Task 3: Assessing Student Learning

Part C: Assessment Commentary

	Directions
1.	Save a copy of this file on your personal computer and name it **MTH_Assessment_Comm_template.**
2.	Type your response to each prompt into this file where indicated below.
3.	Format your response in Arial 11 pt single spaced text with 1" page margins.
4.	Limit your response to **no more than 8 pages total including prompts. Scorers will not read beyond page 8.**
5.	If the directions and/or prompts for the assessment are not shown on the student work samples, insert them along with the evaluation criteria (**2 pages maximum**) at the end of the Assessment commentary.
6.	Save your file in one of the following formats: .doc, .docx, .odt, .pdf
7.	Submit your file electronically.

1. Analyzing Student Learning

a. Identify the specific standards/objectives and central focus from the learning segment measured by the assessment chosen for analysis. Describe any changes from what was planned for this assessment as described in the lesson plans or in prompt 5 of Task 1, Part C: Planning Commentary.

b. Respond to the prompts below to create a summary of student learning relative to your evaluation criteria.
   i. Summarize student performance and understanding of their own progress in narrative and/or graphic form (e.g., table or chart).
   ii. Discuss what students appear to understand well and where they continue to struggle, including any misunderstandings, errors, confusions, or needs (including a need for greater challenge).
   iii. Consider common patterns across the class as well as groups of students with similar strengths or needs. Cite evidence to support your analysis from the 3 student work samples and self-reflections you selected.

c. Respond to the prompts below by referencing your understanding of the 2 focus students:
   i. Describe each student's individual learning strengths and challenges relative to the standards/objectives measured by the chosen assessment. Consider your knowledge of each student (e.g., prior knowledge of the content, language development, academic development, and/or special needs).
   ii. After analyzing each student's work sample and self-reflection, what conclusions did you make regarding their individual learning? Cite specific evidence to support your conclusions.

[Background: Since this is a partial TPA with non-existent Task 1 and Task 2, some context is needed to explicate this Task 3. Two classes of 7th grade students were taught on 3 separate Mondays. On the first Monday a POGIL-style handout was distributed and students worked in groups of 3-4 students each with well-defined roles. The handout was collected at the end of that first class and "graded". During the second class students continued to work through the

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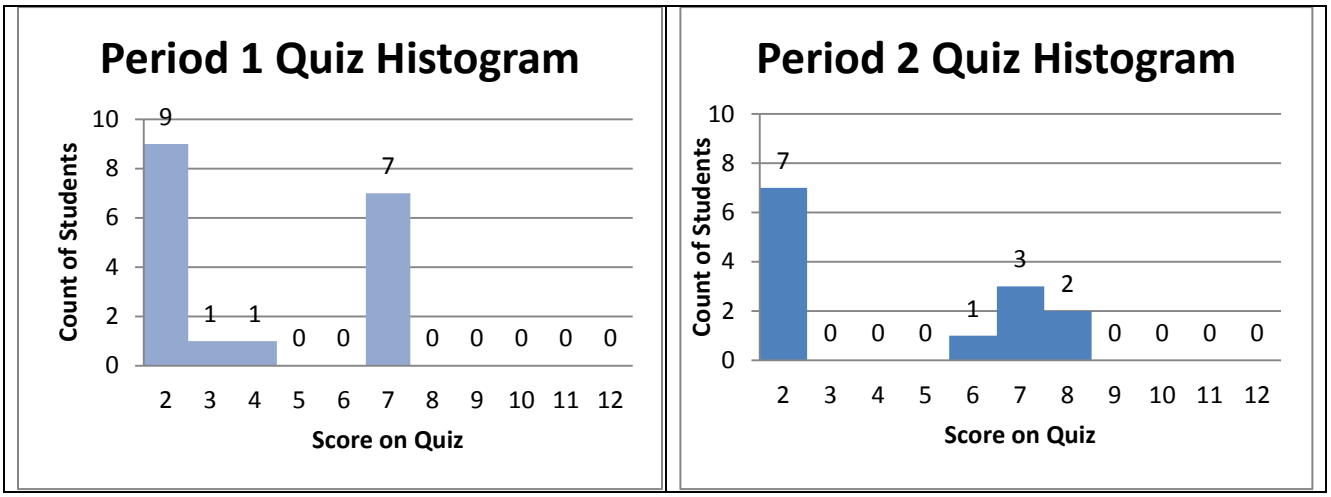
handout, both correcting prior misunderstandings using the comments, or continuing in the handout to completion. At the beginning of the third class a quarter-sheet, 2 question pop quiz was given to assess learning from the handout. Students were able to write comments on the quiz describing their progress towards learning targets, analyzing what they needed next, and discussing what they would need to close the gap. Those quarter-sheet quizzes and POGIL-handouts provide the bulk of the evidence for Task 3.]

