

EDTPA WRITING DAY

September 28th, 2026

Fall 2026

Professionalism Reminder

Responsibility	Description
Protect confidentiality	To protect confidentiality, please remove your name and use pseudonyms or general references (e.g., "the district") for your state, school, district, and cooperating teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or institutions. During videorecording, use students' first names only. To ensure confidentiality of your students and yourself, do not share your video on any publicly accessible platforms or websites (YouTube, Facebook, etc.).
Acquire permissions	Before you record your classroom instruction, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the videorecording. Your program will provide you with procedures and necessary forms to obtain these permissions, according to agreements with the school or district in which you are student teaching or completing your internship. If your program does not provide the necessary forms, you may refer to the sample forms found on www.edTPA.com. The release forms are not to be submitted with your materials, but you should follow your campus policy for retaining them.
Cite sources	Provide citations for the source of all materials that you did not create (e.g., published texts, websites, and material from other educators). List all citations by lesson number at the end of the Planning Commentary. Note: Citations do not count toward the commentary page limit.
Align instruction with state standards	As part of the assessment, you will document the alignment of your lesson plans with state-adopted academic content standards that are the target of student learning. Refer to the education agency website for your state to obtain copies of relevant standards for this assessment.

- Do not include the names of your school, cooperating teacher, or students in your responses.

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

How to Write for edTPA – Task 1 Example

5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

- a. Describe how your planned formal and informal assessments will provide direct evidence of students' conceptual understanding, procedural fluency, **AND** mathematical reasoning and/or problem-solving skills **throughout** the learning segment.

[Day 1 **[insert assessment]** - provides provide direct evidence of students' conceptual understanding, computational/procedural fluency, **AND** mathematical reasoning or problem-solving skills by...

Day 2 **[insert assessment]** - provides provide direct evidence of students' conceptual understanding, computational/procedural fluency, **AND** mathematical reasoning or problem-solving skills by...

Day 3 **[insert assessment]** - provides provide direct evidence of students' conceptual understanding, computational/procedural fluency, **AND** mathematical reasoning or problem-solving skills by...

Day 4 **[insert assessment]** -provides provide direct evidence of students' conceptual understanding, computational/procedural fluency, **AND** mathematical reasoning or problem-solving skills by...

Day 5 **[insert assessment]** - provides provide direct evidence of students' conceptual understanding, computational/procedural fluency, **AND** mathematical reasoning or problem-solving skills by...]

- b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

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, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[[Day 1 **[insert assessment]** allows students with specific needs to demonstrate learning by...

Day 2 **[insert assessment]** - allows students with specific needs to demonstrate learning by...

Day 3 **[insert assessment]** - allows students with specific needs to demonstrate learning by...

Day 4 **[insert assessment]** - allows students with specific needs to demonstrate learning by...

Day 5 **[insert assessment]** - allows students with specific needs to demonstrate learning by...]

Thinking Organizers

<https://wp.cune.edu/educationdepartment/edtpa/edtpa-thinking-organizers-and-chalk-and-wire-tips/>

b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and groups of students with specific learning needs.

Consider students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge.

Organize your answer:

Instructional/planned support	How is this tied to the learning objective?	Why is this appropriate for the whole class or what particular group of students is this designed for?

Describe common misconceptions or common developmental approximations within your literacy central focus and how you will address them.

Organize your answer:

Possible student misconception/developmental approximation	How will you identify if students have this issue?	How will you address it during instruction?

Video Reminders – Task 2

- 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**

Video Reminders – Task 2

- Film all 3 lessons
- You select clips from those 3 lessons to upload to Pearson.
 - PE – Please read Task 2 and 3 carefully. You have more required clips to upload.
- **CLIPS MUST BE CONTINUOUS**

Video Reminders – Task 2

- What clips do I submit?
 - Reference your handbook and Task 2 prompts on the commentary
- Do the clips have to be from all 3 lessons?
 - No! The clips can come from any of the 3 lessons.

Video Reminders – Task 2

- **Before selecting your clips to upload in Task 2, read through the Task 2 Instruction Commentary.**
- **You will provide evidence from your clips to answer the questions in the Task 2 Instruction Commentary, so it's important to know what they are asking.**

Task 2 Suggestions

- **Once you have your clips for Task 2 identified and cut, please upload them to Pearson ASAP.**
- **You want to make sure the file size and quality work in their system.**
- **Try and do this today! You don't want to run into video issues the night before the edTPA is due.**

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.

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>

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!



Reference video evidence!



[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 their 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.]

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 2 Prompts (See Handbooks)

- Prompt 2) Refer to scenes in the video clips where you provided a positive learning environment.

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?

Some suggested evidence:

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.

