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 feedback as a video or audio clip and your comments to focus students cannot be clearly heard, attach transcriptions of your 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 and standards measured by the assessment you chose for analysis.

   [11.2 CONSTITUTIONAL FOUNDATIONS (1763 – 1824): Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic. (Standards: 1, 5; Themes: TCC, GOV, CIV, ECO)

   o 11.2a Following the French and Indian War, the British government attempted to gain greater political and economic control over the colonies. Colonists resisted these efforts, leading to increasing tensions between the colonists and the British government.
      ▪ Students will examine British efforts to gain greater political and economic control such as the Proclamation of 1763, the Stamp Act, the Townsend Acts, the Tea Act, the Boston Massacre, and the Coercive Acts, and colonial reactions to these efforts.

   C.C.W.S.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

   • Objectives: Students will:
      o Analyze the causes of the American Revolution, including the Proclamation of 1763, the Stamp Act, the Townsend Acts, the Tea Act, the Boston Massacre, and the Coercive Acts, and colonial reactions to these efforts. They will write a clear and coherent essay in which they develop, organize, and style an appropriate response to the task.]

   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 Task 3, Part D.

   [Evaluation of the Graphic organizer

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<tr>
<th>Student</th>
<th>Total Response (out of 18)</th>
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This table shows the students’ completion of the entire assignment in column 1. Column 2 shows students’ completion of defining the event or act, column 3 shows their understanding of how the colonists reacted to an event or act, and column 4 shows the students’ understanding of the British response. Columns 2, 3, and 4 correspond to the columns on the graphic organizer that the students filled out. The use of color is to help to quickly identify problem areas that students are having. For this chart the highest scores are showed in green and the lower scores are shown in red. The completion of each row will show a student’s understanding of the event or cause that led to colonists going to war with Britain. These three categories were chosen to demonstrate students’ understanding of the causes of the war and how both sides responded to each other’s actions. I averaged all of the student scores to determine, as a class, how well each student fully understands the three categories and completes the organizer. This class, as well as my other classes, all successfully filled in the majority of the organizer correctly. Although many students skipped the last box on the organizer because it was not discussed in class and students had to infer the response, only two students tried to answer the box; in this class, both were successful.

**Essay evaluation based on Rubric**

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This table was created to understand how the entire class performed on the essay. The purpose of the essay was to justify the colonists’ reasons for going to war with Britain for independence using evidence and supporting that evidence. The columns have labels that have been abbreviated due to formatting issues. The essay column shows students’ scores out of twenty-five and every other column - introduction, evidence, evidence supported, style, and conclusion - are scored out of five. The column titles correspond to the categories on the rubric that students were measured by and all of the student scores were averaged for each category. The use of color was added to quickly see students that struggled. Dark green is used for the highest scores, yellow and orange for average scores, and red for the lowest scores. Overall, the class performed well in each category with the exception of the conclusion, which may have been due to a lack of time. This table can be easily used to recognize which students need more intervention and close instruction to help with essay writing.

c. 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

- facts and concepts
- interpretations or analyses
- building and supporting arguments

Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).
Students clearly were able to accurately interpret multiple sources well enough to place varying degrees of correct answers in each box and take the facts and concepts out of the sources. It appeared, at the time, that students also made the connections between each event and the response of the colonists and the British, which should have helped them to build their arguments for the reasons why the colonists went to war with the British. This may be due to the fact that we had a class discussion at the end of class, during which I noticed that some students did complete their graphic organizer at that time. As for my three focus students, labeled student 7, 8, and 11, none seemed to exhibit any problems understanding the facts and concepts and were able to interpret the sources to successfully complete the graphic organizer. While each focus student had varying degrees of correct answers, none were technically incorrect and therefore received full credit for the assignment. Student 8 was even able to answer the last box, which most students either ignored or were unable to answer, and which was not counted against them for not answering. Student 8 also went above and beyond, adding extra notes outside of the chart to help her understanding of the causes of the war. Student 11 did a better than usual job on this assignment, which may have been due to the fact that the lesson seemed to kept his attention. I believe that the way that the lesson was structured and the inclusion of a class discussion helped students to complete their graphic organizer in a way that did not fully challenge each student. This realization will be used in the planning of future assignments.