[1.a.] Central focus of the learning was "Students will be able to recognize a proportional relationship (7.RP.2, CCSSM; 7.2.F, OSPI), interpret the unit rate as the slope of the graph (8.EE.5, CCSSM; 7.2.G, OSPI)" In both periods students worked through a POGIL-style worksheet (reproduced in MTH_Work_Sample_1-3). The assessment was summative, via a two question quiz which was projected on an overhead (also reproduced in MTH_Work_Sample_1-3). Student responses were turned in on quarter sheets. Quizzes were passed to neighbors and graded in class and then handed back. Students were given time to reflect on the quiz as they were taking it, that is to say, many students turned in comments on their quiz paper which indicated how they felt they were progressing towards this learning goal. There were no significant changes from Task 1, Part C: Planning Commentary (let's assume).

[1.b.i] Overall student performance on the quiz was poor---but consistent---between Period 1 and Period 2.



The majority of students got two points on the quiz for putting their name on the paper. Which is to say that a majority of students were unable to answer the quiz questions. Student comments on the quiz papers ranged from "IDK [I don't know]" to "I was absent".

[1.b.ii] Students appeared to understand/recall very little from the lesson. This inference is being made from scores on the quiz. None were able to write a coherent definition or correct calculation for the slope of the lines given. Students appear to be unable to recall the calculation of slope, i.e. rise/run. They also were unable to remember 2 of the 4 canonical examples of slope (positive, negative, zero, undefined) that were gone over in class and on their worksheets. No quiz contained a significant amount of shown work, i.e. the definition of slope or the steps to calculate slope given two points on the line. It is clear that the students do not understand the calculation of slope and are not able to recognize lines with zero slope. Any students getting partial credit appeared to have guessed successfully about negative slope for the first question, or zero slope for the second. Most calculations in those partial-credit

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scenarios were wrong, i.e. inverted (run/rise) or incorrect calculations of rise/run.

[1.b.iii] Common patterns across the class were: putting their names on their quizzes (good!), able to remember that slope of a line declining from left to right was negative (good!), and able to see that a flat line has slope of zero (good!). However, the largest group or pattern in the class was made up of those students that did not know or could not remember the definition of slope, Student 1 illustrates the main group of the class, namely “I don’t know” or “Supper [sic] confused” responses. Student 2 represents a group of students that was willing to guess on a question or two, and sometimes got partial credit on onr or the other question correct. Student 3 represents a group of students that could muster some correct analysis for at least one or both quiz questions, or could at least guess correctly on the zero-slope question. There was no group that clearly answered both questions and had shown work from which it might have been inferred that there was lasting understanding.

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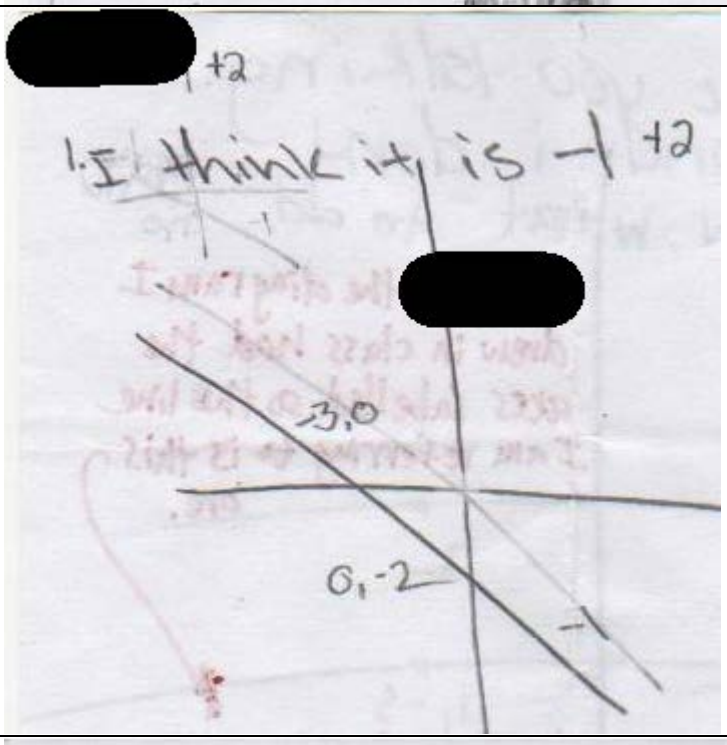
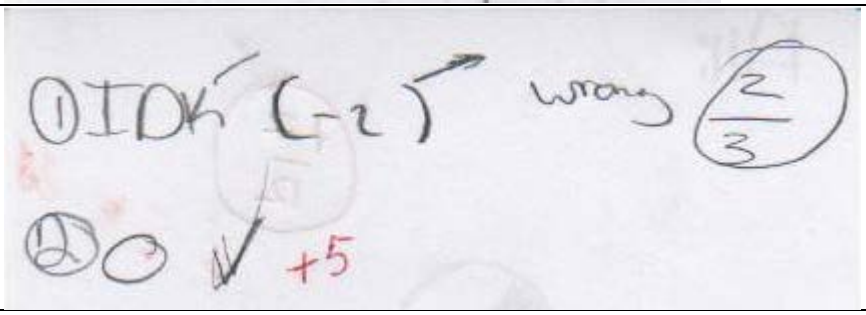
Here the pertinent responses and self-reflection on responses that are evidence of the above analysis.

