

## 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.

[The content objectives, geared towards language and literacy, are as follows, students will be able to *define* parallelograms and observe, by measuring, that opposite sides of some parallelograms are the same length. Students will be able to *define* 'rectangle,' 'rhombus,' and 'square' and *explain* its relationship among them. Students will be able to *identify* and *categorize* quadrilaterals. Lastly, students will be able to *categorize* figures by their attributes (including angles). These content objectives tie in language and literacy skills for the analysis of the assessment. ]

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

**[Table 1:** This table represents the scores the students achieved on the common assessment:

10	9	8	7.5	7	6	5
12 out of 25 students	4 out of 25 students	3 out of 25 students	2 out of 25 students	1 out of 25 students	1 out of 25 students	2 out of 25 students

**Table 2:** This table represents the percentage of the class that scored the given amounts:

10	48% of students scored perfect 10
9	56% of students scored a 9 or higher
8	76% of students scored an 8 or higher
7.5	84% of students scored a 7.5 or higher
7	88% of students scored a 7 or higher
6	92% of students scored a 6 or higher
5	100% of students scored a 5 or higher

**Table 3:** This table represents the students who answered the question incorrectly.

Question 1	3 students answered incorrectly
Question 2	7 students answered incorrectly
Question 3	3 students answered incorrectly
Question 4	7 students answered incorrectly
Question 5	9 students answered incorrectly

]

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

[As you can see in table 1, the majority of the class scored a 100%. This told me that the learning objectives, of the learning experience, had been clearly communicated to the majority of the students. These students were able to recall the information learned about the different types of angles, polygons, and quadrilaterals and apply their knowledge to the questions on the assessment. Anchor charts are used as a tool in our classroom to help us remember key ideas. These students were able to use the tools in the classroom to help aid them in solving the questions during the assessment. When studying the data qualitatively, I made a tally of which questions were missed for each student. I found, questions 2,4, and 5 were missed the most often in the class. Question 2 pertains to quadrilaterals. The students were to make a check mark next to the box that describes the figure. Every student was able to check one box, however, it was either that they did not check the correct box or checked too many. Seven out of 25 students, or 28%, missed this question. This is over one fourth of the class. Therefore, a mini lesson on shared attributes of quadrilaterals would be in the plans for the next steps.

Question 4 and 5 are the same in content: list the figures that are quadrilaterals. Seven students missed question 4, and 9 students missed question 5. Similar to the reasoning behind question 2, the students either did not list the right amount of given shapes that were quadrilaterals or they listed too few or too many figures. Together, 16 students missed either one or both questions 4 and 5. That is 64% of the class. This data tells me that over half of the class had a hard time using the definition of a quadrilateral to find the shapes that met the description. This pattern tells me that students need more practice with quadrilaterals and identifying the shapes that could be a quadrilateral. Due to the large amount of English Language Learners (ELL's) in the classroom, students could be getting confused with the many different vocabulary terms we have been using over the course of the learning segment. As each learning experience builds off of one another, it would be important to reference the visuals and reexplain what the definition of a quadrilateral is prior to moving forward to the next learning experience.]

- 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).

[Focus student one is a female who is an ELL. She often has trouble with writing, verbalizing thoughts, and organizing her words to form sentences. This student is in the lower level performance group in mathematics. One strength this student has is her ability to use the visuals to help her answer the questions. During 'Focus Student 1 Feedback Video,' the student even stated that she used the anchor charts to help her get the right answer for several of the questions. I see this pattern in her data of the common assessment. This

student used specific language from each anchor chart as she wrote her answers. This student is strong in her ability to persevere, as well. While reading and organizing her writing may be a challenge for her, she is constantly working to be better. She prides herself in her strategies when she is able to succeed. This pattern is also evident in her assessment. The student worked hard and answered every question on her own, without scaffolding.

This student has many needs. In “Part A Focus Student 1 Video Evidence of Learning,” the student was unable to grasp the concept of a right angle. It was not until I made a physical right angle with my hand, and had the student manipulate it to be acute and obtuse, that the student was able to grasp the concept of the angle. This is common with ELL’s. They benefit from having physical manipulatives. This knowledge stuck with her. On the assessment, there was a question about angles and she was able to answer it correctly.

