1. Analyzing Student Learning
   
a. Identify the specific learning objectives and standards measured by the assessment you chose for analysis.

   [The assessment I chose to analyze comes from Day 2, Lesson 2. The learning objectives and standards that the assessment measures are listed below.]

   Learning Objectives:
   
   • After the teacher reads a story aloud to the students, the students will identify the main idea of the story with an illustration and a written sentence with 70 percent accuracy.
   • After the teacher demonstrates an example of a detail from a story, the students will describe one detail to match the main idea from the story with an illustration and a written sentence with 70 percent.

   Standards:
   
   • CCSS.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
   • CCSS.W.K.2 Use a combination of drawing, dictating, and writing to compose explanatory texts in which they name what they are writing about.]

   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.

<table>
<thead>
<tr>
<th>Students</th>
<th>Student identifies main idea of a story</th>
<th>Student describes one detail from a story to match the main idea</th>
<th>Mastered/Not Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>+</td>
<td>+</td>
<td>M</td>
</tr>
<tr>
<td>Student B</td>
<td>+</td>
<td>-</td>
<td>N</td>
</tr>
<tr>
<td>Student C</td>
<td>-</td>
<td>-</td>
<td>N</td>
</tr>
<tr>
<td>Student D</td>
<td>+</td>
<td>+</td>
<td>M</td>
</tr>
<tr>
<td>Student E</td>
<td>+</td>
<td>+</td>
<td>M</td>
</tr>
<tr>
<td>Student F</td>
<td>+</td>
<td>+</td>
<td>M</td>
</tr>
<tr>
<td>Student G</td>
<td>-</td>
<td>+</td>
<td>N</td>
</tr>
<tr>
<td>Student H</td>
<td>-</td>
<td>-</td>
<td>N</td>
</tr>
<tr>
<td>Student I</td>
<td>-</td>
<td>-</td>
<td>N</td>
</tr>
<tr>
<td>Student J</td>
<td>+</td>
<td>+</td>
<td>M</td>
</tr>
<tr>
<td>Student K</td>
<td>+</td>
<td>-</td>
<td>N</td>
</tr>
<tr>
<td>Student L</td>
<td>-</td>
<td>+</td>
<td>N</td>
</tr>
</tbody>
</table>
The assessment required students to identify the main idea of a story, *My Lucky Day* by Keiko Kasza, and describe one detail from the story that matched the main idea. The students were required to create an illustration and a sentence for the main idea and the detail they chose. The results of the assessment showed that 10 students mastered both objectives, and 9 students mastered only one or none of the objectives. Based off this assessment, the majority of the group could identify a main idea of a story and a supporting detail that matched the main idea. The pictures and sentences the students provided gave enough detail to determine if the students could identify the main idea and supporting details of a story, but the examples the students provided could have been more specific in order to encourage more critical thinking and a deeper understanding of the concept.

The class is put into three subgroups: above grade level, grade level, and struggling readers. All 7 students above grade level were able to identify the main idea of the story and describe at least one supporting detail. The students just need to work on being more specific with their descriptions. Out of the 7 students on grade level, there were 3 students, including the ELL, that mastered both objectives, 2 students that identified the main idea but not an appropriate detail, and 2 students that did not identify an appropriate main idea but described an appropriate detail. These students need more experience with the meanings of main idea and details and need more practice utilizing the skills in order to identify them. Out of the 5 struggling readers, there were 3 students that did not master either objective, and 2 students that did not identify an appropriate objective but described an appropriate detail. These students need to work solely on learning the meaning of main idea and the ways to identify the main idea. After they have mastered main idea, then they can move on to describe details that correspond to the main idea.

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
  - the essential literacy strategy
  - requisite skills

The essential learning strategies for Lesson 2 involves students identifying the main idea and describing the main idea using details from the story of the week. The students identified the main idea of the story and described the main idea with details by listening to the story, writing and illustrating a sentence to identify the main idea, and writing and illustrating a sentence to describe a detail from the story.

There are 7 students in the above grade level subgroup, and all 7 students mastered both objectives for Lesson 2. Student A was part of the group that mastered both objectives as well as the above grade level subgroup. Student A’s work sample displayed a sentence that identified the main idea of the story: a lucky day. The student’s response shows that he can utilize the essential learning strategy of identifying the main idea of a story. All students in the above grade level subgroup identified the main idea in a similar format as Student A. Student A also identified a detail that described the main idea of the story: the fox gave the pig a bath. The
detail the student described matches the main idea because the fox was going to eat the pig in the story, but the pig tricked the fox into giving him a bath instead. Student A’s response shows that he could use the essential learning strategy of describing a detail that matched the main idea of the story. All 7 students in the above grade level subgroup also chose details that were descriptive of the main idea in a similar format.