The second half of this objective was assessed in the form of an essay on their learning segments summative quiz. Students were all given access to a computer to type their essay so that each student had the opportunity to use the program Microsoft Word and the tools to help express their knowledge. This was intended to help my students with poor writing mechanics and also eliminate possible mistakes caused by the misinterpretation of students’ handwriting. The class as a whole performed well, but not to the level expected, judging from the results of their graphic organizer. This may have had multiple causes, including the fact that it was a test situation, students were not allowed to use their notes, the fact that the quiz took place at the end of the learning segment and the organizer was filled out at the beginning of the segment, or the fact that it was the first essay of the year and that they were given a one page maximum. These are all issues that I have realized may have affected them and as a result I have changed and will continue to change future learning segments based on these results. Overall, the students demonstrated that they were able to recall many of the causes of the Revolution, but had difficulty supporting the evidence and how it connected to the colonists wanting to go to war. The class average was an 18.6 out of a possible 25. As previously stated, each category on the rubric was out of five and the area where students lost the most points was in their conclusion, which may be due to a combination of a lack of time and/or space. The majority of the students did score high in the evidence and style categories, but students still need to improve their ability to introduce an essay and support their claim using the evidence that they choose. Overall, the grades were lower than expected for this assessment, but this may be due to the assessment itself and not a lack of students’ understanding of facts, concepts, and their ability to interpret and support an argument.

The three focus student samples that will be submitted for this assessment include Student 7, Student 8, and Student 11. Student 11 was a low achieving student who often underperforms and is restless and must move around. His graphic organizer showed he was able to understand all causes of the revolution as well as how each side responded to the cause, but his essay showed an inability to use multiple pieces of evidence to write a smooth and organized essay and lost the most points because he did not conclude his essay. His difficulty with organization was expected because of his ability level, but his use of only a few causes was unexpected and may have been due to a lack of time.

Student 7 was an example of an average performing student overall, but struggled with completing tasks on time. For the graphic organizer, she was clearly able to demonstrate her
knowledge of the content and her understanding of all of the causes for the revolution, but similarly to the majority of the students, failed to answer the last box that was not discussed. She was able to demonstrate her understanding of the facts and concepts of the causes as well as write a well-organized and well-written essay overall. She did have issues within writing the introduction and conclusion, which may be due to a lack of time to fully understand what was expected in an introduction and conclusion, as she did take the full time to complete the essay.

Student 8 is a high achieving student who has little difficulty with any topic in social studies. I would not label her gifted, but her hard work and great attitude contributes to her success in class. Her graphic organizer showed a clear understanding of all of the causes and went above and beyond by making additional notes that would help her to understand the key concepts and facts that helped to build her argument for the reasons for the colonists going to war. Her graphic organizer was highly detailed and effectively demonstrated a high level of knowledge with every answer. Her graphic organizer showed that she fully understood how to analyze and build effective arguments, and her essay included clear connections made between causes and events. Her only area of slight difficulty came in the writing of her conclusion, which was good, but did not fully conclude the essay.

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 3 focus students? (Delete choices that do not apply).
   - Written directly on work samples or in a separate document;
   - b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the standards/objectives measured.