Another area that this student struggles in is her ability to see multiple definitions for one object. This is a struggle that is common with ELL students. During the common assessment, there is a portion that asks the students to identify which names make up the figure. Since this student relies so heavily on visuals, the student was unable to notice that though a shape may not physically look like a rectangle, it can still be a rectangle based on the definition that it has two sets of parallel sides and four right angles. This tells me that there is a pattern regarding to her struggle to think abstractly and critically.

Focus student two is a female who is proficient in writing and reading. This student is in the high performing math group. This student excels at using vocabulary to help her answer questions and continually goes above and beyond when explaining herself. During the feedback video for focus student two, it is evident that this student is proficient in recalling information like key vocabulary terms or definitions. In the video, focus student two reminds me that she knew how to identify a right angle: “there is a box in the corner, and that box represents 90 degrees, and I know that 90 degrees is a right angle.” We also see this in “Part A Focus Student 2 Video Evidence of Learning.” During the clip, this student is able to identify what the definition of a parallel line is. She then applied that knowledge to the question she is working through. This student is strong in her ability to apply prior knowledge to new concepts. This data is true in other portions of the assessment as well. This student did not miss a question when it came to explanations.

This student is also strong in her ability to be a critical thinker. This student shows examples of her ability to think critically in “Part A Focus Student 2 Video Evidence of Learning.” Throughout this video, the focus student is working with a partner to identify if the picture given (a set of parallel lines) is a polygon. Here, I challenge the students to think critically about the difference in lines and line segments. I challenge the girls to think about all parts of the definition of polygons. Throughout this video you see this student using the vocabulary and thinking critically about the topics. During ‘Focus Student 2 Feedback Video’ it is also evident that the student is able to think critically when she states that she knew the quadrilateral she missed was a quadrilateral because it looked like a trapezoid. This evidence tells me that she is able to think more critically about definitions as well. Most students who are on the low or neutral level for mathematics would state that a quadrilateral is a shape with four sides. However, this student is able to remember that multiple shapes can be quadrilaterals. The student was able to recall that a trapezoid was also a quadrilateral, so instead of counting the sides, she knew the shape was automatically already a quadrilateral. Her ability to think critically is another strong pattern in this student’s performance.

However, she also has some areas of need. This student can oftentimes be a little silly or distracted. There is evidence of this in the “Part A Focus Student 2 Video Evidence of Learning.” During the beginning of the clip, the student was looking around, rocking in her chair, and not thinking before she spoke. This tells me that sometimes, this student can be distracted and that can take away from her ability to finish strong. In her common

assessment, the student missed one out of two on question 4 and one out of three on question 5. This may be evidence of her pattern of becoming distracted easily.

Another area of need that represents a pattern is her ability to double check her work and take her time. While this student is in the high performing group, she is used to completing her work early and waiting for more challenging tasks. This student would benefit from checking her work and taking her time. In 'Focus Student 2 Feedback Video,' it was evident that the student knew which questions she missed and knew the right answer for both of the questions. I believe her pattern of going to quickly and not checking her work was the reason for her mistakes.]

- 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.

[ N/A ]

## 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.)**
- 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 students receiving feedback are the only students in the video. The students are in two separate videos. Focus student 1 has long black hair in a pony tail. Focus student 2 has short, light brown hair. ]

- 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.

[ During the feedback clips, you will see feedback in the style of a conference. This is where the student sits with me as we discuss what the student did well, address what they got wrong, talk about the confusions or misunderstandings, and set goals for the future. Students do this 1 to 3 times weekly with a teacher depending on needs.

