

### 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 evidence of learning, 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 Children’s Learning

- a. Identify the specific language and literacy learning objectives for the common assessment you chose for analysis.

[ During the interdisciplinary science and literacy Learning Experience, Lesson 2, students will be expected to meet the following Common Core language and literacy objectives:

- 1. SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

2. CCSS.ELA-LITERACY.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- 3. CCSS.ELA-LITERACY.L.1.2.B Use end punctuation for sentences.

The common assessment selected for this particular lesson addresses these objectives. Regarding the first one that I have listed, the text from the book, *From Bulb to Seed*, by Ellen Weiss is used as the read-aloud text from which students will ask and answer questions.

DIRECTIONS FOR THE COMMON ASSESSMENT: Choose 1 or 2 plants that grow from seeds, draw it (them) on one side of large paper, choose 1 or 2 plants that grow from bulbs and draw it (those) on the other side of the large paper. Write once complete sentence that tells the reader what grows from bulbs and what grows from seeds. Remember your grammar.]

- b. Provide a graphic (table or chart) or narrative that summarizes the class/group’s learning for the common assessment.

[Lesson 2, Part 2: Whole Group Assessment: Students write accurate and complete sentences-paying attention to both capitalization and punctuation

**A: Overall Assessment criteria:**

Accurate Statement for a Bulb: Correct = 1 Point (SL.1.2)

Accurate Statement for a Seed: Correct = 1 Point (SL.1.2)

Correct Capitalization: Correct = 2 Points, 1 point for each sentence (L.1.2)

Correct Punctuation: Correct = 2 Points, 1 point for each sentence (L.1.2.B)

Needs Improvement / Re-teach	Developing	Good Understanding
4 POINTS or less	4.5 to 5 POINTS	5.5 to 6 POINTS
2	6	9
12%	35%	53%

Class Success Analysis:

**Specific Focus on how students demonstrate command of the conventions of standard English grammar for capitalization and punctuation ONLY.**

**B: Class Summary on conventions of Standard English grammar**

Needs Improvement / Re-teach	Developing	Good Understanding
2 POINTS or less	3 POINTS	4 POINTS
2	6	9
12%	35%	53%

**C: Class Summary on students' ability to ask and answer questions about key details in a text read aloud or information presented orally.**

Needs Improvement / Re-teach	Developing	Good Understanding
0 POINTS	1 – 1.5 POINTS	2 POINTS
0	1	16
0%	6%	94%

**D: Overall class ranking**

Student	Accurate Statement for a Bulb (Correct = 1 Point)	Accurate Statement for a Seed (Correct = 1 Point)	Correct Capitalization (Correct = 2 Points, 1 point for each sentence)	Correct Punctuation (Correct = 2 Points, 1 point for each sentence)	Total Points
1 Focus-1	1	1	2	2	6
2	1	1	2	2	6
3	1	1	2	2	6
4	1	1	2	2	6
5	1	1	2	2	6
6	1	1	2	2	6

7	1	1	2	2	6
8	1	1	2	2	6
9 Focus-2	.5	1	2	2	5.5
10	1	1	1	2	5
11	1	1	2	1	5
12	1	1	2	1	5
13	1	1	1	2	5
14	1	1	1	2	5
15	1	1	1	2	5
16	1	1	0	2	4
17	1	1	1	1	4

]

- c. Use the class/group summary you provided in prompt 1b to analyze the patterns of language and literacy learning for **the class/group**.