[For student 11, an example of one of my underperforming students, I was surprised at how hard he worked on the graphic organizer compared to the work that he usually produces that often has a lot of questions or tasks left blank. While student 11 filled in the graphic organizer, he did not add a lot of detail. For this reason I suggested that he write down more information for each box. In some cases I asked him questions to help him when he used the organizer to study for the test. For example, when he stated “got mad” for colonist reaction to the Sugar Act, I stated that it was “true” then asked him the question, “So what did they do?” in the hope that he would realize that he would need more information to be correct. There was only one example that he had a misconception on and I made a correction for him so that he would not make the mistake on the test. The objective of this assessment was to get the students to examine the causes of the revolution. To reinforce this for this student, I wrote “this → led to → this” with the word “effect” written over the second “this” and the word “cause” over the first “this” at the top of each column to help him to make the connections between the columns.

Student 11’s essay was not his best effort, but it was better than the majority of his previous work. Student 11 started off strong with a good introduction that was well written and stated some of the events that caused the colonists to go to war with Britain. One of his downfalls was neglecting to use more than three causes; the rubric that they were given, along with the test, stated that they needed five causes for the revolution. I stated, “Look at the rubric and make sure that you have everything,” so that in the future he realizes that the rubric is there to assist him, not just to grade him. One positive that I told him in person was that he did a good job trying to explain each piece of evidence, which I told him will continue to help him get good grades on these types of essays if he continues to support his evidence, or in this case, causes. The one area that he lost the most credit was in the conclusion, which he failed to write. I commented on his paper that had he written a conclusion, his grade would have gone up.
Seeing that this is an area where the majority of the class lost credit, I made it a point to discuss the importance of a conclusion.

Student 7 is an example of an average achieving student in this class; her graphic organizer was completed with the exception of the one box that we did not discuss as a class. Student 7 had more detail and used content terms in her answers. For example, under colonist reaction to the Stamp Act, she wrote “Stamp Act Congress” and “boycott goods.” This shows an attempt to include content vocabulary that a majority of the average and higher achieving students incorporated into their answers. My feedback was mostly reminders to help guide her to continued success. For example, “… make sure that you know how all of the events and causes relate to one another.” This was combined with praise so that she understands that I was happy with her work, but that she needs to make clear connections between the events and responses. As for the box that was left blank, I asked her the question, “What do you think the British did?” in order to get her to think about the question and not forget about it.

The body of student 7’s essay was close to what was expected from her, with the exception of the amount of causes that she used. I commented on student 7’s rubric that she should “use the rubric as a guide so that you know exactly what to do” to remind her of the purpose of the rubric and why they were given the rubric at the same time as the essay question. One of the main issues that student 7 had, as did most of the class, was in her introduction and conclusion. Her introduction did a good job explaining the topic of her essay, but not exactly what she was going to write about. As for her conclusion, I informed her that she needed to summarize what she wrote rather than tell the reader that they saw the reasons for her claim being correct. On her rubric I informed her that she needs to work on her introduction and conclusion and that we would go over it in class, so that she understands that it was not just her and that the class as a whole needs to work on essay writing.

Student 8 is an example of a higher achieving student in this class. She was one of two students that were able to complete the entire graphic organizer successfully. Student 8 went on to add a few notes of her own that seemed to help her make further connections between the acts and the events that were selected due to the standards and objectives of the learning segment. One example of the student adding notes was that under the colonist reaction column, she wrote “taxation without representation,” which she brought up in class and helped the other students make the connection to why the colonists were upset before I was able to make the point. The few comments that I made on her graphic organizer were positive in the hope that in the future she continues to put in the hard work that she did on this. I believe that after she sees her essay grade, this point will be reinforced. I also made a similar comment on her paper that I made on many others, which was to “make sure that you make the connection to the events and you will do great.” This was an effort to reinforce the importance of the connections and reactions of the events and acts.

I believe that student 8’s hard work paid off for her because she did exceptionally well on her essay. She started off with a great introduction. I commented on how I liked the way that she stated her evidence in her introduction. When I handed her quiz back I asked her if I could use her introduction as an example, to which she agreed. The only shortcoming that I found was that her conclusion seemed a little rushed. I stated that it was good, but that she should have summarized the essay along with restating her claim and evidence. I was not surprised after reading her graphic organizer that she was able to recall and use many of the pieces of evidence that we discussed and was able to connect the causes of the American Revolution.