There are 7 students that are part of the grade level subgroup. Of these 7 students, there were 3 students, including the ELL, that mastered both objectives for Lesson 2. These 3 students displayed answers that showed they could identify the main idea of a story and describe a detail that matches the main idea. There were 2 students in the grade level subgroup that only identified the main idea of the story, and there were 2 students that only described a detail that matched the main idea of the story. Student B was one of the students in the grade level subgroup that mastered only identified the main idea of the story. Student B’s response showed that he could use the essential learning strategy of identifying the main idea of a text by writing a sentence: my lucky day. The student’s response showed that he could use the essential learning strategy of identifying the main idea of a text. However, Student B showed that he struggled to use the essential learning strategy of describing the main idea of a story with an event in the story, because the detail he chose was not an accurate description of an event that occurred in the story: the fox knocked on the door. In the story, the pig was the character that knocked on the fox’s door. The pig knocking on the fox’s door also did not describe a detail that explains the pig’s lucky day, so Student B’s response did not utilize the essential learning strategy of describing a detail from a story that corresponded to the main idea.

There are 5 students that are part of the struggling reader subgroup. Of these 5 students, there were 3 students that did not master either objective, and 2 students that described a detail that matched the main idea but did not identify the main idea of the story. Student C is part of the struggling reader subgroup, and his work sample displayed that he did not utilize either learning strategy for Lesson 2. Student C did not respond to the part of the assessment where he was expected to identify the main idea of the text. The student drew a picture of characters in the story, but the picture itself does not display if the student accurately used the essential learning strategy of identifying the main idea of a story. Student C’s response showed that he needs more experience using the essential learning strategy of identifying the main idea of a text. Student C attempted to respond to the portion of the assessment where he was expected to describe a detail from the story that matched the main idea of the story. Student C drew a picture of a fox and wrote the words: a fox. Student C’s response show that he has potential to use the essential learning strategy of describing a detail from the story, but he needs to learn how to progress and complete his thoughts in order to effectively describe a detail that happened in the story.

The requisite skills the students acquired through this learning segment involved looking at text elements (title, pictures, and repeated words) to identify the main idea of a text and telling more about the main idea by describing details from the story. The majority of the whole class showed they acquired the requisite skills by their responses on their assessment for Lesson 2. According to the chart from question 1, there were 12 students that provided evidence in their assessments that they could look at text elements to identify the main idea of a text. Of the 19 students in the class, there were 14 students that described a detail that told more information about the main idea of the story on their assessments.

There are 7 students that are part of the above grade level subgroup. All the students in the above grade level subgroup showed evidence that they acquired the skill to look at the title, pictures, and repeated words in a text to identify the main idea of a story in Lesson 2. Student A identified the main idea as follows: a lucky day. The title of the book that the students listened to was My Lucky Day, by Keiko Kasza, which showed that the student used the title to determine the main idea. Student A also represented the main idea of the book with illustrations similar to those in the book, which showed he looked at the pictures from the book to help him determine
the main idea. The words “my lucky day” was also repeated throughout the book, which also could have helped the student determine the main idea. All 7 students in the above grade level subgroup also described a detail from the story that told more about the main idea of the story. The detail Student A described is as follows: the fox gave the pig a bath. The statement Student A described told more about the pig’s lucky day, which showed that Student C chose a detail that told more about the main idea of the story. There are 7 students part of the grade level subgroup. Of these 7 students, there were 4 students, including the ELL, that showed evidence that they could look at the title, pictures, and repeated words to identify the main idea for Lesson 2. Student B identified the main idea of the book as follows: my lucky day. The title of the book that the students listened to was My Lucky Day, by Keiko Kasza, which showed that the student looked at the title to determine the main idea of the story. The words “my lucky day” was also repeated throughout the book, which showed that Student B listened to repeated words to determine the main idea. Of the 7 students that are in the grade level subgroup, there were 5 students, including the ELL, that described a detail that told more about the main idea of the story. Student B’s response showed evidence that he needed more practice choosing a detail that told more about the main idea because his detail was not an accurately description of the event that happened in the story and it did not match the main idea of the story. Other students in the grade level subgroup were able to write about a detail from the story that explained more about the main idea of the story. There are 5 students part of the struggling reader subgroup. Of these 5 students, there was 1 student that showed evidence that he could look at the title, pictures, and repeated words to identify the main idea for Lesson 2. Student C showed that he needs more experience developing this skill because he did not complete a response that identified the main idea of the story of the week. Of the 5 students in the struggling reader subgroup, there were 2 students that chose a detail that told more about the main idea of the story. Student C’s response showed that he had potential to provide a detail that matched the main idea, but his answer was incomplete. This subgroup demonstrated that they need more experience acquiring the requisite skills for Lesson 2.]

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;
- In audio files; or
- In video clips from the Instruction task (provide a time-stamp reference) or in a separate video clip

[The evidence of feedback I have submitted for the 3 focus students is in the form of work samples. The feedback is written on notecards on the student work samples, and the feedback was discussed during one-on-one conferences with the students. The students are at an emergent grade level at which they have not developed the ability to read and process written feedback independently. With the feedback I provided, the students were able to revise the assessment. The revision was necessary for students to understand where their mistakes were and to help them deepen their understanding of how to identify the main idea of a story and describe details that match the main idea for future assessments.]

b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the standards/objectives measured.
The feedback I provided to the three focus students was developed to progress the students’ abilities beyond the work they provided at the time of the assessment. The three focus students I chose were on different levels of performance, which required variety of feedback. Student A is a student that typically performs above grade level. On this assessment, the student met all the requirements for mastering the objectives for the assessment on Lesson 2: identify the main idea of the story with a sentence and illustration and describe a detail with a sentence and illustration to match the main idea. The feedback I provided for Student A was in the form of questions, written on the notecards on the student’s assessment, during a one-on-one conference designed for the student to further his thinking and allow him to monitor his own learning. Since the student mastered the objectives, asking questions was appropriate to have the student think about how and why he completed the assignment the way he did but also encourage him to deepen his responses for future assessments. I asked questions to have the student explain how and why he identified the main idea and described a detail the way he did. I also wanted Student A to strengthen his abilities to identify the main idea and supporting details. For example, he identified the main idea as being a lucky day, but he could have been more specific by stating the character that had the lucky day in the story. I also wanted the student to be more descriptive when writing about the details from a story, so I asked questions to help the student think about ways he could tell more about the details. For example, the student described that the fox gave the pig a bath as a detail from the story. The student could have gone into more detail by saying why the fox gave the pig a bath and how it connected back to the main idea. I asked the student to tell me how the detail he wrote about described the main idea. It is important that the student can be more specific now that he has demonstrated that he can identify the main idea and describe supporting details on the basic level. The student was given time to revise the assessment during our one-on-one conference.

Students B typically performs at grade level expectations. On this assessment, the student mastered one of the two objectives for Lesson 2: identified the main idea of the story with a sentence and illustration. The student did not master the objective that required the student to write and illustrate a detail from the story that matched the main idea of the story. The feedback I provided for the student was in the form of questions written on the student’s assessment during a one-on-one conference in order to provide feedback that would further the student’s thinking as well as help him monitor his own learning. Giving the student feedback in the form of questions was appropriate in order for the student to explain how he determined the main idea and the supporting details from the book. Student B stated that the main idea of the story was my lucky day. I asked the student how he determined the main idea in order for the student to monitor his thinking. Then, I asked questions that would help the student be more specific when identifying the main idea in future lessons. For example, I asked if there was anything else he could tell me about the main idea like which character had the lucky day. The student mastered the objective but needs to work on strengthening his identification of the main idea. Student B did not master the objective that required him to describe a detail that matched the main idea. The detail the student chose did not match the main idea of the story. Student B’s portrayed the detail from the story inaccurately, and it did not describe the main idea. I asked questions to the student to guide him toward explaining a detail that would better match the main idea of the story. For example, I asked the student to explain what happened in the story that made him think the book was about a lucky day. This question can help the student monitor his thoughts and prepare him to think about how the main idea and details relate to each other. The student had the opportunity to revise the assessment during the one-on-one conference.

Student C is a struggling reader and typically needs teacher or peer assistance on assignments. Student C was not able to master either objective from Lesson 2, which required him to identify the main idea of the story and describe a supporting detail that matched the main idea. I presented the student with feedback during a one-on-one conference. I began the
conference by asking the student to define main idea and details, and I modeled examples in a manner that would be easier for him to understand. To provide feedback that would be suitable for this particular student, I asked the student questions, written on notecards on the student’s assessment, to guide the student’s thinking towards appropriate answers. Guiding the student’s thinking can help the student meet the requirements of future assessments and help determine what may need to be done in future lessons to help the student. The questions were designed for the student to recall what happened in the story. If the student does not know what happened in the story then he will not be able to identify the main idea or describe details. For example, I asked the student to tell me some events that happened in the story. Then, I asked questions to help him pinpoint the main idea. For example, I asked the student what the book was mostly about. I gave some non-examples of the main idea of the book to help him realize that the main idea has to be relevant to what happened in the book. After the student could identify what the story was about, I asked what happened in the book to make him figure out the main idea and that was to help him think about the details. On the student’s assessment, the detail the student described was about the fox from the story but the sentence was not a complete thought. I tried to guide him to tell me more about the fox that was relevant to the main idea. I assisted the student in writing a sentence that matched the main idea. The student was allowed to revise the assessment during the one-on-one conference.

