

TASK 3: LITERACY 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 feedback as a video or audio clip and your comments to focus students cannot be clearly heard, attach transcriptions of your 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

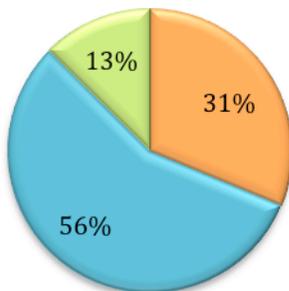
- a. Identify the specific learning objectives measured by the assessment you chose for analysis.

[Students will be able to compose a Quick Write that integrates emotions and feelings into their story based upon what was learned through reading the mentor text *Koala Lou* by Mem Fox and identifying the craft move that she used with at least 75% of the class receiving a score of a 3 on the Quick Write rubric.]

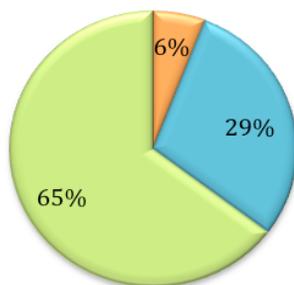
- b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted in Literacy Assessment Task 3, Part D.

[ Score: 0  Score: 1  Score: 2  Score: 3]

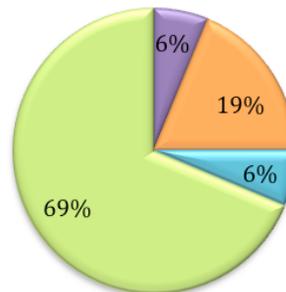
Writing Conventions



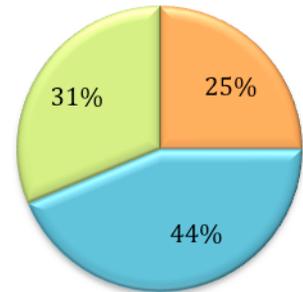
Brainstorm/Practice



Integration/Activity



Organized/Neat



[These pie graphs display the percentage of students who received a score of a 3, the percentage of students who received a score of a 2, the percentage of students who received a score of a 1, and the percentage of students who received a score of a 0 for each of the four categories listed in the evaluation criteria. The students were graded on writing conventions, their brainstorm or practice page, whether they were able to integrate the writing strategy into their own writing or were able to complete the writing activity, and finally on their overall organization and neatness.]

- 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

- the essential literacy strategy
- related skills

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

[There are typically 17 students in the first grade class that this learning segment was taught to; however, I was previously made aware that one student would be absent the week that the segment was taught, thus reducing the class to only 16 students. In the objective, it is clear that my goal was for 12 of the students, or 75% of the class, to be able to successfully integrate emotions into their own writing following the minilesson. The third graph shows that the goal was almost achieved, with 11 out of the 16 students, or 69% of the class, receiving a score of a 3 in the third category on the rubric titled Integrated Writing Strategy/Writing Strategy Activity (Differentiated). Therefore, in terms of the essential literacy strategy, it is clear that a majority of the students were successful in meeting the learning objective and goal that this assessment measured. **Student 1's** work sample demonstrates her ability to integrate emotions into her Quick Write by using emotional action words. She chose the emotion of being scared and picked the action words "run away" and "hide." Her story successfully captures this emotion based upon her use of the action word/phrase "ran away." Student 1's work scored a 3 in the Integrated Writing Strategy section on the Quick Write rubric. This student's work resembled a majority of the class's writing pieces in terms of being able to achieve the essential literacy strategy. **Student 2** wrote a decent story, but rather than using the action words like the class was told to do, she wrote an actual emotion in her story. She used the word "scared," instead of incorporating action words, such as "scream" or "hide." This was considered an error since the emotion word itself was not to be used in the story. She scored a 2 in the Integrated Writing Strategy section on the Quick Write rubric due to writing the word "scared" and not including any emotional action words. Student 3 wrote a great story that was based on an emotion, but she did not follow the directions, and had multiple errors in integration. She did not include any action words into her story that conveyed the emotion she was trying to include. Student 3's work scored a 1 in the Integrated Writing Strategy section on the Quick Write rubric. This student's work paralleled with the 19% of the class who received a 1, since they did not include any action works or even mention an emotion in their story, thus earning a low score.