[ My first grade class has had daily practice writing one “morning sentence” that is both self-evaluated and teacher-evaluated for both the correct capitalization and ending punctuation. Therefore, this assessment built on what they are learning across the disciplines of science and literacy. By looking at the tables above, the class did very well at understanding the objective to answer questions about key details in a text (Table C, 94%). However, students did not pay attention to details when finishing their work and as a result left out either one or both capitals in their sentences or omitted a period. Only 53% overall, received full credit for using correct punctuation and capitalization. The material covered in this read-aloud was enhanced by the exploration of actual seeds and bulbs, so that the students could get a physical and tactile sense of what these are. Because of the multimodal nature of this, it is likely that some of the conceptual knowledge from the book was easily retained. The nature of some of the errors in grammar, may be due to the fact that students have not had daily practice with journal writing because various other literary activities such as reading, daily phonemic awareness, spelling, and individual choice work has a little more emphasis. Nonetheless, I provided examples for the sentences and since I have a handful of students with OT needs, some students still face challenges with letter formation. Most certainly, because of the data, I would plan further practice and re-teach these important writing essentials in a mini-lesson.]

- d. Analyze the patterns of learning for the **2 focus children**. Reference the **3 sources of evidence** you collected for each of the **2 focus children**.

Consider children’s strengths (what children understand and do well), and areas of learning that need attention (e.g., common errors, confusions, need for greater challenge).

[ As the table conveys, both Focus Children did well on this assessment from Learning Experience- Lesson 2. Focus child- 1, my ELL student, actually received a perfect score on this, which is a remarkable achievement, knowing that at the beginning of the year, she had incredible struggles with phonological awareness. In the “PART B Work Samples-Doc”, one can see the beginning of the year knowledge in exhibit B. She has not developed the spacing between words, grammatical conventions such as capitals and periods, and has left out letter sounds within words as she tries to spell them at the beginning of the year. With both parents only speaking Spanish at home and having such initial difficulty, she receives reading intervention. However, throughout this multimodal science/literacy unit, she has been successful at each task. With the required drawing of the seeds and bulbs plant to correspond to her assessment sentence, she can garner a deeper understanding about the syntax she creates in her sentence. She has learned at this point, to try to get help from the high-frequency environmental print list on the walls as well as know when to refer to a brainstorm list for assistance with spelling on new, larger, vocabulary words. For the first lesson assessment, VIDEO CLIP PART A, Evidence of Learning, Focus Child 1 (00:00 – 00:24), I did not want her to worry about reading the new vocabulary words when she was trying to order the steps in the flower’s life cycle. I knew the pictures would help her be successful with this (since having picture cards always aids ELL students). However, when I arrived at her desk, she already had everything glued in place. I planned to get a summative assessment by letting her orally convey what she learned in that lesson, but I had her describe her accurate work she completed like the rest of the class, anyway. By conveying her results orally, she is bolstering her learning and I can offer positive encouragement as we continue through the unit.

Also, in my PART B Observation Notes for Focus Child 1, I describe my most rewarding observation of the unit when I talk about the final “Jigsaw- Expert Group” presentations in lesson five.” This part is the culmination of how students can share their general knowledge of plants, but inform their peers about something unique to their plant topic. Focus Child 1, was looking forward to this experience. The fact that the students could use this academic language with ease, was a delight for me as a teacher. Child 1 read her written script well, and was able to answer my question about a Tulip. She even helped another struggling reader in her group, which echoes the fact that she has made huge leaps in reading this Spring semester.

Looking at PART B Work Sample, Exhibit A for Focus Child 2, I realized that she had not understood the directions. Since she is my most advanced reader and writer in the class, during my feedback session with her, I got clarification about this. She misunderstood the directions that I would outline. I wanted to see a drawing of one or two plants from each a bulb and a seed. Many of her peers were drawing just one plant of each and she did ask during the lesson if she could draw two seed plants. I said, “Yes”. However, I didn’t realize that she was going to exclude an example a “bulb” plant by doing this. I address this issue during the following “Feedback” question.

During VIDEO CLIP PART A, Evidence of Learning, Focus Child 2 (00:00 – 00:25), I am walking around at the end of the life cycle assessment to informally collect data on the students’ learning. In this clip, I asked Focus Child 2 about how we know a plant is living. She responds with one term, “it eats”. I say, “Yes, and it “drinks, what else?” She responds with water, but I ask her to give me a new reason and consult the board if she needed to. She successfully finds another reason, “grows”. As the students repeat the song they learned in this lesson again in the second lesson, this concept of “how we know it is a living thing” will be more solid in their minds.

