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 the Focus Learner Performance

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

[For lesson 1 the objective was to have the students, including the focus learner, brainstorm topics they could write a lot about. They were advised to think about topics they have a lot of information on and could write multiple chapters about. As an assessment in this lesson, the focus learners list was reviewed. I questioned him to give some examples of what he knew about the topics to help reinforce how students need to have a lot of information to write an expert book. A couple topics he wasn’t able to provide much detail, but when he discussed skateboarding I could see his eyes light up. He was able to tell me a lot about this topic, so I advised him to think about using that as his topic. I also collected the K-W-L to ensure he was working toward the second learning target of understanding informational texts.

For lesson 2 the objective was to choose a topic and create plan for how they would organize their writing. This is in relation to the primary learning target of improving the focus learners writing skills. One thing he, and many of the other students, do is not plan ahead. They begin writing and then can get off topic quickly, so we really focused on planning out their writing. The focus learner was able to select skateboarding as his topic after our discussion during lesson 1. We modeled to the class how to map out each chapter, and I advised the focus learner to first make a list of the different types of things he knows about skateboarding. I then was able to confer with him and help him determine the order he would write the chapters.

For lesson 3 (which was actually multiple days) the objective was to was to draft their book, create the table of contents, draw the cover, and confer with another student. This is again linked to both objectives in that it relates to improving the focus learners writing skills and his understanding of informational texts. The assessment piece was to review his draft with him and help him understand how to properly edit. Working with other students can also be a difficulty for the focus learner, so I ensured I was always close by as he worked with a partner. I also sat with the pair for a period of the class to help them stay on topic and use appropriate words. We also worked with him to select the appropriate paper choice, knowing that his output is not that high.

For lesson 4 the objective was to make final edits to get ready to publish their books. This is in relation to the primary target in that part of his IEP is to publish written work and show improvement in each subsequent publishing. The assessment is the actual grading using a rubric provided. The rubric grades on focus, content, organization, style, and conventions.]

b. Describe any changes in the assessments (baseline and/or final), daily assessment records, and/or lesson objectives related to either learning target from what was described in the lesson plans, and explain why changes were made.

[The assessments remained the same to what was written in the lesson plans. There was also conferring that was used to gauge progress as the unit progressed.]
c. If the work sample or the final assessment for the supporting/secondary learning target is an excerpt from a video from Task 2: Instructing and Engaging the Focus Learner, provide a time-stamp reference here.

[N/A]

d. Summarize the focus learner’s progress toward each learning target as reflected in the lesson objectives. Each summary can be presented in a chart or described in several paragraphs.

For lesson 1 the objective was to have the students, including the focus learner, brainstorm topics they could write a lot about as well as understand the features of informational texts. For the learning target on understanding informational texts the focus learner took some of his prior knowledge, i.e. that there are chapters, and added new information. The lesson covered captions, glossaries, titles and subtitles, etc. You can see his progress by looking at the final product where he has chapter titles that detail different topics around skateboarding. He also included a table of contents and introduction. Finally, he drew pictures that relate to each topic which is an improvement from drawing unrelated graphics.

For the learning target of improving writing, this lesson allowed the focus learner to understand better how to select topics for different writing assignments. Many of the students were writing down topics, but when asked to give some things they would write about they didn’t have much information. This allowed him to learn the best way to eliminate topic ideas and how to narrow down to the one that he was best equipped to write about. He was then able to remove some topics and ultimately settle on skateboarding that he both knew information about and was passionate about so would actually enjoy writing about.

For lesson 2 the objective was to choose a topic and create plan for how they would organize their writing. From the perspective of the learning target around understanding the features of informational texts, this lesson allowed the focus learner to organize his thoughts in a fashion that would fit that type of text. We had him write the main topics he was going to write about and then details he could include for each. This showed progress in his understanding as he went from just having lists of things about skateboarding to understanding that each chapter should cover a high level topic and then have details within those topics. The topics he selected to write about were where to buy skateboards, safety gear for skateboards, safety rules for skateboards, and how to work a skateboard. He showed much improvement in organizing his thoughts.

That also fits with the primary learning target of improving his overall writing skills. Organization is a huge thing we have been stressing this year, and for many students they just start writing and keep writing. They often get off topic and the story ends up not flowing. This is something the focus learner often did during writer’s workshop. This lesson forced him to organize his thoughts before even beginning writing. By thinking through what he was going to write about, when he was ready to draft he actually knew what he was going to say and was better able to keep on topic and therefore on task.

For lesson 3 (which was actually multiple days) the objective was to was to draft their book, create the table of contents, draw the cover, and confer with another student. Drafting is a really important part of the writing process as it allows students to get out all of their ideas and then edit prior to publishing. This lesson helped with the focus learners understanding of informational texts by writing his information in sections, or chapters. He was able to get it all
down and then go back and make sure everything fit with the chapter topic. He showed progress by reviewing his writing and making the necessary updates.