For focus student one, the video started with us analyzing the first mistake on her quiz. She stated that the figure in question 2 was a trapezoid. This figure was a triangle. A triangle does not match the definition of a trapezoid. However, this student was having trouble with the concept of parallel lines. Therefore, we cleared up the miscommunication with parallel lines, and the student was able to realize that the shape was not a trapezoid. Throughout the process of her understanding this, there was a great amount of scaffolding taking place. This is where this student needs the most support. She needs support when it comes to applying vocabulary terms. So, in my feedback, I tailored it to be more of a scaffolding session to see if she was able to grasp the concept that the triangle cannot be a trapezoid. By having the student retell me different definitions, and find those definitions on the anchor charts around the classroom, we are practicing her ability to retell definitions and use those definitions when solving problems. By modeling this for her, I am showing her how to properly use visuals to help aid in her development of language and literacy.

This student also has strengths evident in the feedback video. The student was able to write about how a rhombus is similar to a square. The student was also able to identify which

triangles were right triangles. Therefore, she was able to look at the visuals in the classroom and use them correctly by identifying definitions of key words and applying them to questions. This student is also strong in persevering and continuing to try her best. The student was given praise and was able to see her mistakes in a loving and calm environment. This shows that the student is able to be reflective and thoughtful in discussion with me during the feedback session, as well.

Focus student two has very strong vocabulary skills. She is able to recall definitions and use them at the appropriate times. During our feedback session, I had the student retell me what she did to solve the problem for right angles. The student gave a detailed response on how she knew that the box in the corner represents 90 degrees and that she knows that a right angle is 90 degrees. By having the student retell and explain to me how she knew and what she did, she is practicing skills to develop language and literacy skills. Throughout the video I am able to capitalize on her strengths of retelling and explaining answers using the new vocabulary.

During the feedback session, the student had a misconception with one of the vocabulary terms. This student thought that a quadrilateral was a shape with four *equal* sides. Where as, the sides do not have to be equal for it to be a quadrilateral. During the feedback session, we addressed this mistake and we were able to correct her answer promptly. These misconceptions are not uncommon for students to make based on where they are at developmentally. ]

- 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.

[During the feedback sessions, the students came up with a plan on what they were going to do in the future to help them become more critical thinkers and better problem solvers. Right now, in light of testing, we are capitalizing on our ability to use anchor charts as tools to help foster our learning. Often times, we find all the answers we need on the charts. Both of the focus students stated that they would like to use the anchor charts more in the upcoming weeks in order to get the correct answers. As things are constantly shifting and changing in the classroom, it was hard to find the anchor charts. If it was hard for me, I know it will be hard for the students to identify where they are at as well. Therefore, in order to support the learning of the focus students and the class, I will pick one set spot for mathematics anchor charts to be. This space will be dedicated to the math anchor charts and they will not move from this space. This will help the students know where to find the charts to help them answer questions.

I will support focus child one by continuing to practice new vocabulary with her. I will continue to model and scaffold how to use visuals and how to use manipulatives to solve problems. I will challenge her to retell processes she took and verbalize the different steps. This will promote her development of language and literacy.

For focus student two, I am going to continue to have her retell and explain the processes she took in solving problems. I will be reminding her to take her time and not rush through problems. I will remind her that when we rush, we are not showing all the ways we have grown as students. I will also remind her to check her work. Oftentimes, when we check our work, we find easy mistakes. This will help the student's basic learning skills in order to perform better in her usage of language and vocabulary development in the future. ]

### 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.

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

[There is evidence of students using key vocabulary in Clip 2 Learning Experience 1 from Task 2. Here, I am working with the lowest performing math group. During this video, the students are discussing the term ‘acute.’ The video starts off by me asking the students to locate an acute angle in the classroom. One of the students points out that we can find the term ‘acute’ on the ‘triangle’ anchor chart (:14). Here, the students are using the tools in the classroom that promote their language development. I call on a student (:18) to tell me if this term was for sides or for angles of a triangle. The student responded that ‘acute’ was a term for angles. I ask a clarifying question (:31) to make sure all of the students understand that an acute angle is by angle rather than side. Here, I am getting the students to think critically about the term given. The students are applying all of their background information to answer these clarifying questions.

All of this leads up to my question of “What is an acute angle?” (:37). By providing the necessary scaffolding, I am getting the students to think about the language they know, and bringing it to the forefront of their mind so they are able to use it in the definitions they are going to give me. At :40, a student answers, “it is the point of the shape.” I provide more scaffolding, but I do not give the answer away. This is how I am deepening their use of the vocabulary. I say, “In our corner, is our angle. So what makes it an acute angle?” The boy on my right responds, “the angle” (:55).

