the whole class on making sure to read the whole question and to write responses that are supported by evidence and in complete sentences. I will model how to re-state the question in their response in order to help them write in complete sentences and review how to identify key information that can be used to build and support conclusions. We will use the RAPS method: re-state the question, answer the question, prove your answer with evidence, and sum it up. Students will then practice doing this as they write summaries and evaluate scenarios in the upcoming lessons. In addition, I will have all of the students create foldables for the terms they do not understand and complete a study guide to study for the test to ensure the students meet all of the learning objectives.

Focus student 1: (Advanced student #1) The next steps for instruction to impact student number one's learning is to challenge him by setting higher expectations, reducing scaffolding, and giving him more opportunities to excel. I want to have student number one work with student number four during group work to help her with understanding the content, and help him develop the leadership skills he has shown previously as well as create a deeper understanding of the content through breaking it down and explaining it. I will have student number one also practice writing his response in complete sentences and using the proper grammar and punctuation in the upcoming assignments. I will give him higher order questions for homework and other individual assignments that will require him to gather resources, analyze the information, and produce extended responses using evidence from multiple sources to support his claim. In addition, I will provide student number one with not only higher blooms questions, but also more student choice to allow him to research topics he finds interesting and keep him motivated.

Focus student 2: (Typical student #6) Student number six needs to review the content, learn good studying techniques, and to stay focused. We will be reviewing the content that students learned previously along with new content as students begin to study for the test. This student will create foldables for the vocabulary terms and fill out a study guide that includes a thorough description of the concepts and facts he failed to understand on the quiz. Students will quiz each other using the foldables they created to review during class and will also use them to quiz themselves at home. Another way I will influence student number six's learning is by continuing to employ classroom management skills like proximity to ensure he stays on task and progresses towards meeting the learning objectives. In addition, I will provide feedback to help him write in complete sentences and use the correct spelling and punctuation.

Focus student 3: (Struggling student # 4) The first step as shown in the audio file was to go over each question and make sure the student knows why she got the question wrong and where to find the correct information. The next step is to have student number four work with more advanced peers and learn studying strategies to help her remember the content. During class work student four showed she could read and at times correctly identify information, but if I prompted her to orally respond without the information directly in front of her, she could not respond. This reveals a need to learn new methods of studying to retain the information and that is why I will be working with her one on one to offer detailed feedback on her study guide and foldables that she will be creating in the following lessons. I will continue to monitor her progress closely to ensure she is underlining the key information needed to support her responses and if she is unable to locate the information I will provide examples for what kind of information is important and modify the sources if necessary.]

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

[These next steps come follow my analysis of student learning that revealed the need for students to practice writing in complete sentences, using vocabulary terms and other important evidence to support their claims, and to learn new studying techniques. Students will make foldables for the key vocabulary terms and concepts to study with their peers and at home by themselves. Zike (2007) reported that foldables quickly organize and display data, making it easier for students to understand concepts, theories, or facts. In addition, since my analysis showed students were unable to write in complete sentences and support their claims with evidence on the quiz, I will be modeling RAPS: re-state the question, answer the question, prove your answer with evidence from the source, and sum up your answer. Students will practice RAPS as they respond to questions during the next lesson and for the upcoming homework assignments. Students will be required to use the vocabulary terms from the foldables in their responses while practicing RAPS. I will also be showing students what evidence is important and how to use that evidence properly. According to National Council of Teachers of English (2012), evidence plays an essential role in writing and when it comes to using historical writing, “evaluating the quality of evidence is equally about how well the writer analyzes and interprets its significance (pg.2).”]