# TASK 3: LITERACY 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 student assessment sample or feedback as a video or audio clip and you or your focus students cannot be clearly heard, attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of this file. These pages do not count toward the commentary 10-page total.

## 1. Analyzing Student Learning

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

[ ]

b. Provide a graphic (table or chart) or narrative that provides a quantitative and qualitative summary of literacy learning for your whole class. This whole-class summary should align with the submitted Evaluation Criteria.

[ ]

c. Use evidence found in the **3 student assessment (literacy work) samples and the whole-class summary** relative to literacy learning that supports foundational skills**.** Analyze patterns of learning for

* the whole class,
* groups with similar patterns of learning, and
* the 3 focus students and other individuals with specific learning needs.

Consider what students understand and do well, where they continue to struggle (e.g., common errors, confusions, need for greater challenge), the patterns you are seeing within the whole class, and the extent to which individual students are developing competency and mastery of literacy learning that supports the development of foundational skills.

[ ]

d. If a video or an audio assessment 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 submitted feedback to support your explanations.
**NOTE:** Feedback should be in the authentic form it was provided to the student.

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 assessment samples or in separate documents that were provided to the focus students
* In audio files
* In video clips from Literacy Instruction Task 2 (provide a time-stamp reference)
* In separate video clips

If a video or an 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.

[ ]

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

[ ]

c. Explain how your feedback addresses individual learning needs or makes connections with prior learning or experiences.

[ ]

d. Describe how you will support each focus student to understand and use this feedback (strengths and needs) to further their learning related to the literacy learning objectives, either 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 video clip(s) and/or student assessment samples as evidence. Evidence from clip(s) may focus on one or more students.

You may provide evidence of students’ language use **from ONE, TWO, OR ALL THREE of the following sources:**

1. Use video clip(s) from Literacy Instruction Task 2 and provide time-stamp references for evidence of language use.
2. Submit an additional video file named “Language Use” of no more than 5 minutes in length and cite language use (this can be footage of one or more students’ language use). Submit the clip in Literacy Assessment Task 3, Part B.
3. Use the student assessment samples analyzed in Literacy Assessment Task 3 and cite language use.

a. Explain how your students were able to use or struggled to use at least three of the following academic language demands to develop content understandings. Be sure to use concrete examples from the evidence you submitted.

* language function
* vocabulary/symbols
* active listening
* grammatical structures
* written, visual, or verbal communication

[ ]

## 4. Using Assessment to Inform Instruction

Refer to your analysis of student literacy learning presented in prompts 1b–c. **In addition,** **use principles from research, theory, or MTSS to support your justifications.**

a. Describe next steps for instruction to support student literacy learning for

* the whole class,
* groups with similar patterns of learning, and
* the 3 focus students and other individuals with specific learning needs.

Consider the variety of students in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, students at risk for and with dyslexia, English learners, students who struggle with reading, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

[ ]

b. Explain how these next steps target student literacy learning needs.

[ ]