At 1:00, I have the students draw their representations of an acute angle. After going over the term and definition of ‘acute,’ I am checking to see if the students can make their own representations. This is a check for me to see if they are retaining the language and are able to do it on their own. At 1:12, I noticed that the girl on my left drew a right angle instead of an acute angle. Here, I provide a sentence stem “A 90 degree right angle forms a \_\_\_\_\_?” I am trying to get her thinking about the differences between a right triangle and an acute triangle. Another girl joins in on the conversation, because she also drew a right triangle. At 1:57, I have the girls retell me the definition of an acute angle. By having the students retell me the definition, I am allowing them opportunities to use the vocabulary and get familiar with it. By retelling what the definition is in their own words, they are practicing developing language and literacy skills.

At 2:20, after the students have drawn their representation of the vocabulary word ‘acute,’ I have them write the definition in their own words. At 2:30, the boy on my right states that

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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.

“acute angles are angles of the triangle that are acute.” He quickly says, “that doesn’t make sense. Acute angles are angles of the triangle.” I reply with a sentence stem, “That are \_\_\_?” I see his eyes move up to the anchor chart as he reads the definition from it “all three angles are less than 90.” By verbally stating what the students drew, we are able to find misconceptions and ideas that do not make sense in our definitions before we write them. These pre-write thinking skills help students develop language and literacy skills.

At 3:17, I begin working with the girl on my left again. Her definition did not make sense. She needed to add more about the angles of the triangle. So I asked a comprehension question to further develop her ideas about angles prior to writing, “What can you tell me about the size of the angle?” Instead of telling her what she needed to add, I allowed her to think through the definition and apply critical thinking skills in order to develop her language and literacy skills further. Another girl was lacking in the definition of ‘acute’ so I had them use the anchor chart and retell me what they noticed about the size of the angles. At the end of the video, the students grasped the fact that all three angles of the triangle needed to be acute.

This clip of the students using the vocabulary shows that each of these students needs a different type of scaffolding, involving the vocabulary, to get them to comprehend the learning objectives. The students were able to apply their prior knowledge, use the tools in the classroom, use their new knowledge and combine it with their ability to retell and think critically to support their learning of the concepts of angles. ]

#### 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).

[Moving forward, there are definitely strategies that will need to be put into practice to further students understanding of geometric shapes, become more critical thinkers, and see geometric shapes in the real world (central focus). Plans will be made for both the whole class as well as for the focus students and other groups with similar needs.

There are three questions the majority of students in the class missed (see table 3 in 1b): question 2, 4, and 5. Question 2 pertains to the different names a figure can have. Question 4 and 5 pertain to identifying which shapes in a group are quadrilaterals. For next steps, I would plan two different mini lessons to teach the class as a whole. One mini lesson will be on shape attributes and the second mini lesson would be on identifying quadrilaterals. I would do this in more of a hands on way.

For the first mini lesson on attributes, the students could work on drawing their own shape and writing the attributes. The students could also do a matching game to match the shape with its attributes. For the second mini lesson, I would also like to make it more hands on. The students could play a categorization game with the two headers being ‘Quadrilateral’ and ‘Not a Quadrilateral.’ Here, the students could practice using the vocabulary and categorizing the shapes.

The last whole group plan I would make is to do an anchor chart scavenger hunt. Here, the students would be searching for key information on the anchor chart and re writing it in their

own words. Anchor charts can sometimes be tricky to find and having many up can become confusing. I believe this would allow students a fun way to figure out where each anchor chart is and become even more familiar with the vocabulary usage that is on each.

I am going to join together my focus student one and the ELL's to formulate plans for further instruction. It is important when introducing new vocabulary for students to have multiple opportunities to practice it and become familiar with it. Therefore, in my next steps for this group, I am going to provide students with a hands on matching game. Here, the students will be able to match the word to the definition. When they match it, the students will also select the card that has the image of the term. By playing this game, ELL's are receiving multiple chances at practicing, they are able to use visuals, and they will be participating in a hands on activity that will stimulate more areas of the brain for memory.