Student 1	
Student 2	
Student 3	

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[1.c.i] Student 1 has strengths in verbal communication, but sometimes lacks confidence in uncertain situations. This explains why s/he was able discuss her performance on the quiz, but not recall a definition of slope to get started. S/he knew s/he was in class that day (some were absent and said so on the quiz), but s/he couldn't recall or connect prior learning to the quiz question. Note that Student 1 does not seem able or willing to repeat the question on the quiz paper, unlike some students.

Student 2 has some real focus issues and attentiveness issues. S/he is often found arguing with teachers or tuning out during class. S/he sometimes refuses to do work altogether. This student may be on an IEP. S/he also has motivation issues and difficulty getting motivated. S/he was in a group (POGIL) but didn't readily participate in the group. In light of that, I was very happy that s/he was able to get some partial credit on the quiz, by pointing out that the slope in question 1 was negative. I note too that she copied down the questions, and that s/he was verbalize what she didn't understand about the quiz.

[1.c.ii] Student 1 is a good representative of the majority group in each period that wasn't able to recall any relevant information for the quiz. The quiz s/he wrote contains question marks, scribbles, and marks out in attempts to organize their thoughts. I believe Student 1 would benefit from re-teaching the lesson, with care taken to define terms and clarify academic language. In addition, Student 1 would benefit from some drill to practice slope calculations.

Student 2, on the other hand, was very conscientious in the worksheet work, and especially on the section where students were asked to calculate the slope. I think Student 2 would benefit more from additional practice, and doesn't necessarily need a full re-teaching of the lesson.

Note in the table below the student work on the "calculate the slope section, page 5 of worksheet"

Student 1

Fill out the following table for some points on Tamyra's graph:

Pick Point A, Write Name Here	Pick Point B, Write Name Here	Rise from A to B (vertical change)	Run from A to B (horizontal change)	Slope = Rise/Run
(5,2)	(15,3)	10	3	

Student 2

Fill out the following table for some points on Tamyra's graph:

Pick Point A, Write Name Here	Pick Point B, Write Name Here	Rise from A to B (vertical change)	Run from A to B (horizontal change)	Slope = Rise/Run
3,15	6,30	15	3	15/3
0,0	3,15	15	3	15/3
0,0	6,30	30	6	30/6

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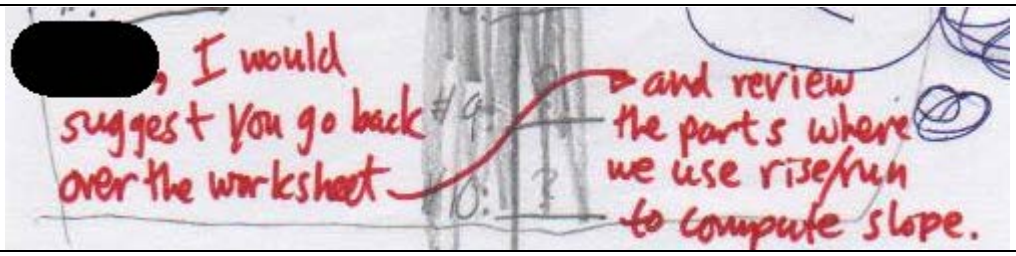
2. Feedback to Guide Further Learning

a. In what form did you submit your evidence of feedback (e.g., written directly on work samples, in audio files, a time stamp reference for video clip(s) in the Instruction task)? If submitted via video for Task 2, provide the time stamp here.
b. Describe what you did to help each student understand his/her performance on the assessment.
c. How did feedback provided to each focus student address individual student's needs and learning objectives? Reference specific evidence of submitted feedback to support your explanation.
d. What opportunities were/will be provided for students to apply the feedback to improve their work, either within the learning segment or at a later time?

