

EDTPA WRITING DAY

September 30th, 2024

Fall 2024

Professionalism Reminder

- **Plagiarism:** Please make sure your responses are original. edTPA runs all submissions through a system that compares your responses to previous edTPA submissions. Any issues will result in receiving no score and I will be notified.

Other Reminders

- Permission Slips
 - Email to Dr. Kerschen in 1 file
 - Can complete this today using our copiers
- Make sure the numbers on your Context for Learning match your results in Task 3
 - ***If not, explain why (if you had absent students etc)***
- Review the focus of the video clips described in your content area
- Collect student work

Anthology

The service formerly known as C&W

- You will work through Chalk & Wire/Anthology to complete and submit your edTPA.
 - Upload your documents and files directly to C&W
 - **Your files are not submitted until you transfer your portfolio from C&W to Pearson**
 - We will register through Pearson to obtain an authorization code for this process.
-
- C&W edTPA user guide:
 - Posted on our website

Anthology

The service formerly known as C&W

- PLEASE MAKE SURE YOU CREATED YOUR NEW PORTFOLIO WITH THE 2024-2025 HANDBOOKS!
- Back in August, we created a “practice” version, but I emailed later on about creating your official 2024-2025 portfolio in C&W.
- This must be created in order for your registration to work today!
 - If they are not the same, you will not get a score for your edTPA portfolio.

Video Support – Compressing your video files

- Make sure your video clips meet the length requirement set by your edTPA handbook
- **Some students** have issues with the file size of the video clip when uploading to Anthology (they outline the size of the file they will accept)
- If your video file size is too big to upload, there is an option to “compress” your video files, Anthology provides some options:

Video Support – Compressing your video files

- Other resources can be found on the CUNE education website, under edTPA – Video Suggestions
- One common software that has worked for students in the past for compressing their video files: Handbrake
 - There is a user guide posted on the CUNE education website with steps for Handbrake
 - Under edTPA, Video Suggestions

Video Support – Compressing your video files

- Handbrake is another video compression resource used by institutions with the edTPA: [Handbrake-Video-Editing](#)

How to prepare your video using Handbrake



Education IT has begun recommending a video compression/conversion tool called "Handbrake" that is available for both Windows and Macintosh computers. Handbrake can trim, compress and convert your video into an industry standard MP4 file which will work with edTPA, Blackboard, and other systems. Below are instructions for using Handbrake.

- 1. If you need to trim your video:** Determine the precise times where you want to start and end your trimmed video clip by watching in your preferred video player. Write down the begin and end times. If you just need to convert/compress your video *without* trimming, then continue with the steps below.
- 2. Open Handbrake**
 - a. Available for both PC and Mac through a free download from: <https://handbrake.fr/downloads.php>

Mac users: Please see this PDF document if your Mac complains about running Handbrake: <http://edit.education.purdue.edu/ts/Allow-Handbrake-Mac.pdf>

Video Support – Compressing your video files

- Video Candy:
- <https://videocandy.com/compress-video.html>

Pearson Registration

- I will be going over details on how to transfer your portfolio from C&W to Pearson during seminars on October 9th
- If you want to submit your edTPA before then, let me know.
- Please view the Chalk & Wire user guide for assistance



Timeline Review

- *Saturday, October 5th Optional Writing Day: THOM 212 reserved 9:00 – 12:00
- *Wednesday, October 9th: Visit seminars for questions and transferring your edTPA for scoring
- *Sunday, October 13th: Optional writing day: THOM 111 and 113 reserved from 3:00 – 6:00 PM

Timeline Review

- **Week of October 14th** – Submit edTPA to Pearson through Chalk & Wire (See instructions on the CUNE Education Website)
- Submit electronic copy of permission slips to Dr. Kerschen (Keith.Kerschen@cune.edu) This can be done prior to this week.
- **edTPA SUBMISSION (including emailing permission slips to Dr. Kerschen) DUE DATE – Tuesday, October 15th @ midnight. You cannot proceed to Student Teaching 2 if you have not submitted your edTPA for scoring.**



Video Reminders

- Permission slips needed for students featured in the clips you submit to the edTPA.
- If a non-permission slip student appears in your video, just don't use that specific clip!
 - Try avoiding identifiable information (first and last names together, name of the school, etc).
- **Make sure you can hear you and the students in your clip.** Might need to include a transcript if necessary.
 - **You need to be seen in the clips**

Prompt Writing Support

- Thinking Organizers and Rubric Progression guides posted on our website
- Example from Early Childhood
- Your commentary should still be in a narrative form, but the thinking organizers can help you get started and organize your responses.