Another way I show evidence of Focus Child 2’s learning is that I challenge her to write more sentences in her script and present it. As seen in my notes on Lesson 5, she names each live cactus, is eager to accurately answer questions about how the aloe in lotions comes from the succulent and how the spines help protect the plant from humans and animals. This is also

displayed in a Video Work Sample where children develop deeper understandings of concepts and solidify their familiarity with the academic language in this unit.]

- e. If video or audio evidence of learning or 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 children (e.g., position, physical description) whose work is portrayed.

[ The camera in each child’s PART A-EVIDENCE-OF-LEARNING and PART C-FEEDBACK video, is highlighting each the individual focus child. Focus child-1 has dark hair and Focus child-2 as blonde hair.]

## 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 2 focus children. **(Delete choices that do not apply.)**
  - Written directly on work samples or in separate documents that were provided to the focus children
  - In video clip(s) from Instruction Task 2 (provide a time-stamp reference) or in separate video clips

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 child (e.g., position, physical description) who is being given feedback.

[ The evidence I have submitted for each specific Focus child is in the form of two types of files. First, a work sample from Learning Experience-Lesson two, Part two, with their common assessment, is being submitted. (PART B-WORK SAMPLE-DOC-FOCUS-Child (1 or 2)). Second, I submit a video covering one feedback session in which I address assessments from both Learning Experience-Lesson two, Part two, as well as Learning Experience-Lesson five for each focus child (PART C-FEEDBACK). ]

- b. Explain how the feedback provided to the 2 focus children addresses their individual and developmental strengths and needs relative to language and literacy development.

[ Focus Child 2 quite consistently proofreads her sentences for correct capitalization and punctuation. As evidenced from the “beginning of the year” work sample collected from the beginning of the school year, and the assessment in the same file, she has good command of phonological awareness and can easily craft a sentence with correct capital letters and punctuation. The feedback I gave her on this work sample (with the pumpkin and sunflower seed) did not indicate an error in her ability to demonstrate her command of the English language, but she had an error in following the directions. However, since she had asked me during the lesson if she could draw two plants from a seed and I said “yes”, but did not clarify that although doing that is perfectly fine, she would still need to write a statement about a bulb with a corresponding plant or plants, I allowed her to have a chance to make an accurate “bulb” statement. This is shown during this Feedback video 01:03 – 02:45, and she recalled that the “Tulip” was on our brainstormed list. After she is finished, I commend her on using a capital and period once again. With Focus Child 2, and any other child who has generally mastered a skill, I will need to remind them that it is important to clarify directions and not rush through work. In

this case she was not necessarily rushing, but since she often finishes tasks quickly, I need to make sure to have more challenges for her. In this case, I could have had her write two sentences instead of one. However, I do challenge her to write more sentences on her script in lesson 5.

Focus Child 1, wrote two correct statements and during her Feedback video, 00:00 to 01:20, I point to the capitalization and punctuation that I liked to see. I could tell she successfully utilized the whiteboard list to find a plant from each category. I asked her about this and was happy to see she knew of a good strategy to find accurate spellings of new words. I could tell she paid attention to the details of her writing as I noticed some erasing and corrections. For both Focus students, I give feedback at this time on the first Lesson 5 assessment in their respective Feedback videos. I ask Focus Child 1 at 01:27 through 01:50 about which sorting strategy helps her. Knowing both students' style of learning will help me instruct them. Focus Student 2's feedback on this is at the beginning of her Feedback video until 00:51 and at the end she refers to paying attention those three instances on the assessment where the first letters are the same. She begins to name those where the "e" is the first letter after the first of three "s" words and the second letter is needed to sort the two "l" words.]

- c. Describe how you will support each focus child to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.