This lesson helped with the primary learning target of becoming a more skilled writer by allowing him to first draft his writing, have conferring sessions to help work through editing and meet with another student to discuss his writing. He showed progress in some of his phonics by either asking for help or trying to write all the sounds he heard. This is still something that needs additional focus though. He also showed progress in his ability to work with another student, while I needed to sit in on much of it, he was better at staying on task. Part of this, I believe, is because he was able to choose a topic that he feels passionate about. By writing about something he is interested in, as opposed to something assigned, he did a much better job of staying on task both during the lessons and within his writing.

For lesson 4 the objective was to make final edits to get ready to publish their books. Publishing writing is part of the focus learner’s IEP goal, so this was a key piece of the unit. This helped him with the understanding of informational texts by ensuring he had incorporated some of the features into his final writing. He included a cover page, table of contents, introduction, and chapters. By working on each of these pieces he gained a better understanding of how informational texts are structured. For the primary learning target of becoming a better writer, any time a student publishes work they are becoming better writers. He was able to go through the entire writing process and work one on one with teachers to confer and help improve his writing as the process went on. He improved his structure by using the lines appropriately, most sentences are capitalized and most sentences end in a period. He also included images that fit with the story and worked on his stamina. He remained on task during most lessons which gave him the ability to work one on one to review his work. He seemed to really enjoy having the ability to write about something he enjoys.

e. For each learning target as reflected in the lesson objectives, analyze the focus learner’s strengths (what s/he appears to understand or do well) and where s/he continues to struggle or need greater challenge, including any patterns in errors, confusions, or needs. Be sure to cite evidence from your summary (above) as part of this discussion.

[The focus learner has certainly made progress toward both learning targets, but still has some areas of need. For the primary learning target of improving his writing skills, he continues to struggle in phonics and phonemic awareness as he misses or writes incorrectly the sounds of the words. For example, he was writing that skateboards could be bought at Costco, which he is written cocow. He is still missing a number of the letter/word sounds which hinders his writing. The interesting piece is that he can read the information back to you as it is written. Even when corrected during editing, some of the words were still written in the final draft incorrectly. So, this is an area that attention will continue to be paid. He did improve his ability to stay on task both during the lessons and in his writing as well as his stamina. He tried to fill up most of the lines in each chapter which is an improvement. This is making progress on his on task behavior.

For the learning target of understanding informational text, the focus learner’s strengths are understanding the structure of the text. As mentioned above, he used the different features we learned about including table of contents, and chapter titles. He learned that each chapter needed to stay on topic and include details related to that topic.]

f. Identify any patterns in the related to focus learner performance and level or types of supports provided to the focus learner. How did this support affect the learner’s progress toward each learning target?
Cite evidence from the work sample, the baseline data, daily assessment records, and final assessment (if different from the daily assessment record) as needed, to clarify or illustrate your summary and analyses.

[The main pattern in supports required for the focus learner is one on one attention. This is something he craves and has a tendency to act out in order to get attention. The supports that were added into this unit were that if he remained on task for the lesson, he would get one on one attention to talk through his progress and have help with editing. This behavior plan seemed to really help with his on task behavior most days. This helped with his self-sufficiency as well as he was able to work with stamina in order to receive his reward of one on one time. This plan helped toward both learning targets because it allowed him to have one on one attention to help improve his writing skills. The lessons each day would focus on different topics, so he would get extra attention on days he remained on task to help internalize the new information.]

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 to the focus learner for the final assessment for the primary learning target? (Delete choices that do not apply.)
   - Written directly on work samples or in a separate document

b. Explain how feedback provided to the focus learner addresses his/her individual strengths and continuing needs relative to the lesson objectives for the primary learning target measured in the work sample.

[The feedback that was provided throughout the unit focused on the focus learners needs by emphasizing some of the basics of writing that he has been struggling with. We provided feedback on grammar, punctuation, capitalization, and spelling. These are all items that are key to success in writing, and all areas that he needs additional focus on. Feedback was provided during one on one conferring sessions where his progress was read and he was provided feedback on those basic items and on the story itself and given an opportunity to edit his work. Feedback was also provided on the final product through our glows, grows, and mechanics that go on each published piece of work. This provides one positive thing, one thing that could be worked on, and a mechanical item that needs additional attention.]

c. How will/did you support the focus learner to apply the feedback to guide improvement within the learning segment or in subsequent learning tasks?