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

[The students to study for their quiz used the graphic organizers and I told students to look at their comments and fix any mistakes or misconceptions that they may have had. Only a few students took the opportunity to have me check to make sure that what they changed was in...
fact correct. The one comment I made on the majority of the graphic organizers was to reinforce the importance of connecting the events and acts so that they could see how one act caused another event or act. In class, after handing back the graphic organizers, I made a point to go over cause and effect again, which was part of the focus of this learning segment.

As for the comments on the essays, I used the data that I collected to realize that they needed to work on their essay writing skills. This was the first essay that they wrote for this class this year and it seemed that they may have forgotten the basic form of the essay that I assumed, as eleventh graders, they would know how to use. This assumption led to poor results and I have planned an essay lesson based on the issues that arose during this learning segments essay. I plan to go over how to introduce an essay and how to conclude an essay using the Common Core Writing Standards. I will also stress the importance of the rubric and how it can be used as a guideline for completing the essay.

3. Evidence of Language Understanding and Use

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

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

When responding to the prompt below, use concrete examples from the video clips (using time-stamp references) and/or student work samples as evidence. Evidence from the clips may focus on one or more students.

a. Explain and provide evidence for the extent to which your students were able to use or struggled to use language (selected function, vocabulary, and additional identified language demands from Task 1) to develop content understandings.

[The language function that was chosen for this learning segment was interpret. Students demonstrated their ability to interpret in clip two of Task 2 as well as in both of their assessments discussed in Task 3. In clip two for Task 2, the students are asked to interpret lines from the Declaration of Independence. The clip starts off with the process of having students helping me to interpret the Declaration. At 01:20, I ask students to help me to interpret a line. Two students volunteered answers, both of which were a good interpretation of the line. The rest of this video shows students working to interpret the Declaration in cooperative learning groups. At 07:25 you can observe the group in the foreground discussing their interpretation of their section; this is not the group that I am working with in the background. The graphic organizer that is discussed in Task 3 also exhibits students’ ability to interpret sources. For the organizer, students had to interpret the events into their own words from multiple sources of information. The majority of the class was successful in doing so, most likely due to the fact that we discussed the answers in class. The essay assessment was another piece of evidence that showed students’ ability to interpret the events and acts that caused the American Revolution. Both work samples for each student shows their varying ability to interpret sources. While student 11 does a great job of using his own words on the graphic organizer, he fails to give enough information to show that he fully understands the facts and concepts and reactions of the colonists. For example, “got mad” does not fully explain the colonists’ reaction to the Sugar Act. Student 8, on the other hand, does a great job of explaining
the colonists’ reaction to the Sugar Act by stating, “Colonists kept smuggling because they wanted cheaper goods.”

The students used the vocabulary for this learning segment, discussed in Task 1 prompt 4C, throughout the learning segment and they used it properly in multiple assessments. The place where students exhibited their knowledge the best was on the essay in their cumulative quiz. Each student used at least three of their vocabulary terms correctly in their essay to help them support their claims. One example of the use of the vocabulary comes from student 11’s essay where he used the Stamp Act to explain one reason why the colonists went to war with the British. This use of the term shows that he understands the word and its significance, yet also shows that he struggles to completely understand what the Stamp Act was. Student 8, on the other hand, refers to the Stamp Act and then defines it for the reader in her essay. She then goes on to show her full understanding of the term and its significance.