Focus student 2 is going to be paired with the non ELL, higher performing group for plans for next steps. For this group, I would like to focus on strategies to double check work and scan for easy mistakes. While this seems like a simple modification, teaching children to slow down and be thorough is a skill they will need all of their life. Slowing down may seem redundant at first, but students will begin to see the benefits and see that checking our work is a good skill to have. ]

- 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.

[The plans I made for furthering the students learning in the next steps of instruction can be boiled down to three ideas: hands on learning, multiple opportunities of practice with vocabulary terms, and slowing down to thoughtfully check answers. I believe that children learn best when the instruction is varied in the modality. Philosopher and theorist, Howard Gardner, proposed this idea through a theory called "Multiple Intelligences." The theory emerged from cognitive research and observation of the way children learn. Gardner, of Harvard, has identified seven distinct intelligences. According to this theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains (Lane). Since students learn in different ways, it is ideal to challenge the traditional norms of the classroom that state worksheets are the only way for children to learn. Students can learn in many different modalities. By making the lessons more hands on, I am giving students a chance to communicate with the tools and learn through touching and moving the pieces.

The majority of the children in the classroom are English Language Learners (ELL's). ELL's need a variety of different supports in the classroom for comprehension. There are several strategies to instruction for ELL students. According to *9 Strategies to Differentiate Instruction for ELL Students*, from Edmetum, three of the biggest strategies are defining key vocabulary, using visual supports, and providing multiple learning opportunities to reinforce key concepts and vocabulary. This supports my plan to have students play a matching game with the definitions of the key words as well as visual picture cards. By playing this game, students will be getting time to practice the vocabulary before there is any pressure of an assessment, etc. Students will be working with the vocabulary terms in an engaging and fun way to deepen their understanding of each term.

Lastly, in teaching students to self correct and to slow down, students are beginning to take ownership of their work. This plays a critical role in the learning process. It is one thing to grade students and turn it back to them. This process usually goes unnoticed by the student. However, if the student is the one doing the self correction and they take the time and see the mistakes, this will provide a more meaningful time for them to reflect on what they dd



wrong and what they need to do to grow. This can take place individually or during a conference style setting. The Gradual Release Model is important in this idea. The teacher should be modeling how the student is to self correct. The next step would be conferencing until the student feels comfortable to correct on their own. This idea supports my plans to teach students to self correct and slow down when working.]

Lane, Carla. "The Distance Learning Technology Resource Guide: Multiple Intelligences" <http://www.tecweb.org/styles/gardner.html>

Edmentum "9 Strategies to Differentiate Instruction for ELL Students" [http://www.edmentum.com/sites/edmentum.com/files/resource/media/0272-27\\_DifferentiateInstructionESL\\_081415.pdf](http://www.edmentum.com/sites/edmentum.com/files/resource/media/0272-27_DifferentiateInstructionESL_081415.pdf)

### **Common Assessment:**

Students were each given an assessment at the end of the learning experience from day 3. The students were asked to read the directions quietly to themselves. We read the questions aloud together. I identified in question two that there could be multiple answers. I identified in questions 4 and 5 that there could be multiple figures that are quadrilaterals. After 15 minutes, I collected the assessment (See attachment on following page).

Unit 6  
Quick Quiz 1

Name \_\_\_\_\_

Date \_\_\_\_\_

Write the correct answer.

1. What do a rhombus and a square have in common?

\_\_\_\_\_

2. Put a check mark beside every name that describes the figure.

- quadrilateral
- not a quadrilateral
- rectangle
- rhombus
- trapezoid
- square

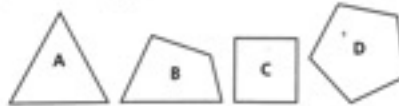


3. Which triangle has a right angle?



\_\_\_\_\_

4. List the figures that are quadrilaterals.



\_\_\_\_\_

5. List the figures that are quadrilaterals.



\_\_\_\_\_