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.

[MA.1.4 Students will compare and order number values up to 99.

MA.1.4.1 Identify individual digit value within a number using place value up to the hundreds.]

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.

[Coming into the unit, all students were given a preassessment that was created by the first grade teachers and approved by the principal and curriculum director. The math assessments that are created for this district in first grade are generally more rigorous and require higher order thinking than the standards indicate. There is also a level four built into each assessment, which is advanced, so students have the opportunity to show their full capabilities in math. In general, after administering the preassessment, it was determined that every child needed instruction in all areas. Sometimes it's possible to break students into groups during the 20 minute intervention and enrichment time so each students can receive more personalized instruction. it was decided that the concepts would be presented to the whole group first, then students would be grouped based on their needs.
When taking the preassessment into consideration and looking at the check in that I created, it's clear that the students were able to perform the tasks. Student 1 understood all of the concepts, but fumbled a little bit during the bonus question. She had drawn the correct number and made sure to circle the additional group of ten, but she wrote that there were four groups of ten instead of three. This student is the highest performer in the class, and after communicating with her and observing her in class, it was clear that she understood the concept but counted the groups of ten incorrectly. Student 2 also understood all of the concepts, but in the bonus question she wrote that there were 30 group of 10 instead of three. This question was designed with many steps and specific language to see if students were able to use their skills to navigate it. Both she and Student 3 knew that there were three groups of ten which is 30, but in the process they forgot that the question simply asked how many groups of ten there were. Both were tripped up on the wording of the question, although they were able to use addition (transfer of skills from prior unit) and indicated the tens place. Student 4 got all of the questions correct. On the bonus question, it's clear that she had originally written 32 and erased it so it was just three. This shows that she looked back at the question to determine what answer she really needed to find. This shows higher level test taking and thinking skills which will be helpful as she advances through her educational career.]

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

- conceptual understanding,
- procedural fluency, **AND**
- mathematical reasoning or problem-solving skills.

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

[Overall, all four students understand the concepts and all received advanced on their report cards for the standards (which were also worked on outside of these lessons). The students got most of the questions correct, only faltering when it came to how many groups of ten there were. This confusion may have surfaced because they were working on expanded form at the same time, so they probably took the tens and wrote it as they would in expanded form. They showed procedural fluency by being able to answer the questions in a variety of contexts, and they did so rather quickly. They were able to complete the assessment in a short amount of time. Their problem-solving skills came through in the bonus question, as it had never been practiced before and they had to draw upon multiple skills to complete it. It was designed to see if they could work through it, and for the most part they were able to. There were a few points where students faltered during a step, but they were able to work through it enough to produce a reasonable answer.]

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.

[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 3 focus students. **(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 student (e.g., position, physical description) who is being given feedback.

[n/a]

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

[The feedback took place in the classroom a day after the assessment was taken. I discussed with each of the students what they did well, and shared what they were able to answer correctly. I then discussed the questions that were missed with them, sometimes asking them to explain their reasoning, and sharing that they were only required to write how many tens there were. It was clear that they understood the concept overall, but didn't quite catch the wording of the question when they were writing the answer. I also asked if they believed they understood the content, which they all replied to positively.]

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.

[With all three students, they struggled to understand the difference between the number of tens that would be written in expanded form and how many groups of ten there are. In future instruction, I will be sure to explain the difference (briefly done so while giving feedback) and provide practice for the students.]

3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the video clip(s) and/or student work samples as evidence. Evidence from the clip(s) 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 clip(s) 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 and/or symbols, **AND**
- discourse or syntax

to develop content understandings.

[Language use occurred at the beginning of the clip, 00:10-00:38. The two vocabulary terms reference were 'place value' and 'base 10'. Both were used during the first lesson, and I explained that we use base 10, although not every culture does. They could not remember the term 'place value', so that term will need to be addressed again in the future. They were all able to identify which base we were working in. I decided to use this in the beginning of the lesson as a quick refresher and to link new knowledge to prior knowledge.]

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).

[These students will be slip into appropriate groups during the intervention and enrichment time so they can either receive additional instruction in problem areas, or so they can be given more advanced instruction to further their mathematical capabilities. The students in the featured group are gifted in math, and as such will be in the group that works on more advanced concepts.]

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

[Students are ready for adding larger two digit numbers since it's shown that they are able to group numbers appropriately. As such, the next standard would be for them to add two digit numbers. I used scaffolding to build their knowledge so they can complete these more difficult tasks. It was essential for them to know place value before they jumped into adding larger numbers. Now as they move on in math, they will hopefully have a solid base so they truly understanding what they are doing.]