

Assessment Commentary Directions: 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; both the prompts and your responses are included in the total page count allowed. Refer to the evidence chart in the handbook to ensure that this document complies with all format specifications. Pages exceeding the maximum will not be scored.

1. Analyzing Children's Learning

- a. Identify the specific language and literacy standards/objectives from the plans measured by the assessment chosen for analysis.

[Use properties to add and subtract within 10.
Solve addition and subtraction equations with unknowns.
Relate counting to addition and subtraction.
Tell and show addition and subtraction story problems.]

- b. Provide the evaluation criteria you are using to analyze the children's language and literacy development.

[See rubric on page 1 of assessment.]

- c. Provide a graphic (table or chart) or narrative summary of children's learning for your whole class. Be sure to summarize children's learning for all evaluation criteria described above.

[See rubric on page 1 of assessment.]

- d. Use the summary provided above and **3 sources of evidence for each of 2 focus children** to analyze the patterns of learning for the whole class and focus children relative to
 - language and literacy development

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

[A common error is still the reversal of writing numbers. Errors are pointed out and students are allowed to correct mistakes.
Student #1 (pages 1-5 on assessment) has difficulties relating his thoughts to paper. His drawing on #25 did not make sense. However, he was able to explain it verbally, allowing for his answer to be correct.
Student #2 (pages 5-10) could benefit from being challenged with questions that call for critical thinking.]

2. Feedback to Guide Further Learning

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

- a. In what form did you submit your evidence of feedback for the 2 focus children? (**Delete choices that do not apply.**)
 - Written directly on work samples or in a separate document;
 - In audio files; or
 - In video clips from the instruction task (provide a time-stamp reference)?
- b. Explain how feedback provided to the 2 focus children addresses their individual and developmental strengths and needs relative to language and literacy development.

[When the student leader displays 6 dots, and student #2 yells out seis (six), I stop the class. I ask student #2 how she knows the answer is six. She replies, %Porque yo sabia que era cinco arriba y no mas uno mas+(I knew there were five on top and only one more).

When student #1 yells out %ten+for ten dots, I ask him how he knew so quickly that it was ten (21:46). He replied, %porque yo sabia que es cinco arriba y cinco abajo+(because I know there are five on top and five on the bottom). I then asked him if he had to count all the dots and he replied, %No+]

- c. How will you support children to apply the feedback to guide improvement, either within the learning segment or at a later time?

[I will conference with each child individually about how they did on their exam. Students who have incorrect answers will be allowed to switch their answers after looking at it one more time.]

3. Evidence of Language Understanding and Use

You may provide evidence of language use with your video clips from Task 2 **AND/OR** through the children's work samples analyzed in Task 3.

Refer to examples from the clip(s) (with time stamps) and/or work samples as evidence.

- Explain the extent to which children were able to use vocabulary¹ to develop content understandings.

[Student leaders help their classmates understand or explain concepts and skills. In order to use vocabulary from the lesson, the student leader leads the class with numbers within the month, recognizing numbers by their name and amount of dots. The student is allowed to work next to me for support and guidance (15:09).]

4. Using Assessment to Inform Instruction

- a. Based on your analysis of the focus children's learning presented in prompts 1c. d above, describe next steps for instruction
 - for the whole class
 - for the 2 focus children

Consider the active and multimodal nature of young children's learning and the variety of learners in your class who may require different strategies/supports (e.g., children with IEPs, English language learners, children at different points in the developmental continuum, struggling readers, children who are underperforming or those with gaps in academic knowledge, and/or gifted children).

[The whole class would benefit from more story problems and instruction on how to draw/write them.

The two focus children could benefit from small group instruction where they can work on open ended questions and be more critical thinkers.]

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

¹ Developmentally appropriate sounds, words, phrases, sentences, and paragraphs that children use or create to engage in the learning experience.

[Math drawings help children understand and represent mathematical concepts, situations, and notation. Correct mathematical notation and vocabulary are always used in solutions and explanations, and these are related to the math drawings. Children also can use their own meaningful language to clarify concepts and make them memorable.]