Reveal a positive learning environment that includes tasks/discussions that challenge student thinking and encourage respectful student-student interaction. The learning environment supports learning tasks that appropriately challenge students by promoting higher-order thinking or application to develop new learning. There must be evidence that the environment is challenging for students. Examples include: students cannot answer immediately, but need to think to respond; the candidate asks higher order thinking questions; students are trying to apply their initial learning to another context. The learning environment encourages and supports mutual respect among students, e.g., candidate reminds students to discuss ideas respectfully with each other.

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Task 2 Prompts (See Handbook)

Prompt 5) Refer to examples from the video clips in your responses to the prompts. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

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, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students). Why do you think these changes would improve student learning? Support your explanation with evidence of student learning AND principles from theory and/or research.

Some suggestions:

- You want to focus on changes that would impact student learning! Not just, “I would stand in a different part of the class next time”. Focus on changes that connect with learning.
- The proposed changes address the central focus and the candidate explicitly connects those changes to the learning needs of the class as a whole. Proposed changes noted by the candidate should be related to the lessons that are seen or referenced in the clip(s), but do not need to be exclusively from what is seen in the clip(s) alone. This means that since only portions of the lessons will be captured by the clip(s), candidates can suggest changes to any part of the lesson(s) referenced in the clip(s), even if those portions of the lesson(s) are not depicted in the clip(s). An example is, "In video clip 1, I missed the opportunity of asking higher order questions as we discussed the characters. To enhance my students learning, I would lead them to use higher-order thinking skills by asking questions like how is character A different from character B? Why do you think so? In what ways are the characters similar? How will you compare and contrast these two characters?" ; Secondary criterion: The candidate refers to research or theory in relation to the plans to support student learning.
- The changes clearly address the learning needs of individuals in addition to the learning needs of the whole class in the video clip(s) by providing additional support and/or further challenge in relation to the central focus. Candidate should explain how proposed changes relate to each individual's needs. An example is, "As seen in the video clip, Spanish-speaking students struggled thinking about English words to describe their characters during the writing activity; thus I will provide them with descriptive word banks in English with Spanish translation to assist them in their descriptive writing." ; The candidate explains how research or theory is related to the changes proposed. Candidates may cite research or theory in their commentary or refer to the ideas and principles from the research; either connection is acceptable, as long as they clearly connect the research/theory to the proposed changes.

Pearson Registration

- You will upload all your files to be scored to the Pearson website.
- We will be registering on the Pearson website today.
- PLEASE ENTER ACCURATE EMAIL INFORMATION WHEN CREATING AN ACCOUNT!

Pearson Registration

The screenshot shows the edTPA Secondary Mathematics registration portal. The header is red with the edTPA logo, a notification bell, and a menu icon. Below the header, a dropdown menu shows 'Secondary Mathematics'. The main content area is divided into a left sidebar and a right main panel. The sidebar contains instructions and resources. The main panel shows a 'Portfolio Summary' with a 'Submit' button. It lists two tasks: 'Task 1: Planning for Instruction and Assessment' (0 of 5 Parts Ready to Submit) and 'Task 2: Instructing and Engaging Students in Learning' (0 of 2 Parts Ready to Submit). Each task has a table of parts with 'Start' buttons and 'Not Started' status.

edTPA

Secondary Mathematics ▾

1. Read the handbook and additional resources to help prepare your evidence:
[Secondary Mathematics Handbook](#)
[Handbook Errata and Updates](#)

Candidate Support Resources:
[Making Good Choices](#) ⓘ
[Understanding Rubric Level Progressions](#) ⓘ
[Academic Language Handout](#) ⓘ

2. Upload your work.
Complete all parts for each task by uploading your files.

3. Submit your portfolio.
When you have indicated that each part is "Ready to Submit," submit your portfolio for scoring.
[When should I submit?](#)

Portfolio Summary ▶ Submit ⓘ

Task 1: Planning for Instruction and Assessment
0 of 5 Parts Ready to Submit ⓘ

Start	Part A: Context for Learning Information	Not Started
Start	Part B: Lesson Plans for Learning Segment	Not Started
Start	Part C: Instructional Materials	Not Started
Start	Part D: Assessments	Not Started
Start	Part E: Planning Commentary	Not Started

Task 2: Instructing and Engaging Students in Learning
0 of 2 Parts Ready to Submit ⓘ

Start	Part A: Video Clip(s)	Not Started
Start	Part B: Instruction Commentary	Not Started

- This is where you upload your completed files.
- If you have finished evidence and commentaries, you can go ahead and upload those to this system.
- This will make sure the files are accepted and the correct length.

Pearson Registration

- The video clips will take the longest to load to the system, but you want to try this as soon as possible.
- Once you have your video files selected, upload those the Pearson system.
- Some of the sections (including the videos in Task 2) will require you to assign a label. This is built into the Pearson system.