3. Engaging Children in Learning

a. Explain how your instruction engaged children in

- language and literacy development AND
- the active, multimodal learning

Organize your answer:

Engagement Activity	Video clips with time stamps that shows this action	How is this action seen in the video?
Children are engaged in language and literacy development		
Children are engaged in active, multimodal learning		

b. Describe how your instruction linked children's development, prior learning, and personal, cultural, and community assets with new learning.

Organize your response:

Instructional connections between the children's characteristics and new learning	Video clip with time stamps that shows this connection	How is this connection seen in the video?
Children's development		
Children's prior learning		
Children's personal assets		
Children's cultural assets		
Children's community assets		

Prompt Writing Support

Student Teaching II edTPA Education Faculty Resources

Lesson and Unit Plan Templates for CUNE Education

- Rubric Progression Documents:
Break down rubrics and expectations
- Each content handbook has a Rubric Progression Document
- Under the edTPA link on our website, “edTPA Thinking Organizers and Prompt Resources.”

edTPA Thinking Organizers and Prompt Resources

Prompt Writing Support

meaning-making and/or investigation.

Primary Sources of Evidence:

Context for Learning Information

Planning Commentary **Prompt 1**

Strategic review of Lesson Plans & Instructional Materials

Scoring Decision Rules

▶ Multiple Criteria	■ N/A for this rubric
▶ AUTOMATIC 1	■ Pattern of significant content inaccuracies that are core to the central focus or a key learning objective for the learning segment ■ A pattern of misalignment is demonstrated in relation to standards/objectives, learning tasks and materials across two or more lessons

Planning Rubric 1: Planning For Visual Art Learning

VA1: How do the candidate's plans build to support students to create, present, or respond to visual art by making connections to interpreting art, developing works of art/design, and/or relating art to context?

The Guiding Question

The Guiding Question addresses how a candidate's plans build a learning segment of three to five lessons around a central focus. Candidates will explain how they plan to organize tasks, activities, and/or materials to align with the central focus and the standards/objectives. The planned learning segment must support students to create, present, or respond to visual art by making connections to interpreting art, developing works of art/design, and/or relating art to context.

Key Concepts of Rubric:

- *Aligned*—Standards, objectives, instructional strategies and learning tasks are "aligned" when they consistently address the same/similar learning outcomes for students.
- *Significant content inaccuracies*—Content flaws in commentary explanations, lesson plans, or instructional materials that will lead to student misunderstandings and the need for reteaching.

Visual Arts Terms Central to the edTPA:

- *Create visual art*—To produce an artwork in a visual arts genre (e.g., traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; new genres such as works made with appropriated images or materials, social practice artworks that involve the audience, performance art, installations, and artistic interventions in public spaces; media arts including video, film, graphic communications, animation, gaming, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; and art crafts such as ceramics, fibers, jewelry, and works in wood, paper, and other materials). The creation of a visual artwork can serve a number of instructional goals, including personal creative expression, historical and cultural investigation, response to contemporary social commentary, and creative problem solving in exploration of the meaning of art and culture in post modern times.
- *Develop works of art/design*—Using techniques, methods of experimentation, or investigation
- *Interpret art*—Analyzing art-making approaches, theories, art forms, genres, etc., used to convey meaning
- *Present visual art*—Analyze, select, prepare, and arrange objects, artifacts, or artworks for display. This can include exhibitions, portfolios, publications, or digital formats of their own works or the work of others. Artist statements may be part of the presentation.
- *Relating art to context*—Context can include personal, social, cultural, or historical perspectives.
- *Respond to visual art*—Experience, analyze, interpret, or reflect on artistic ideas and work, either individually or collaboratively. This includes opportunities for students to analyze and gain insights into how visual imagery and material culture shape understanding of the world.

Prompt Writing Support

Instruction Rubric 6: Learning Environment

EL6: How does the candidate demonstrate a positive literacy learning environment that supports students' engagement in learning?

The Guiding Question

The Guiding Question addresses the type of learning environment that the candidate establishes and the degree to which it fosters positive and respectful interactions between the candidate and students, and among students.

Key Concepts of Rubric:

- **Respect**—A positive feeling of esteem or deference for a person and specific actions and conduct representative of that esteem. Respect can be a specific feeling of regard for the actual qualities of the one respected. It can also be conduct in accord with a specific ethic of respect. Rude conduct is usually considered to indicate a lack of respect, **disrespect**, whereas actions that honor somebody or something indicate respect. Note that respectful actions and conduct are culturally defined and may be context dependent. **Scorers are cautioned to avoid bias related to their own culturally constructed meanings of respect.**
- **Rapport**—A close and harmonious relationship in which the people or groups understand each other's feelings or ideas and communicate well.

For the following term from the rubric, see the handbook glossary:

- *Learning environment*

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3: In the clip(s):

- The candidate's interactions with students are respectful (e.g., calls students by first name, use modulated voice, attentive listening by repeating or restating students' responses), demonstrate rapport (evidence of relationship between candidate and students and/or ease of interaction that goes back and forth based on relevance or engaged conversation), and students communicate easily with the candidate. There is evidence that the candidate facilitates a positive learning environment wherein students are willing to answer questions and work together without the candidate or other students criticizing their responses.
- There is evidence of mutual respect among students. Examples include attentive listening while other students speak, respectful attention to another student's idea (even if disagreeing), working together with a partner or group to accomplish tasks.

Below 3

Evidence that demonstrates performance below 3: The clip(s):

- Do not exhibit evidence of positive relationships and interactions between candidate and students
- Reveal a focus on classroom management and maintaining student behavior and routines rather than engaging students in learning.

What distinguishes a Level 2 from a Level 3: At Level 2,

- Although clip(s) reveal the candidate's respectful interactions with students, there is an emphasis on candidate's rigid control of student behaviors, discussions, and other activities in ways that limit and do not support learning.

What distinguishes a Level 1 from a Level 2: At Level 1, there are **two different ways** that evidence is scored:

1. The clip(s) reveal evidence of candidate-student or student-student interactions that discourage student contributions, disparage the student(s), or take away from learning.
2. The classroom management is so weak that the candidate is not able to, or does not successfully, redirect students, or the students themselves find it difficult to engage in learning tasks because of disruptive behavior.

Note: Classroom management styles vary. Video clips that show classroom environments where students are productively engaged in the learning task should not be labeled as disruptive.

Examples of this may include students engaging in discussion with peers, speaking without raising their hands, or being out of their seats.

Below 3

Prompt Writing Support

Assessment Rubric 12: Providing Feedback to Guide Learning

EL12: What type of feedback does the candidate provide to focus students?

The Guiding Question

The Guiding Question addresses the evidence of feedback provided to the focus students. Feedback may be written on the three student work samples or provided in a video/audio format. The feedback should identify what the focus students are doing well and what needs to improve in relation to the learning objectives.

Key Concepts of Rubric:

- *Significant content inaccuracies*—Content flaws (incorrect responses or support) in the feedback are significant and systematic, and interfere with student learning.
- *Developmentally inappropriate feedback*—Feedback addressing concepts, skills or procedures well above or below the content assessed (without clearly identified need) OR feedback that is not appropriate for the developmental level of the student (e.g., lengthy written explanations for young children or English learners).

Primary Sources of Evidence:

Assessment Commentary Prompts 2a–b

Evidence of written, audio, or video feedback

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The feedback identifies specific strengths OR needs for improvement. At Level 3, the candidate **MUST** provide the focus students with qualitative feedback about their performance that is aligned with the learning objectives. Specific feedback includes such things as pointing to successful use of a strategy, pointing to and naming errors, suggesting information that would make a good response to a question.

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edTPA URLP
Elementary Literacy

- For a learning segment on summarizing, examples of specific feedback are, "The format of your summary is spot on. You clearly identified the beginning, middle and end of the story" OR "You missed an important detail of the story. How did it end?"
- Checkmarks, points deducted, grades, or scores do not meet the Level 3, even when they distinguish errors from correct responses.

EL13: How does the candidate support focus students to understand and use the feedback to guide their further learning?

The Guiding Question

The Guiding Question addresses how the candidate explains how they will help focus students understand and use the feedback provided in order to improve their learning.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Assessment Commentary **Prompt 2c**

Evidence of Oral or Written Feedback

Scoring Decision Rules

- | | |
|----------------------------|-----------------------|
| ▶ Multiple Criteria | ▪ N/A for this rubric |
| ▶ AUTOMATIC 1 | ▪ None |

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Candidate describes how the focus students will understand **OR** use feedback related to the learning objectives. This description needs to relate to the feedback given to one or more of the focus students.
- The description should be specific enough that you understand what the candidate and/or focus students are going to do. Otherwise, it is vague and the evidence should be scored at Level 2.
 - Example for *understanding* feedback: Go over responses with commonly missed errors with whole class, explicitly focusing on content that one or more focus students were given feedback on. For example, meet in a small group writing conference with Student 1 and others with the same writing errors.
 - Example for *using* feedback: Candidate asks focus students to revise responses or correct errors using feedback given and resubmit revised work. For example, in the next lesson, focus students will be able to practice using descriptive words (or other student need).

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Assessment Rubric 15: Using Assessment to Inform Instruction

EL15: How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?

The Guiding Question

The Guiding Question addresses how the candidate uses conclusions from the analysis of student work and research or theory to propose the next steps of instruction. Next steps should be related to the standards/objectives assessed and based on the assessment that was analyzed. They also should address the whole class, groups with similar needs, and/or individual students.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Assessment Commentary **Prompt 4**

Scoring Decision Rules

- | | |
|----------------------------|--|
| ► Multiple Criteria | <ul style="list-style-type: none">▪ Criterion 1 (primary): Next steps for instruction▪ Criterion 2: Connections to research/theory▪ Place greater weight or consideration on criterion 1 (next steps for instruction). |
| ► AUTOMATIC 1 | <ul style="list-style-type: none">▪ None |

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- *Primary Criterion:* The next steps focus on support for student learning that is general for the whole class, not specifically targeted for individual students. The support addresses learning related to the learning objectives that were assessed.
- *Secondary Criterion:* The candidate refers to research or theory when describing the next steps. The connections between the research/theory and the next steps are vague/not clearly made.
- If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion.**

PROMPT WRITING SUPPORT

- next steps are supported by research and/or theory.

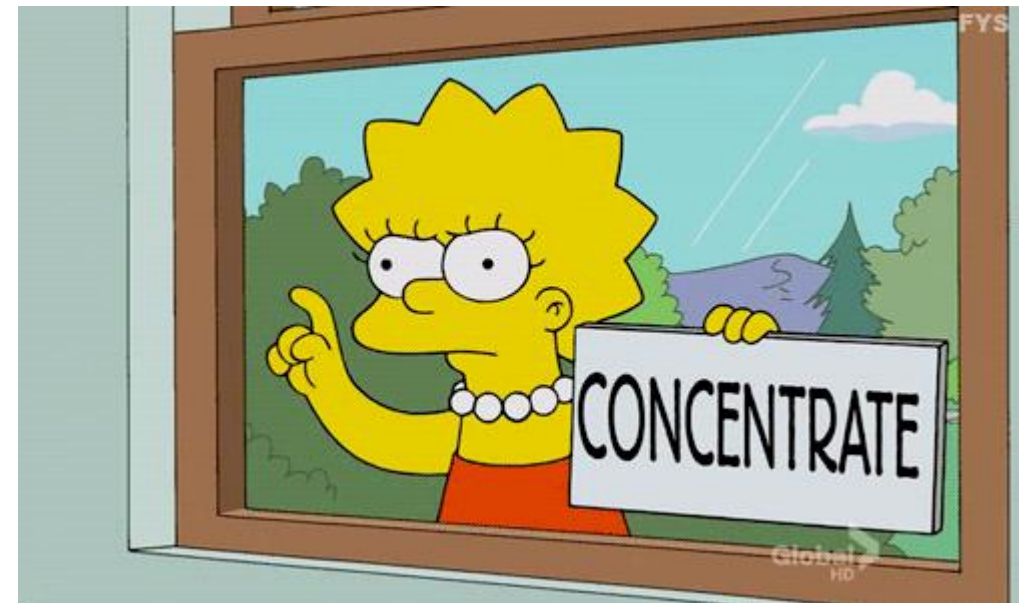
What distinguishes Level 4 from Level 3: At Level 4,

- The next steps are clearly aimed at supporting specific student needs for either individuals (2 or more students) or groups with similar needs related to the essential literacy strategy OR related skills. Candidate should be explicit about how next steps will strategically support individuals or groups and explain how that support will address each individual or group's needs in relation to the area of literacy learning.
- The candidate discusses how the research or theory is related to the next steps in ways that make some level of sense given their students and central focus. They may cite the research or theory in their discussion, or they may refer to the ideas from the research. Either is acceptable, as long as they clearly connect the research/theory to their next steps.
- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the secondary criterion at least at Level 3).

How to Write for edTPA

- Decompose the Prompt
- Structure the Response
- Use the Words of the Prompt
- Use the Rubric

Reference the
glossary!



Referencing Video Evidence

1. Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.

Sentence starters:

“The lesson shown in the clips is Lesson #_____”

OR

“The lesson shown in Clip 1 is Lesson _____ and the lesson shown in Clip 2 is Lesson _____.”

2. Promoting a Positive Learning Environment


a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

Organize your answer:

Characteristic of Positive Learning Environment	Video segment(s) with time stamps that demonstrates this characteristic	How does this clip demonstrate this characteristic?
Mutual respect for students		
Rapport with students		
Responsiveness to students' needs		
Challenging students to engage in learning		

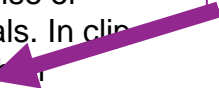
Referencing Video Evidence

Use the language of the prompt!



[I demonstrated mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds many times and at several points of instruction. Marzano (2000) states that “incorporating visuals, images... to reinforce concepts and vocabulary” is an important instructional strategy along with “using questions, cues, and advanced organizers to help students tap into their background knowledge to make sense of information”. I incorporate these into my teaching during clip 1 Lesson 1 to engage students, increase responsiveness, and scaffold student learning while working towards meeting the learning targets and central focus for the learning segment. In clip 1 Lesson 1, I demonstrate mutual respect, rapport, and responsiveness to students by giving them visuals and images, and advanced organizers to help students make sense of information. I also develop and enhance meaning of inference, schema, and evidence through the use of those visuals. In clip 1 I also promote a positive environment by bringing up background knowledge that students may have and relating that to childhood to the learning today. I allow students to share if they watched *Blue’s Clues* as a kid (Clip 1 at 3:26-3:40) because it expounds on both their background knowledge, sets up a rapport of childhood memories being important to the learning today, and it provides students a quirky piece of information to remember that “clue” as in “Blue’s Clues” is the definition for evidence”. I challenge students to engage in learning by doing random call and when I ask students to share inferences that can be created by looking at the poster of Kermit the Frog on the wall (at this time). All of the observing of material object that students can touch and the posters has very much appealed to my visual and kinesthetic learners. I have also had students orally provide their inferences and modeled by own in order to engage my auditory learners. In clip 3 Lesson 3, I have students rate their understanding level of creating text inferences using a rating on their thumbs. Students know that I care about their learning and understanding thus, I ask them if what I am saying makes sense and is understandable. By telling my students I care about their learning, they become unafraid to ask questions and are willing to share their confusions.]

Reference video evidence!



Referencing Video Evidence

Deepening Student Learning during Instruction

Refer to examples from the video clips in your explanations.

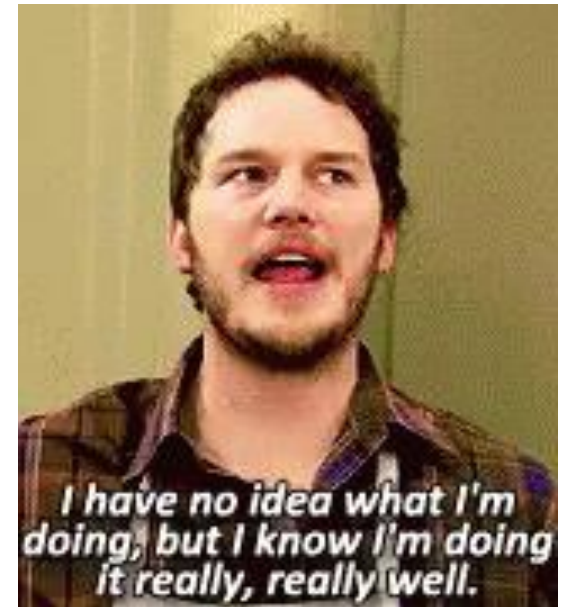
- a. Explain how you **elicited and built on student responses** to promote thinking and apply the essential literacy strategy using related skills to comprehend **OR** compose text.

[In clip 1 lesson 1, at 7:50, I have a student state “I’m guessing he’s on a stage” which was an inference that this student created based off of her observations of the class poster. I used this opportunity to elicit and build on the student’s response to promote thinking and apply the essential literacy strategy using related skills to comprehend and compose inferences. At the point when she said this, I was only asking for observations, but she had already been thinking ahead and had used her prior knowledge and experience of creating inferences based off observations. I used this inference and opportunity at 8:30 to introduce students to sentence stems which are what I provided to support students in their creating of inferences based off observations and utilized in both lesson 1, 2, and 3. I also allow students to think time and time to work with a partner to create inferences using the sentence stems. After I allow students time to work on these inferences, I make my way around the room and check in on students and informally assess that students are or are not using the sentence stems correctly or understanding how to create an inference using them.

In clip 2 Lesson 3 at 6:30, I elicited and built on student responses to promote thinking and apply the essential literacy strategy using related skills to comprehend or compose a text when a student states that they don’t quite understand what I am saying or how I am creating a text inference without a sentence stem. I provided the student and the class with another teacher modeled example and explained why and how I made that inference in a different way than I had the first time. I talked through my observations and the words that I am comprehending from the text. I also link prior experience to feeling nervous and “watching a clock” that I believe the student could relate to and form a memory from. Next, I again asked the student, after the model, if they understood making text inferences without using stems a little better the second time. I then have students directly report how they are feeling about creating text inferences. Most of my students report that they are still a little unsure about creating text inferences so I again complete another modeled example and begin to hand out the lesson activity.]

Task 3 – Assessment

- Refer to your handbooks! It will explain the number of assessments.
- Make sure the you analyze **the same assessment** for all students in Task 3
 - Upload examples from your focus students
 - Pick your focus students based on the results of the assessment. Identify ones that fall in different categories of success (excluding ECH and SPED handbooks). You must have permission slips from your focus students.
 - Must match the assessment you analyzed for the whole class
- Plan for feedback to the students



Task 3 – Assessment

1. Analyzing Student Learning

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

[The learning objectives measured by this assessment are from lessons one and two. The two objectives are: we will be able to divide a whole number by a decimal and explain the process, and we will be able to divide a decimal dividend by a decimal divisor and explain the process.]

- 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.

Problem Number	Objective for problem	# of students answered incorrect	# of students with ½ point	# of students with 1 point	# of students with 2 points	Percentage of students with completely accurate answers.
1	1	1	6	8	N/A	53%
2	2	1	7	7	N/A	47%
3	1,2	7	4	4	N/A	27%
4	1	5	N/A	2	8	53%

Lesson 1's objective was, "we will be able to divide a whole number by a decimal and explain the process. Lesson 2's objective was, "we will be able to divide a decimal dividend by a decimal divisor and explain the process. Overall students have mastered the process for both of these objectives. As you can see from problems one and two 93% of students for those problems were able to complete the process of long division. The main reason that students did not receive full credit on those problems was because of mathematical errors in the movement of the decimal. Many students just forgot to move the decimal up from the dividend to the quotient. Students are still developing their explaining skills in problem three. 53% of students were able to explain and/or write a diagram/equivalent fractions. The other students gave responses that were more explaining what was happening instead of why it was happening. The last problem is a word problem that compares the quotients of two division problems and that is something we have never done. 53% overall is a good score for this problem since we have not covered these types of problems in class.

***Only 15 of my students were present in class the day that we took this quiz. That is why in the Context for Learning I say that I have 17 students and only 15 students are being analysed here.]**



Task 3 – Assessment

1. Analyzing Student Learning

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

[The student will be able to understand the musical styles of 1950s Rock 'n' Roll, Avant-garde, Bebop, Big Band Swing, Bluegrass, and Blues with 70% accuracy while listening to examples and teacher instruction as assessed by teacher observation and teacher-guided questions.

The student will be able to understand the musical styles of Boogie-Woogie, Celtic, Classical, Country and Western, and Dixieland with 70% accuracy while listening to examples and teacher instruction as assessed by teacher observation and teacher-guided questions.

The student will be able to understand the musical styles of Jazz Rock, Military March, New Age, Salsa, Techno, and Zydeco with 70% accuracy while listening to examples and teacher instruction as assessed by teacher observation and teacher-guided questions.]

- 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.

	100%	70-99%	40-69%	0-39%
Identifying Musical Styles Green=whole class performance	Students understand what 10 musical styles sound like and can identify them using a word bank.	Students understand what 7-9 musical styles sound like and can identify them using a word bank.	Students understand what 4-6 musical styles sound like and can identify them using a word bank.	Students understand what 0-3 musical styles sound like and can identify them using a word bank.
Understanding Musical Styles Green=whole class performance	Students can recall at least one thing they remember about 3 of 10 musical styles.	Students can recall at least one thing they remember about 2 of 10 musical styles.	Students can recall at least one thing they remember about 1 of 10 musical styles.	Students can recall at least one thing they remember about 0 of 10 musical styles.

Task 3 – Assessment

TSWBAT form and support a conclusion with information analyzed from a primary source.	Conclusion section, second page	Of the 6 students who completed this portion of the assessment, half received all of the possible points based upon outlined criteria (6), while the other three students received 2, 3, and 5 of the possible points.
TSWBAT recall essential information regarding the establishment of the English colonies in America.	Student Activity 3.4 (final page)	The 9 students who completed this portion of the assessment received scores ranging from 60%-100% (out of 25 possible points), with an average score of 88.9%. This demonstrates a fairly adept overall understanding of our content. When reviewing student responses, the most missed questions overall are from earlier learning segments from this chapter. From the questions related to this learning segment, the class as a whole received an average of two out of 10 wrong. A few individual students answered 3,4, and 6 of these 10 questions incorrectly, demonstrating an individual need for further development.

Task 3 – Assessment – Patterns of Learning

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

- Strengths and weaknesses!
- What do you notice about their responses?
- Use the rubric progression document to help.

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

[All feedback given to students was written directly on their papers and you can read my comments on the student work samples.]

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

[Focus Student 1 – This student is a wonderful participant in class and always scores well on any kind of assessment. She was one of the only students in all of my music classes that wrote in complete sentences. I commended her for using complete sentences and thanked her for being a good student in class.

Focus Student 2 – This student is a really good student and did well on her assessment but struggled with a couple styles and mixing them up. This student was one of the only students to mix up Country & Western and Bluegrass. However, I could see how she mixed them up. They can have very similar sounds. She was also a student to mix up Bebop and Big Band Swing.

Focus Student 3 – This is my focus IEP student. This student labeled two numbers as “bluegrass” so he lost a point on number 7. He was also one of the students that mixed up Avant-Garde and Bebop. I agreed that both styles can sound pretty random, but then talked about the instruments that each style usually uses. Also, this student was the only student in the entire class to give me a fact about a musical style that we did NOT talk about in class. For Country and Western this student wrote “George Strait, Rhinestone Cowboy”. And he’s totally right. Those two things would classify under the Country and Western category, so he got the point. I was proud that he could apply what we talked about in class to something he already knew.]

- 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.

[The next time I see these students, I’ll address the jazz styles along with the mix-up between Bebop and Avant-Garde. This will include drawing a Venn Diagram and asking them to help me fill it in during class. I will also be giving another assessment at the very end of this unit, so students can have a chance at redemption too!

For focus student 1, I’ll continue to encourage and challenge her to work towards learning even more for the next assessment. For focus student 2, I’ll be sure to walk through the Venn-diagram with her individually to help her distinguish all the styles. For focus student 3, I’ll continue encouraging “outside-the box” thinking (like his George Strait answer) and be sure he understands the difference between Bebop and Avant-Garde.]

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

[The feedback provided to Student 1 identified strengths on the first page (Source Analysis) by reinforcing the use of evidence to support a thought provided and a short “absolutely!” to let the student know that they were completing the worksheet well. There was some feedback focusing on the need for the student to think deeper and more completely about the historical concepts discussed on the first page of this assessment. Student 1 received a fair amount of feedback focusing on strengthening their ability to form and support conclusions, as they demonstrated an apparent lack of either understanding or effort with this particular skill. The feedback gave the student thoughts for the process of focusing evidence and forming the final statement.

The feedback provided to Student 2 identifies strengths on the first page (Source Analysis) by reinforcing the notation of the document’s linguistic characteristics and the idea that we can learn so much about that particular time period from this document. More feedback was provided as side notes, to help the student translate their thoughts (which are true and accurate) into the vocabulary of a historian and pose questions for deeper thinking. The feedback Student 2 received that was intended to support areas of weakness was largely formed as these questions, promoting higher-level thinking and new perspectives to see the information with. On the Conclusion side of the document, the student demonstrated a very surface level conclusion from the document, though it was still correct, so probing questions were placed alongside the conclusion thought. This student did receive a point off the conclusion, however, and a note reminding them to utilize the sentence structure we discussed as a class (historian’s discourse).

Include strengths and weaknesses!

Feedback Example (audio format)

[Student 1: With this student, who has autism, I was able to provide positive feedback to him first, which is highly important because he tends to engage in self-destructing, negative thoughts. I provided him with specific praise relative to the central focus, a “great job making connections.” I provided an example of how he did that and emphasized how doing such will make him a better reader, which aligns with the learning objective of explaining how connections helps someone to understand better. The student even thought about one additional example as we were discussing. I also highlighted his strength of stopping and making an image in his mind as he was connecting. Though he responds, “I don’t literally have a picture in my mind,” I was able to redirect him and tell him that though it is not a literal picture, he still activates his thinking while reading. He even recognized that he shared those ideas with me, which is a big step for him. Then, I shifted to goals as he continues to read. I stated these in a positive manner, telling him he can make connections to what he already knows even without me helping him and asking questions, giving him independence in the task. This expressed to him that he can make text-to-self connections by continuing to activate his thoughts even without prompts. I also encourage him to keep building on his ability to use the pictures to understand meaning. During his assessment, he needed a lot of prompts for words, so giving him a strategy, like looking at the pictures, will not only help him to connect to what the text is saying, but to also understand what it means. I make sure to reiterate the goals so he leaves knowing what he can work on. I allow him to reread the book, as well, so he can practice his goals.

Student 2: First, I explain what the student is doing well. I describe to him that he is reading fluently, even on a more difficult text. This ability to decode is one of the related skills required for the learning objectives. I acknowledge, specifically, that he is reading whole sentences even on a challenging text. I make sure he knows what that means by asking him a question. I emphasize that he is understanding the character’s feelings by the connections he is making, which is specific to the learning objectives. I positively share a goal for him to make connections without my prompting, fostering independence in the learning objectives. I also am specific in saying that he can apply the language function to his writing and speaking as he explains what he is reading and understanding. I have him reiterate the goals so that he can understand them for himself and remember what he is reading. I provide him with praise to conclude the conference.

Student 3: I begin this student’s feedback conference by specifically praising him for the connections he was making prior to reading. I emphasize that he is preparing himself to read by activating schema before reading, which is addressed by the learning objectives. I also highlighted how he would think about the connections during the reading process, which is also part of the learning objectives. I move on to explain a goal, but need to emphasize that goals help us to grow as readers when he becomes frustrated. This student was one who made some surface-level connections and became distracted by talking about what he knew, thought, and saw, so I explained that his goal is to balance his reading and thinking so that he doesn’t become distracted. I emphasize that he can do both during the reading process.]

Citing Research – Connect to your methods courses as well

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,

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

As I continue to model the skills of making connections and explaining, I will be able to then “release” the students to practice in both a guided then an independent manner, as Focus Student 2’s needs represent. This aligns with the theory of the Gradual Release of Responsibility and Vygotsky’s Zone of Proximal Development and the practice of scaffolding. Through small group instruction, I can focus on students’ comprehension, connections, and explanations. I can provide the individualized support for the students who are struggling, but also provide higher-order task extensions for the students who are excelling, a practice supported by Bloom’s Taxonomy.

Carol Ann Tomlinson’s research and theory of differentiation according to students’ interests, learning profiles, and readiness specifically align with my particular adjustments and responses for my focus students. As for Student 1, I have thought of a way to engage his interest (drawing) in the reading process. Models and verbal sentence frame are differentiated according to his readiness in speaking and writing.

Evaluation Criteria

- Task 3 will ask you to upload your evaluation criteria for the assessment you analyzed
- They are looking for your rubric or your grading approach to the assessment.
 - How did you determine mastery?
 - What were you looking for?
- This can just be a word document that you upload with this information

Rubric / Prompt Alignment

Rubric	Prompt
Rubric 1	Planning Commentary – Prompt 1
Rubric 2	Planning Commentary – Prompt 2, 3
Rubric 3	Planning Commentary – Prompt 2, 3
Rubric 4	Planning Commentary – Prompt 4, Lesson Plans
Rubric 5	Planning Commentary – Prompt 5, Lesson Plans, Assessment Materials
Rubric 6	Instruction Commentary – Prompt 2, Video Clips
Rubric 7	Instruction Commentary – Prompt 3, Video Clips
Rubric 8	Instruction Commentary – Prompt 4a, Video Clips
Rubric 9	Instruction Commentary – Prompt 4b, Video Clips
Rubric 10	Instruction Commentary – Prompt 5, Video Clips
Rubric 11	Assessment Commentary – Prompt 1, Student Work Samples, Evaluation Criteria
Rubric 12	Assessment Commentary – Prompts 2a-2b, Evidence of Feedback
Rubric 13	Assessment Commentary – Prompt 2c, Evidence of Feedback
Rubric 14	Assessment Commentary – Prompt 3
Rubric 15	Assessment Commentary – Prompt 4