[ Based on the assessments, that I have seen for both students in this unit (refer to Part B-Work Samples Focus Child 1 and Child 2), I will continue to strive to craft lessons that fit individual needs. Theorist Erik Erikson conveys that at a primary grade level, students are exploring their new sense of industry. As a teacher, I feel that I have a responsibility to empower students to take some responsibility for their own learning. With focus Child 2, I want to give her the freedom to know that she can always research a topic beyond the basic facts. During lesson five, she was given an opportunity to soar. I need to continue to challenge her with higher-level writing assignments. With Focus Child 1, I must continue to create opportunities for her to work with a peer and work toward develop more presentation skills- which seems to be interesting to her.

Also, for Focus Child 1, I must always consider the cultural context from which she works and realize that the main supports for learning English (and the standard grammatical nuances required) will be done here at school. I will need to continue to have picture card activities available at the beginning of units so that learning new vocabulary is not such a daunting task for her. Also, I will need to regularly check in and see if she can orally describe concepts if her writing does not show an understanding of a subject.]

### 3. Evidence of Vocabulary Understanding and Use

When responding to the prompt below, use concrete examples from the video clips and/or children's work samples as evidence. Evidence from the video clips may focus on one or more children.

- a. Explain how children were able to use the key vocabulary<sup>1</sup> to support their learning of the content.

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<sup>1</sup> This vocabulary was identified in Planning Task 1 and refers to developmentally appropriate sounds, words, phrases, sentences, and paragraphs that children use or create to engage in the learning experience.

For prompt 3a, refer to the evidence of children’s vocabulary use **from ONE, TWO, OR ALL THREE** of the following sources:

1. Video clips from Instruction Task 2 and time-stamp references for evidence of vocabulary use
2. Additional video file named “Vocabulary Use” of no more than 5 minutes in length and cited vocabulary use (this can be footage of one or more children). See Assessment Task 3 specifications in the Early Childhood Evidence Chart for acceptable file types. Submit the video clip in Assessment Task 3, Part C.
3. Children’s work samples analyzed in Assessment Task 3 and cited vocabulary use

[ During PART A Video Clip 1 in Task 2 from 03:50 – 4:57, I used a question-and-answer session at the carpet so students could share their current vocabulary knowledge of a plant’s parts. From 04:57 to 07:54, I show evidence of how the children are practicing newly acquired vocabulary about plants within the song they learn, “The Needs of a Plant”. This multimodal learning strategy mirrors one of my favorite theorists, Howard Gardner, who challenge teachers to craft lessons to meet the needs of eight multiple intelligences found in today’s classrooms; verbal/linguistic, logical/mathematical, visual, kinesthetic, musical, interpersonal, intrapersonal, and the naturalist.

In PART B Work Sample, Exhibit D, the results are shown for my Focus Students as well as the whole class as they experienced something that is new to them this year- using iPads to take a quiz. By creating a quiz and utilizing an online program, Kahoot.com, children received immediate feedback in a fun-filled collective learning assessment. I used this to assess how the class was comprehending the vocabulary we introduced in the unit. What is important to me when using this program is that I can see question-level analysis and determine if I need to craft a mini-lesson on one particular topic. I can see that the question which had the least amount of correct answers was the one about where a plant makes its food- (the leaves).

In the PART C VOCABULARY USE video 00:00 to 02:41, I show how one of the five “expert groups” in our Jigsaw strategy conveys their knowledge of vocabulary- not only by reading their written scripts about the specialized plant topic, but how they utilize their academic language when answering peer questions and my questions. The boy in the short-sleeved red shirt presents his information well at the beginning of the video and is enjoying the fact that he can share newly acquired vocabulary as his peers switch places during the presentation. Then, from 01:44 to 02:41, he is eager (along with the girl in the pink shirt) to share that he could answer the student question about what kind of tree a pine cone comes from. He informs his peers that it doesn’t grow on all trees, but only on (the impressive vocabulary term for a first-grader) “conifers”. I ask if they happened to find out what was in each pine cone and he also knew that seeds were inside. Each of the five groups demonstrated excellent speaking and listening skills while sharing this newly acquired vocabulary. Dr. David Moore advises teachers to use instruction that is robust and has, “...a wide range of vocabulary activities and routines...involve students in content-rich collaborative tasks. From singing songs with new vocabulary, creating the “expert groups” to build a deeper understanding of “plant” vocabulary, to forming “groups” to use a “concept sort” strategy to meet the learning objective that are addressed in CCSS.ELA-LITERACY.L.1.5.A, “Sort words into categories (e.g., colors, clothing) to gain a sense of the

