# TASK 3: ASSESSMENT COMMENTARY

Respond to the prompts below (**no more than 8 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 work sample as a video clip or feedback as a video or audio clip and comments made by you or your focus learner cannot be clearly heard (or seen, if signed in a video), attach a transcription of the inaudible or (for sign language) uninterpretable communication (**no more than 2 additional pages**) to the end of this file. Translations of video in a language other than English or sign language (**no page limit**) should also be attached to the end of this file. These pages do not count toward your page total.

## 1. Analyzing the Focus Learner’s Performance

a. Identify the lesson objectives from the learning segment measured by each daily assessment record.

[ ]

b. Describe any changes in the assessment related to the work sample, daily assessment records, and/or lesson objectives from what was described in the lesson plans, and explain why changes were made.

[ ]

c. If the work sample for the learning goal is an excerpt from a video from Instruction Task 2, provide a time-stamp reference here. If a video work sample includes more than one learner, clearly describe how the scorer can identify the focus learner (e.g., position, physical description, first words spoken by focus learner) whose work is portrayed.

[ ]

d. Summarize the focus learner’s progress toward the learning goalas reflected in the lesson objectives. The summary can be presented in a table or described in several paragraphs.

[ ]

e. Analyze the focus learner’s performance based on

* strengths (what s/he appears to understand or do well) and needs (where s/he continues to struggle or s/he needs greater challenge). Include any error analysis.
* types or levels of planned support provided to the focus learner.

[ ]

f. Based on the focus learner’s performance, explain how the planned supports you used did or did not impact learning and provide access to the content.

Cite evidence from the baseline data, daily assessment records, and work sample as needed, to clarify or illustrate your summary and analysis.

[ ]

## 2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

a. Identify the form in which you submitted your evidence of feedback for the focus learner. **(Delete choices that do not apply.)**

* Written directly on a work sample document or included in a video work sample
* In an audio file
* In a video clip from Instruction Task 2 (provide a time-stamp reference) or in a separate video clip

If video feedback occurs in a group context, clearly describe how the scorer can identify the focus learner (e.g., position, physical description).

[ ]

b. Explain how feedback (including error prevention) provided to the focus learner addresses his/her individual strengths and continuing needs relative to the learning goal.

[ ]

c. How did or will you support the focus learner to understand and use the feedback on both strengths and needs related to the learning goal, within the learning segment or in subsequent learning tasks?

[ ]

## 3. Evidence of Use of the Expressive/Receptive Communication Skill

When responding to the prompts below, use concrete examples from the focus learner’s work sample or an additional video clip (using time-stamp references) as evidence. You may provide evidence of the focus learner’s use of the expressive/receptive communication skill for the learning goal from **ONE of the following sources:**

1. Video clip(s) from Instruction Task 2; provide time-stamp references.

2. An additional video file named “Communication Use” of **no more than 5 minutes** in length; provide time-stamp references. See Assessment Task 3 Evidence Chart for acceptable file types. Submit the clip in Assessment Task 3, Part C.

3. Work sample; provide a time-stamp reference for a video work sample. The work sample can be the one analyzed or a different one if it is clearly labeled as evidence of use of the communication skill.

a. Explain the focus learner’s use of the communication skill to participate in learning tasks or demonstrate learning related to the learning goal.

[ ]

b. Explain the extent to which the planned supports for the expressive/receptive communication skill built on the learner’s strengths and/or addressed needs relative to participating in the learning tasks or demonstrating learning related to the learning goal.

[ ]

1. Describe the planned supports you provided to help the focus learner generalize and/or maintain the communication skill.

[ ]

## 4. Using Assessment to Inform Instruction

Consider what you know about the focus learner and the effectiveness of your instruction/intervention and the learning environment when designing next steps related to the learning goal. Consider all aspects of instruction, including planned supports, as appropriate. Connect your next steps to your analysis of the focus learner’s performance.

a. Based on your analysis of the focus learner’s performance, presented in the response to prompts 1d–f, describe next steps for instruction to improve or continue learning.

* Connect your next steps to research and/or theory, particularly as it relates to evidence-based practices.

[ ]

b. Based on what the focus learner knows and can do and your next steps, describe implications for the focus learner’s IEP goals and/or curriculum.

[ ]