4. Using Assessment to Inform Instruction

a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction
   - 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 language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

The next step in the instruction process would be to review the essays and reteach major issues that students exhibited. The three main categories that will be covered for the whole class will be the importance of introductions, conclusions, and supporting evidence. The majority of the class struggled with the introduction and conclusion of their essays, which was not discussed at length due to the belief that, as eleventh grade students, they had learned how to create a proper introduction and conclusion. To make sure that this is not a problem in the future, I will teach students the proper way to develop, organize, and style an appropriate response to the task, which would include a proper introduction and conclusion. This will be done in the attempt to align the tasks to the Common Core writing standards, in this case to writing standard four (C.C.W.S.4). Students who scored less than a twenty will be asked to rewrite their essays to help reinforce the topic as well as strengthen their writing abilities, which aligns with C.C.W.S.5, which has students revise, rewrite, or edit their writing. Students will also be retaught the importance of supporting the evidence, or causes in this case, used in their essays by analyzing the evidence and showing how it relates to the claim, which was why the colonists went to war with Britain. On the other hand, the majority of the class was able to recall the facts and concepts needed to write their essay. Due to the issues that arose, including their introduction, conclusion, and their ability to support their evidence, students struggled to support their arguments.

Student 11’s main issue was that he did not write a conclusion for his essay. This was the main cause of his poor grade, although he did a good job supporting the evidence that he used and his introduction needed work, but was an above average attempt for the class. Student 11 will benefit from the lesson on essay writing because it will go over the importance of the conclusion. Another area where he showed signs of struggling was in the organization of his actual essay; this will be further explained to him during the essay lesson. These issues affected his overall ability to build and support his argument and will be explained to him and the
class further in the lesson on essays. Overall, student 11 performed better than expected and this may be due to an extra effort that he does not usually make.

Student 7 struggled in the same areas as the rest of the class and will also benefit from the re-teaching of how to write an essay. Student 7 struggled in writing a proper introduction and conclusion to her essay. This affected her overall grade as it did many in the class. Her essay was well written and organized and she did an above average job at supporting the evidence that she used, both of which helped support her argument. Overall, she did well, with the exception of her introduction and conclusion. I believe that had it not been that this was the first essay and that they did not know what was fully expect from them, besides the fact that they had the rubric, she would have performed much better. Student 7’s underperformance in her introduction and conclusion negatively affected her argument because it was not fully built on its own. This will be another point that is stressed during the teaching of an essay lesson.

Student 8 did an exemplary job on her essay and may not benefit in the same way that other students may from the re-teaching of how to write an essay. For this reason, her and other students that exhibited their ability to write well-organized essay will assist in the lesson by helping students that struggled with particular parts of their essay. For example, Student 8 had a very well written introduction. I will use her introduction as a model for how to set up an introduction for the rest of the class’s benefit. When we move on to the actual writing part of the lesson where students will write introductions, I will have Student 8 work with a student that struggled with their introduction. This will help both students because it will reinforce for Student 8 what she did correctly while teaching a fellow classmate what is expected.

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

[Being able to write an essay that supports a claim is a major skill that all students are expected to learn and one that will be used to assess their content knowledge throughout the school year. I found that students struggled to express their knowledge in the first essay of the year due not to their lack of content knowledge, but due to the lack of their ability to express their knowledge in a proper essay format. Many students exhibited issues in building their argument as a result of a poorly constructed essay that lacked a proper introduction and conclusion as well as a lack of properly supporting their evidence and relating it to their claim. The theory of data driven instruction has shown me the need to target these deficiencies that have come up in student writing. Paul Bambrick-Santoyo (2014) suggests the use of exemplars that target areas where the data that is collected shows that students have problems. Using Bambrick-Santoyo’s (2014) suggestion I will construct an exemplar essay showing students the proper way to construct an essay, specifically concentrating on the introduction, conclusion, and the need to support their evidence and how these elements contribute to a properly constructed essay that builds and supports their argument. The lesson’s main purpose will be to close the gap between the exemplar and their own writing. The students will work in cooperative learning groups to review the exemplar essay and use a rubric to grade the exemplar. This will reinforce the importance of using the rubric to help inform their writing. Students will then apply their knowledge to write a new essay that will be assigned to them during the lesson.]