# 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.

[ ]

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

[ ]

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

[ ]

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).

[ ]

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.

[ ]

## 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 audio files
* 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.

[ ]

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.

[ ]

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.

[ ]

## 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[[1]](#footnote-1) 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

[ ]

## 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).

[ ]

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.

[ ]

1. 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. [↑](#footnote-ref-1)