The other areas of evaluation, such as writing conventions, brainstorming, and organization/neatness are all related skills that coincide with writing a composition. The students definitely struggled with writing conventions, such as spelling word wall words correctly, using capital letters at the beginning of sentences, and using punctuation marks to end a sentence. A majority of the class, 56% to be exact, received a score of a 2 on this area of the rubric, which is displayed in the first pie graph. Many of the students failed to spell simple word wall words correctly, such as Student 2 who spelled "when" and "was" incorrectly. Student 2 and Student 3's work both display a lack of punctuation, which was a common error amongst the students, thus leaving the majority with a score of 2 points under Writing Conventions. The students managed to do slightly better in the category of organization and neatness; however, this is another area that needs focus. Many of the students do not form letters correctly and often times fail to place finger spaces between their words, thus creating a jumbled mess of letters that is difficult to decipher.

In terms of brainstorming, which is a related skill the students are newly exposed to, 65% of the class was able to successfully and correctly complete the brainstorm page. This was certainly surprising since this skill was only recently introduced. However, a majority of the students did a very good completing the brainstorm page, such as Student 1 and Student 2 who followed the directions and were able to earn a score of a 3 in the Brainstorm section of the rubric. The 29% of the students who received a 2 in this area of the rubric (the second pie graph) either messed up an action word or only circled one character. The 6% of the students who received a score of a 1 for the brainstorm page, like Student 3, either messed up both action words or did not complete the page. Student 3 wrote two emotions, nervous and scared, as her action words rather than the action words that were listed on the Tips and Tricks page. Overall, the students did well with this pre-writing strategy.

- 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.

[Not applicable]

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

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.

[Not applicable]

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

[Since the students are only in first grade, I did not want to overwhelm them with a great deal of feedback. I have developed a feedback paper for students, which is a half sheet of paper that allows me to write what they did well and why they should pat themselves on the back. On this paper is also an area where I can write some improvements they can make, as well as offer suggestions. I simply stapled this paper to the front of their writing booklets. I tried to focus on the positive aspects of their writing, so the students would be made aware of what they did well. As for suggestions and improvements, I made sure I wrote feedback that aligned with their errors in meeting the learning objective.

For Student 1, I made it a point to highlight her strength of choosing action words that perfectly showed emotion in her story. As for improvements, I suggested that she add more detail to her story. She excelled with the task, and I believe she could have been challenged a little more. Having her add more detail to her writing could have provided her with that extra challenge. For Student 2, I also made sure to acknowledge her successful brainstorm page and to mention the great emotional action words she chose. I also noted the fact that she chose three characters, which was a little bit of a self-challenge, since I only required students to choose two characters. As for suggestions, I definitely recognized her need to use the word wall to help her spell simple words, such

as “when” and “was.” The word wall is meant to be a resource that all students can utilize, and this student could benefit from referring to it while writing stories. I also reminded her to add the action words that she brainstormed into the story itself instead of stating the emotion, which is the purpose of Show, Don’t Tell! As for Student 3, I acknowledged her strength of adding details into her story, such as falling backwards off the ladder, getting blood on her, and having her mom and dad take her to Urgent Care. However, she did not follow the directions of adding action words into her story in order to show emotion. Therefore, my suggestions remind her to pick action words that match her chosen emotion and to add those action words into her writing. The feedback for each student certainly touched upon their strengths, but also provided them with areas of improvement as they continue to add craft moves into their own writing.]

- 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.

[Now that I am aware of individual areas of struggle for these three focus students, I will be able to support them as they continue on with this author study. Since this 4-lesson learning segment is only the beginning of the Mem Fox Author Study, there will be plenty of opportunities to provide support in future lessons. The remainder of this Mem Fox Author study requires the students to choose one of the craft moves that they learned in order to create a well-developed story further integrating that craft move. The lessons will include more in-depth minilessons relating to effective brainstorming, drafting, revising, and publishing final compositions. I will develop these lessons based upon the data I collected from all four Quick Write Booklets, which shows areas where students struggled and need additional help. I plan on holding individual conferences with every student, including the three focus students, in order to discuss the feedback I provided them with and to talk about the next part of the author study. During these conferences I will find out what craft move each student wants to integrate into their final story, and we will brainstorm ideas together in order to determine a direction. These conferences will also be a time to create goals that the students wish to achieve for their final Mem Fox piece. For instance, I may suggest to Student 1 that her goal be to add a lot of great detail to her story. For Student 2, her goals may be to connect what she brainstorms into her writing piece, to use the world wall to help spell sight words, and to use punctuation at the end of each sentence. For Student 3, her goals may be to listen more carefully to directions and to add the craft move that she chooses into her writing. We will come up with these goals together in the one-on-one conferences, and I will record them. Upon completion of the author study, I will have the students self assess themselves in order to see if they met the goals they set. Together, each student and I will continue to determine goals for future writing assignments in order to provide him/her with the opportunity to always improve and to use feedback as a learning experience.

