**Task 3 Writing Organizers and Helpful Hints (Secondary Science Version)**

***Please note: The purpose of this writing organizer is to help you gather and organize your thoughts in preparation for writing your assessment commentary. You will still need to write your answers in paragraph form in the official assessment commentary template. The exception to this is your response to 1c.***

1. **Analyzing Student Learning**
2. **Identify the specific standards/objectives measured by the assessment you chose for analysis.**

Organize your answer:

|  |  |
| --- | --- |
| Standard or Objective | Explain how is how this is measured in the assessment |
|  |  |
|  |  |
|  |  |

**b. Provide the evaluation criteria you used to analyze student learning.**

*Insert rubric here or, if you do not have a rubric, then explain how you determined the level of student mastery for each component of the assessment discussed in 1a.*

**c. 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 described above.**

*Create a table that shows the student learning/performance by question or activity aligned to objective or standard.*

*Example:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Lab Report Question* | *Associated Objective* | *Number of Students with Full Credit (2 pts)* | *Number of Students with Partial Credit (1 pt)* | *Number of Students With No Credit (0 pts)* |
| *8* | *Give a reasonable diagnosis given the expected white blood cell count and the data they collected in the white blood cell count.* | *23* | *6* | *0* |
| *9* | *Explain that a differential white blood cell count can be used to determine what type of immune response is occurring, but generally cannot be used to determine the specific disease.* | *28* | *1* | *0* |
| *10* | *Give a reasonable diagnosis given the expected white blood cell count and the data they collected in the white blood cell count.* | *14* | *13* | *2* |
| *13* | *Give a reasonable diagnosis given the expected white blood cell count and the data they collected in the white blood cell count.* | *21* | *7* | *1* |
| *16* | *Explain that a differential white blood cell count can be used to determine what type of immune response is occurring, but generally cannot be used to determine the specific disease.* | *24* | *5* | *0* |

**d. 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**

* **conceptual understanding**
* **use of scientific practices during inquiry**
* **evidence-based argument about a scientific phenomenon**

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

Organize your answer:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Pattern of student learning observed  (what are they doing well or what are they struggling with?) | Is the pattern relative to conceptual understanding, use of scientific practices, or creating evidence-based arguments? | Students showing this pattern | Evidence from whole class summary | Evidence from student work samples |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. **Feedback to Guide Further Learning**

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

*Hints: Be sure to provide feedback on to students on both their strengths and their errors.*

*Be sure to provide equal feedback to all student work samples.*

|  |  |  |  |
| --- | --- | --- | --- |
| Focus student | Description of feedback provided (identify question, page, etc.) | Associated learning objective | Does the feedback focus on the students’ strengths or errors? |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

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

|  |  |  |
| --- | --- | --- |
| Focus student | How student will apply feedback for further learning to their current work | How you will support the student in applying feedback |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |

**3. Evidence of Language Understanding and Use**

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

Organize your response:

|  |  |  |
| --- | --- | --- |
| Language demand | Evidence of use (be specific) | How does this evidence show the students using the language demand to develop their content understanding? |
| Selected language function (write it in) |  |  |
| Vocabulary |  |  |
| Symbols |  |  |
| Syntax |  |  |
| Discourse |  |  |

**4. Using Assessment to Inform Instruction**

**a. Based on your analysis of student learning presented in prompts 1c–d, 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, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).**

|  |  |
| --- | --- |
| Students | Next steps for instruction |
| Whole class |  |
| Focus student 1 |  |
| Focus student 2 |  |
| Focus student 3 |  |
| Individuals with specific needs |  |
| Groups with specific needs |  |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Next step for instruction | What learning need is this in response to? | Why did you choose this as your next step for instruction? | What research supports this instructional choice? | How does this research support this instructional choice? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |