# TASK 3: ASSESSMENT COMMENTARY

Respond to the prompts below (**no more than 10 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. Attach the assessment you used to evaluate student performance (**no more than 5 additional pages**) to the end of this file. If you submit a video work sample or a video or audio clip of feedback that contains **key** audio portions that cannot be clearly heard, attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of this file. These pages do not count toward your page total.

## 1. Analyzing Student Learning

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

[ ]

b. Provide a graphic (table or chart) or narrative that summarizes evidence of student learning for your whole class (or, if more than 30 students, group) in the psychomotor domain and at least one other domain (cognitive and/or affective). Be sure to summarize student learning for all evaluation criteria submitted in Assessment Task 3, Part D.

[ ]

c. Analyze the patterns of learning **for the whole class (or group)** and differences for groups or individual learners relative to competencies targeted in the psychomotor domain and at least one other learning domain (cognitive and/or affective).

[ ]

d. Cite **direct evidence** from thefocus student work samplesand/or the written documentation of the assessment of the psychomotor activity to support the analysis.

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

[ ]

e. If a video 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.

[ ]

## 2. Feedback to Guide Further Learning

Refer to specific evidence of feedback provided to the 3 focus students about their performance in the psychomotor domain and at least one other learning domain (cognitive and/or affective) to support your explanations.

1. Identify the format in which you submitted your evidence of feedback for the 3 focus students. For each assessment, submit the same type of feedback (i.e., video, audio, written) for all 3 focus students. Choose **up to two** of the following across all assessments. **(Delete choices that do not apply.)**

* In video work samples (provide a time-stamp reference) or in separate video clips
* As rubrics, rating scales, or checklists with written feedback
* As a separate document file with written feedback provided to students
* In audio files

If video or audio feedback occurs in a group context (e.g., game, discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description, student quote) who is being given feedback. Submit any written feedback for all 3 focus students in one file.

[ ]

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

[ ]

1. Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives. Use of feedback can occur in a different task or lesson within the learning segment or at a later time.

[ ]

## 3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the 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 OR MORE of the following sources:**

1. Video clip(s) from Instruction Task 2. Provide time-stamp references for evidence of language use.
2. An additional video file named “Language Use” of no more than 5 minutes in length. Cite student language use. (This can be footage of one or more students’ language use.) Submit the clip in Assessment Task 3, Part B.
3. The student work samples analyzed in Assessment Task 3. Cite language use.

4. Other written evidence of language use from the learning segment. Submit this written evidence in Assessment Task 3, Part B.

1. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use the

* selected language function,
* vocabulary/symbols, **AND**
* grammatical structures (syntax) or written, visual, or verbal communication

to develop content understandings.

[ ]

## 4. Using Assessment to Inform Instruction

a. Based on your analysis of student learning presented in prompts 1b–d, 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 learners, or students with higher/lower proficiency levels).

[ ]

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

[ ]