Timeline Review

- *Sunday, October 4th : Optional Writing Day: THOM 113 reserved 3:00 – 6:00 PM
- *Wednesday, October 7th: Visit seminars for questions and submitting your edTPA reminders
- *Sunday, October 11th :Optional writing day: THOM 113 reserved from 3:00 – 6:00 PM

Timeline Review



- 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 13th
- You cannot proceed to Student Teaching 2 if you have not submitted your edTPA for scoring.

Additional Resources...

- Making Good Choices Document

edTPA Resources

[Fall 2021 edTPA Timeline](#)

[Making Good Choices](#)

[Making Good Choices Special Education edTPA](#)

[edTPA Video Permission Letter](#) (Please download and update this form to include your name (see yellow highlighted section.)

[edTPA Permission Letter Spanish](#) (Please download and update this form to include your name (see yellow highlighted section.)

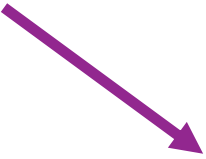
[C&W edTPA_User_Guide](#) (This document has information and steps related to transferring your edTPA from Chalk and Wire to Pearson for scoring.)

[edTPA Overview and Process – Student Teaching 1 – Fall 2021](#)

[Chalk and Wire CUNE Support Page](#)

[Transferring your Portfolio From C&W to Pearson PPT](#)

When will I receive my scores? [edTPAScoreReportDates2021](#)



Learning Environment

What do I look for when selecting my clip(s) that demonstrate respect and rapport?

Establishing respect and rapport among and with students is critical for developing a mutually supportive and safe learning environment. Respect is the **positive feeling of esteem** or **deference toward a person** and the specific actions and conduct representative of that esteem. Rapport is a **close and harmonious relationship** in which members of a group **understand each other's ideas**, respectively **collaborate and communicate**, and **consider** one another's feelings. Both respect and rapport are demonstrated by **how you treat students and how they treat each other**, and both should be evident in your video. As you go through your footage, you will want to find clips that not only feature respectful interactions between you and your students, **but also examples of respectful interactions among your students and/or your interventions to create and maintain an environment of respect. In your commentary responses, cite specific scenes from the video clip(s) you select for submission that illustrate the respect and rapport you have established with your students.** Time stamps can be approximate; they need not be accurate to the second.

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.

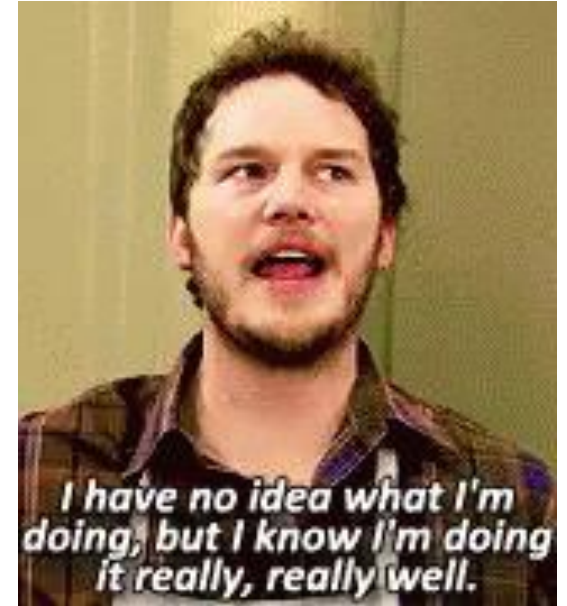
Note: Classroom management styles vary. Video clips that show classroom environments where students are productively engaged in the learning task should not be labeled as disruptive.

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

Below 3

Task 3 – Assessment

- Refer to your handbooks! It will explain the number of assessments.
- Assessment must be individually completed
- Make sure the you analyze **the same assessment** for all students in Task 3
- PE – Slightly different
 - Can be 2 assessments (see handbook)
 - Video and written evidence (6 files total)
 - 2 for each focus student
- SPED is different as well.



Task 3 – Assessment

- Upload examples from your 3 focus students
- You must have permission slips from your focus students.
 - PE Handbook: In Task 3, you will have additional materials to upload for your Focus Student.
- Must match the assessment you analyzed for the whole class. Task 3 will focus on this single assessment.
- 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, “~~wil~~ 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.

Task 3 – Assessment – Patterns of Learning

- Task 3: Prompt 2 – Secondary ELAR example.

[]

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 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
 - In audio files
 - In video clips 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 student (e.g., position, physical description) who is being given feedback.

r 1

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!

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

Rubric / Prompt Alignment

- BACK UP YOUR FILES!!
- Upload to Pearson as you finish each task!
- When saving files, do not use symbols in the file names (:, ; , #)
- Name items like, Task 1 Context for Learning

Task 1 Lesson Plans