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 clips from Literacy Instruction Task 2 and provide time-stamp references for 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 Literacy Assessment Task 3, Part B.
3. Use the student work samples analyzed in Literacy 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
 - selected language function,
 - vocabulary or key phrases, **AND**
 - discourse or syntax

to develop content understandings.

[The majority of the students were able to successfully use the language function for this learning segment, which was identified as "integrate." The third pie graph displayed in prompt 1b displays that 69% of the class received a score of a 3 for being able to successfully integrate the writing strategy or complete the writing strategy activity. For this specific assessment, the majority of the students were able to integrate emotions into their writing using the Show, Don't Tell! strategy. Student 1's work represents the majority of students who were able to successfully integrate this strategy, since she correctly included action words, such as run away, in her writing in order to show the emotion of being scared. The students also did a very good job of being able to identify and define the vocabulary and key phrases within this learning segment. The students' language use can be viewed in the brief video clip submitted in Literacy Assessment Task 3, Part B. This video clip shows the beginning of Lesson 4 in the learning segment, titled *Mem Fox Author Study EdTPA #4*. This lesson was a summary of the craft moves the students had learned throughout the previous three lessons in the learning segment. Therefore, I asked the students to name the craft moves that were learned, and to also define the term "inspiration" since the students were essentially drawing inspiration from Mem Fox's writing in order to improve upon their own writing by integrating craft moves. At 3 minutes and 30 seconds, a student defines inspiration: "Inspiration means when you write a book and you want to use something that that person used and put it in your book." This student clearly grasped the concept of drawing inspiration from others and was able to define the term in her own words. At 3 minutes and 55 seconds, I proceeded to ask the students what the three craft moves they learned were, and they were able to successfully use the vocabulary terms rhyme, emotions, and sensory imagery to answer that question. Many of the students were able to use vocabulary and key phrases if they were prompted to do so; however, they would not use these terms on their own. For instance, if I were working with a student they would not come out and say "I am adding sensory imagery to my writing by using the words green, pink and polka-dotted." Instead, they would mostly likely say, "I am adding the words green, pink and polka-dotted."

Therefore, they did struggle to use these terms on their own, and I did have to prompt them in order to determine whether or not they were able to comprehend the terms and use them within context. In addition to language function and vocabulary, most of the students successfully demonstrated knowledge of syntax. Since this was a writing activity and the students were composing their own text, it was essential that they used proper syntax in order for me, and other readers, to understand their composition. Even though they are only in first grade, the students were able to use correct word order in their sentences. Student 3 wrote the sentence, “One day I was climbing up a ladder and my dad started to talk to me and I turned back.” This sentence is obviously a run-on and could be divided into more than one sentence, but first graders are not aware of that yet. However, they are aware of sentence structure, and Student 3 did a very good job of creating a sentence that made sense and was able to be understood. Again, Student 1 demonstrated proper use of syntax by writing the sentence, “When I was 4 years old my tooth was loose and my dad was about to pull it out I ran away.” This sentence could be altered quite a bit, but for a first grade student it is very good. She understands word order and that the subject should be placed before the verb. The students did understand word order for the most part, but punctuation was certainly an area where they struggled. Student 2 did not use any form of punctuation within her writing piece, which did make it slightly difficult to read. Student 3 only included one punctuation mark in her entire piece, whereas she could have added at least five punctuation marks in order to end certain sentences.]

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).

[As it was previously mentioned, the remainder of this Mem Fox author study requires the students to choose one of the craft moves that they learned in order to create a well-developed story further integrating that craft move. The lessons will include more in-depth minilessons on effective brainstorming, drafting, revising, and publishing their final pieces. I will develop these lessons based upon the data I collected from all four Quick Write Booklets, which shows areas where students struggled and need additional help. In terms of this specific booklet, the Emotions Quick Write Booklet, I was able to determine that many of the students struggled with writing conventions, such as using a capital letter to begin a sentence, using punctuation to end a sentence, spelling word wall words correctly, using best guess spelling, and being organized and neat in their writing by using finger spaces and forming letters correctly. Since these areas of writing are constantly being practiced in Writing Workshop, I will continue to stress their importance and teach further lessons to the whole class in order to review these important writing conventions. I will most likely include lessons concerning capital letters and punctuation in the drafting and revising minilessons for this unit. For students who excelled at integrating the writing strategies into their own writing, like Student 1, I will develop small group instruction that focuses on challenging these students to further

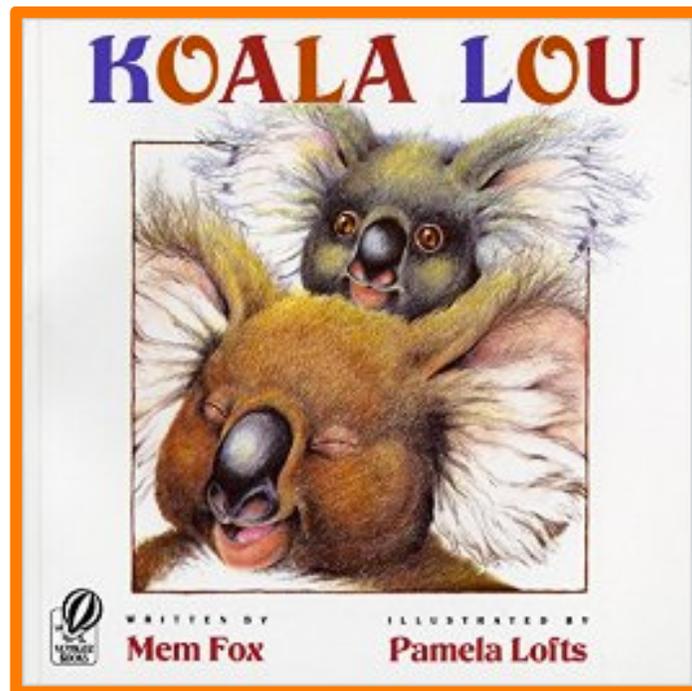
develop their writing abilities by adding more detail, answering questions within their writing such as Who, What, Where, When, and Why, and creating vibrant endings for their stories. For students who struggled to integrate emotions into their writing by using the Show, Don't Tell! strategy, I will develop small group instruction to cater to their particular struggles. This instruction will focus on more in-depth brainstorming to determine what they will write about and how they will integrate the craft move into their writing. For the English Language Learners that are in need of support, I will continue to differentiate their work to cater to their learning needs and also conduct small group instruction to provide an environment where they can be successful and learn on their own terms. This whole group instruction and small group instruction will also aid in achieving the individual student goals that each student and I will conference about following this learning segment. Upon completion of the Mem Fox author study unit, the students will self-assess themselves to determine whether or not they met their individual goals based upon their final compositions. This will be the final element of the unit, and I am hopeful that both the whole group and small group instruction will allow them to achieve their goals.]

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

[These next steps follow from my analysis of student learning since they are directly based upon the data I collected. Since the majority of the class struggled with basic writing conventions, I will conduct whole group instruction in order to review these concepts and writing necessities. During this whole group instruction, I will again include active engagement and sociable learning to promote student thinking. I will also use anchor charts and continue to add important sight words and vocabulary words to the word wall. The small group instruction will be effective for students who need to be challenged, students who need assistance in certain areas of struggle, and the English Language Learners who require differentiated instruction and/or differentiated materials. Small group instruction is proven to be effective since the instruction is focused on the certain academic needs of individuals. In this small group instruction, I will be able to cater to the needs of students who scored 1's and 2's on the evaluation criteria. I can create lessons to turn their misconceptions and errors into understanding and success. I will also be able to focus on those students who can essentially be completing second and third grade writing tasks by drawing from above-grade level instruction to challenge their writing abilities. Having the students develop goals that they wish to achieve by the end of the unit is very important and effective, since it will motivate students to work hard and be attentive in lessons. According to research, self-assessment is very significant since it can promote intrinsic motivation and ultimately empowers students to guide their own learning. A grade from a teacher may be trivial to many individuals, but a grade from himself/herself is on a whole different level.]

Emotions

Quick Write Booklet



Name: _____

Tips and Tricks

Action words that can help you show emotions in your writing!

Happy



- Smile
- Jump up and down
- Laugh
- Dance

Sad



- Cry
- Shake
- Frown
- Cover your face

Mad



- Stomp
- Make fists
- Cross arms
- Growl
- Yell

Scared



- Hide behind mom
- Cover your eyes
- Cry
- Scream

Embarrassed



- Cheeks turn red
- Hide
- Run away

Surprised



- Eyebrows rise
- Mouth opens wide
- Cover your mouth



Brainstorm



1. Circle 1 emotion you will add to your Quick Write:

Happy

Sad

Mad

Scared

2. Write 2 action words that will help you show the emotion you picked:

Action word #1: _____

Action word #2: _____

3. Circle 2 characters you will add to your Quick Write:

Me

Mom

Dad

Sister

Brother

Friend

Grandma

* * * * *

Now it's your turn to be like Mem! Get ready, get set, add emotion!