[2.a] Feedback was written directly on work (quiz) samples. In reflection I probably could have written more feedback on the worksheets as well.
[2.b] For each quiz I tried to write comments that would help point out the key idea from the worksheet. It is clear from a comparison of the students work on the worksheets why they also had trouble with the quiz. I tried to make note of that.
[2.c] Feedback provided to students did not address individual needs beyond a blunt reminder that the student needs to know the definition of slope, which is rise/run. Given that knowledge, and some practice in applying that equation, I believe the learning objectives could have been met. I do not have documentation of the students' responses to my feedback.

Here the specific feedback that I gave to the two selected students as evidence of my response above.

Student 1	

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Student 2	[redacted], You get partial credit on this problem since you recognize that slope is negative. Next you would apply rise/run to compute slope.

[2.d] When this lesson is re-taught, not in group format but in large-class, direct instruction, students will be given an opportunity to drill on the definition of slope, and then another quiz will be given to allow students to show their learning.

3. Using Assessment to Inform Instruction

For the prompts below, consider what you know about your students and the impact of your instruction when designing next steps. Be sure to connect your next steps to your analysis of the student performances.

a. Based on your analysis of student performance in the assessment, describe next steps for instruction for the whole class to impact student learning.
b. Describe any individualized next steps for the 2 focus students.
c. Explain how these next steps follow from your analysis of the student performances and the self-reflections.

[3.a] The most significant factor impacting student performance on this assessment was the passage of time between lessons. If the worksheet was initially given on 11/14, and then the followup on 11/21, and then the quiz on 11/28 (after a long holiday weekend), one can hardly be surprised that students would be caught off-guard.

Also, I must admit that this lesson is probably at the upper end of the EALRs/Standards for 7th grade math. The level of the topic would necessitate more direct instruction, and more drill on the basic concept to help students incorporate their learning more solidly.

Overall a slower pace of instruction, more class-wide instruction (instead of groups) and more time to ensure that all students go to the last page of the worksheet and understood it would have had value for student learning.

Next steps should involve re-teaching the lesson but using more direct instruction (demonstration and drill). However, I think some real thinking needs to be done about the structure of the class vis-à-vis its infrequency of meeting. Either that or a strategy needs to be

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developed to help students reflect on their math learning in a more sustained way (journals or take-home work?)

[3.b] For the two focus students, I think some worksheets focused on coordinates, lines, linear relationships, finding the rate (slope) and some personal follow-up with those students around their misunderstandings on those topics would be helpful.

[3.c] Based on the analysis above, the goal would be to make sure that the two focus students get more drill, get more chance to ask questions about their misunderstanding and that they get a chance to prove their knowledge on an assessment in a more timely way relative to instruction would help them improve their performance.

4. Evidence of Academic Language

(NOTE: You may provide evidence of academic language with your video clip[s] in Task 2 **OR** through the student work samples analyzed in this task. If your evidence of the key language demand is well represented in the student work samples, then respond to the prompts below. Otherwise, respond to prompt 4 in Task 2, Part B: Instruction Commentary. You must provide this evidence in at least one of the two available tasks.)

a. Describe evidence from the student work samples that demonstrates the extent to which students are able to understand and/or use the language associated with the identified language demand (vocabulary, function/form, and instructional language) in ways that develop content understandings.
b. Using this evidence, how well did your language supports or scaffolding promote academic language development for students with varied language levels?

[4.a] There is no evidence that students have internalized the meaning of slope, coordinates, lines, “rise-over-run”, or linear relationships in general. The worksheet seeks to walk students through those topics, but doesn’t contain enough motivation for those topics.

[4.b] The worksheet had no language supports (i.e. translations into Spanish, for instance) and the scaffolding, while trying to motivate the topics did not have any significant scaffolding around academic language development. I am afraid this lesson was a complete bust when it comes to academic language.

NOTE: make sure you give very clear instructions on the quiz next time.
NOTE: make sure you urge students to show work to get partial credit.
NOTE: make sure you warn students of a quiz, pop quizzes may not have been best in this situation.

References

Common Core State Standards Initiative. (2011). Common Core State Standards in Mathematics (CCSSM). Retrieved online from http://www.k12.wa.us/Corestandards/pubdocs/CCSSI_MathStandards.pdf

Office of the Superintendent of Public Instruction. (2008). Washington State K-12 Mathematics Learning Standards. Retrieved online from http://www.k12.wa.us/Mathematics/Standards/K-12MathematicsStandards-July2008.pdf

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