concepts the categories represent.”, I displayed evidence of how I built my lessons to include collaborative tasks with rich vocabulary experiences and multimodal learning. ]

#### 4. Using Assessment to Inform Instruction

- a. Based on your analysis of children’s learning presented in prompts 1b–c, describe next steps for instruction to impact children’s learning:
  - For the class/group
  - For the 2 focus children and other individuals/groups with specific needs

Consider the active and multimodal nature of children’s learning and the variety of learners in your class/group who may require different strategies/supports (e.g., children with IEPs or 504 plans, English language learners, children at different points in the developmental continuum, struggling readers, and/or gifted children needing greater support or challenge).

[ In my analysis of learning from prompts 1b-c, I would determine that further mini-lessons would need to be created to emphasize proofreading in order to create sentences that are written with perfectly correct grammar. Instead of using rote drills, I would need to adhere to my goal of practicing a Universal Design for Learning (an educational framework based on cognitive neuroscience where a teacher will provide multiple means of engagement, representation, and expression). This is important for the class to link a deeper meaning to why grammar is important- how statements turn into a change in our voice inflection by the use of a question mark verses a period and how a thought is not complete without that period. Perhaps I would include a dramatic interpretation to tie in another multimodal strategy in learning this.

For my two focus children, I would need to have two very different objectives in mind. For Focus Student 1, I need many visual aids during instruction and opportunities for her to practice her skills with a peer. With Focus Child 2, I need to create writing assignments that require the use of 5 or 6 sentences, rather than just one, along with deeper thinking tasks to which she can respond. She is ready to elaborate more in her writing. In both cases, collaborative projects help both focus students to develop their literacy, social, and emotional skills. ]

- b. Explain how these next steps follow from your analysis of children’s learning. Support your explanation with principles from research and/or developmental theory.

[ For my science / literacy learning experiences, I used a lesson plan format that is an ideal outline for including multimodal learning (the 5E’s: Engagement, Exploration, Explanation, Elaboration, and Evaluation). The multimodal experiences I plan to use to further enhance literacy skills, are grounded in the Reggio Emilia Philosophy, in that I will view each child as unique, “capable of much more than expected when provided the right opportunities for engaging with his or her world in creative ways”. Assessing a unit, takes much more than just one analysis from one lesson. I want to keep in mind the “big picture” of how students can create their own goals for learning and develop a thirst for knowledge, by giving them some freedom in the path mode they wish to explore a topic. The various types of assessments I used, show that I have all types of learners in mind (considering Howard Gardner’s theory of the eight multiple intelligences). What was most insightful to me, was how each “Expert group” in the Jigsaw comprehension strategy, was able to elaborate on a topic with their peers when asked questions, following their Lesson 5 presentations. Having a sense of ownership for that one special “plant topic” gave them a sense of pride in sharing their knowledge.

I would continue to create learning experiences where students can collaborate. Famous theorist, Vygotsky, notes how crucial this is by stating, “Learning awakens a variety of



developmental processes that are able to operate only when the child is interacting in his environment and in cooperation with his peers". (Follari, 2011, p. 80). My most important goal as a teacher is to inspire children to want to learn more and to forever be students of the universe; asking questions, conducting their own research to develop a deeper understanding, and practicing their skills to keep information fresh in their minds.]

## References:

Follari, L. (2011). *Foundations and best practices in early childhood education: History, theories, and approaches to learning*. Upper Saddle River, New Jersey: Pearson Education, Inc.

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