[During the one on one conferring sessions, the student was guided to make the changes as we went through the writing. There were also days during the unit that were dedicated to editing where he was able to both read through his and make changes, and work with a partner to get feedback from a peer. Going forward we will continue to provide feedback to him on his writing skills and look to improve his spelling and grammar. The behavior plan of allowing him one on one time will also continue through other learning segments as it has been working on most days to keep him in task.]

d. How will/did you support the focus learner to move toward using error prevention strategies, self-assessment, self-instruction, and/or self-correction?

[We have worked with the focus learner a lot on self-assessment and self-correction. We would have him read back the information to us and provide feedback to us on the information and also ask him if there was anywhere that needed to be corrected. We also would model these strategies to him by reviewing a portion and crossing out and updating spelling errors or adding]
in words that were missing or capitalizing the first word of a sentence. This is an ongoing skill that we would like the focus learner to improve on, so the instruction and modeling will continue in future learning subjects. We also have him work on “stretching out” words and writing all the sounds he hears to try and help improve his self-sufficiency in writing.]

3. Evidence of Use of the Expressive and/or Receptive Communication Skill (function) and Other Communication Demands

You may provide evidence of the focus learner’s use of the targeted expressive and/or receptive communication skill (function) and other communication demands from ONE, TWO, OR ALL THREE of the following sources:

1. Use video clips from Task 2 and provide time-stamp references.
2. Submit an additional video file named “Communication Use” of no more than 5 minutes in length and provide time-stamp references. See Task 3 Evidence Chart for acceptable file types. Submit the clip in Task 3 Part C.
3. Use the work sample analyzed in Task 3 and cite use of the targeted communication skills.

When responding to the prompts below, use concrete examples from the clips (using time-stamp references) and/or the focus learner’s work sample as evidence.

- Explain the extent to which the focus learner had opportunities to use the targeted expressive and/or receptive communication skill (function) and other communication demands (vocabulary demands, syntax, social use of communication, situational expectations) to access the learning task and/or to demonstrate learning.

[The targeted communication skill was to be able to work in a respectful and effective manner with a partner. During this unit the focus learner had a handful of opportunities to practice and enhance this skill. During rug time many of the lessons had a “turn and talk” section where he would need to turn to his partner and discuss the topic. We also built in a couple of editing sessions that were done in pairs. The students were able to read each other’s work and discuss them and provide feedback to help with editing. He often struggles with these types of interactions as he gets off task and can make inappropriate comments. There was some growth in this area as we made sure to monitor the conversations and help direct the conversation to remain appropriate and on task. This is still something that will continue to be practiced and worked on in class. During this unit the focus learner also had vocabulary demands. He needed to use words in his text to help tell the information about skateboarding. We spent time working on some transition words, however that is another area of improvement where he could add more of those. He did improve his vocabulary, but again we still have work to do.]

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 both learning targets. Consider all aspects of instruction, including support and environmental modification, as appropriate. Connect your next steps to your analysis of the focus learner’s performance. Support your decisions with principles from research and/or theory, particularly as it relates to evidence-based practices.
a. For both learning targets, describe next steps for instruction to
   - reinforce current progress toward or attainment of the associated lesson objectives
   - support further progress in the curriculum after achievement of the lesson objectives.

[For the primary learning target of becoming a better writer we plan to continue what was started during this lesson and continue to support the focus learner. To continue his progress we will continue having writer’s workshop every day and continue to meet with him one on one on a regular basis for a conferencing session. During these sessions we will reinforce what he has already learned as well as work on whatever the lesson for that day might be. These sessions will end with a tracking of a positive thing, and something that can be worked on for next time. This will continue to help his progress by building on what he already knows and adding more skills to his repertoire. While the units will change from informational texts, we will continue working with his skills and improving those.

For the secondary learning target of understanding informational texts, we will continue with this in the next non-fiction unit. We normally alternate units between non-fiction and fiction. We do often read non-fiction books for read alouds however, so these will reinforce what he already knows about the books. We always preview the books together and ask the students to identify if it is fiction or non-fiction. This will continue to progress his knowledge of different types of texts.]

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.

[I think the IEP goals will still remain, but we did make progress to meeting those goals. The goals in relation to this unit are:

In one year, Focus Learner, will publish at least 3 narrative and 4 non-narrative pieces of writing with support from a teacher. In his non-narrative writing he will have a clear main idea and supporting details.

In one year, Focus Learner will develop and improve his spelling skills. He will correctly spell 2nd grade words from the Dolch sight word list.

While we did accomplish publishing a non-narrative piece, we still have to accomplish the publishing of the other items. Each piece of work he publishes, the more accomplished he feels and the better writer he becomes. He also worked on his spelling, however there are still some sight words that he struggles with. He will try to sound out words but often misses sounds or writes a letter that does not correspond to the sound. So, at this point there would not be any implications as far as changing the goals, but we can see how we are getting closer to meeting those goals by the end of the school year.]