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

[I supported students to apply feedback during one-on-one conferences following the time of the original assessment. The students are at an emergent grade level in which they cannot read and process written feedback on their own. I met with each student individually in order to deliver their feedback and to meet their individual learning needs. The students were given time to revise their assessment during their conferences. They were given their original assessment and also a blank assessment to complete their revisions. If the objective was met, then questions were asked for students to explain their thinking and progress their level of thinking beyond that of the time of the original assessment. The questions were developed in order to encourage students to be more specific with their responses. I wanted students that mastered the objectives to deepen their understanding of the main idea and supporting details of a story by developing more descriptive responses. I also modeled examples for students on how to be more detailed with their identifications of main idea and supporting details in order for the students to see how they can improve their answers. Modeling is important to ensure students understand what they are expected to do. If an objective was not met, guiding questions were used to help students meet the requirements of the objective and better prepare students for the requirements of subsequent lessons. Questions were asked to lead the students to appropriate responses and allow them to monitor their thinking. If students provided answers that were inappropriate, then I asked questions that would guide them to a more appropriate response. After the students gave appropriate responses in order to meet an objective, I asked the students to explain how they came up with their responses, also a way to monitor their thinking. It is important that students develop relevant responses, but it is also important that they understand and justify their reasoning for the responses.]

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 clip(s) 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 clip(s) (using time-stamp references) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.

a. Explain 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 selected language function for the learning segment was identifying. Lesson 1, Day 1, the students were introduced to the term identify. I modeled the definition, then the students repeated the definition aloud, and then the student repeated the definition to a partner in order for students to become familiar with the terminology. The students as a whole used the language function of identifying without explicitly stating the term in each lesson of the learning segment. In each lesson the students identified the main idea of a story through oral discussions and writing. For example, In Lesson 3, Day 3, I read a short story to the class, and we worked together through a whole group discussion to identify the main idea of story. Then, I read another story for the students to draw a picture and write a sentence in order to identify the main idea of the story independently. The majority of the students were able to use the language function of identifying through verbal communication and writing accurately, which demonstrated their understanding of identifying the main idea of a story.

The additional language demands the students were required to use were syntax and discourse. For example, in Lesson 4 Day 4, the students worked in stations. In the guided reading station, the students used discourse to participate in small group discussions to identify the main idea and supporting details of a leveled text. I had to give the struggling readers additional support in order for them to communicate their answers to questions. The grades level and above level students were able to use discourse in a manner that demonstrated their understanding of identifying the main idea and supporting details of a text with minimal teacher support. In the same lesson, the students worked at an independent station where they used syntax to identify the main idea and describe a detail from a leveled text by writing sentences. The struggling readers struggled to use syntax to communicate their responses. Overall, the majority of the students were able to use syntax and discourse during the activities in order to develop content understandings of main idea and details from a story.

Students were also required to use and understand the terms main idea, details, and describe. On Lesson 2, Day 2, students participated in a whole group discussion in which they had to explain the meaning of the term main idea in order to express their understanding. Then, students were introduced to the term detail, and they were expected to repeat the definition orally and share the definition with a partner. The students also had to explain the meaning of describe in order to explain that details describe the main idea. In the same lesson students were expected to demonstrate their understanding of the terms by having to identify the main idea and describe a supporting detail of a book by illustrating pictures and writing sentences. Of the 19 students in the class, 12 students were about to identify the main idea, and 14 students were able to describe a detail from a story. Using academic vocabulary in discussions and writing are effective ways for students to develop understandings of the words.]
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 needing greater support or challenge).

    After analyzing the patterns of student learning, I will continue to elaborate on the topic of main idea and details for the class. There were 10 students that mastered both lesson objectives, but there were still 9 students that only mastered one objective or none of the objectives. I will build on their knowledge of main idea and details by continuing to model examples that will display how to identify the main idea and describe details from a story. Lesson 3 will focus on identifying the main idea and describing details from stories that are nonfiction so students can apply the skills they have acquired from Lessons 1 and 2 to stories that discuss factual information. In order to make connections to the previous lesson, students will recall information that was previously learned, such as the definition of main idea and detail, explain the ways to identify the main idea, and describe details in a story. Making connections to skills they have previously learned adds value to the content the students are learning. I will model examples, guide instruction, and allow students to collaborate with peers in order to support student learning until they are able to identify the main idea and describe supporting details on their own. There will be differentiated instruction and assessments for students on different learning levels. It is important to teach to the students’ learning needs in order to see progress in all students. I will focus on my three focus students to prepare them for future lessons focused on main idea and details. Student A and the above level subgroup demonstrated advanced abilities to identify the main idea and describe details from a story for Lesson 2. These students will be asked to explain their reasoning during instruction in order to advance their thinking and share their thoughts with their peers, so their peers can learn from their responses as well. Student A and other above level students will be given opportunities to work with peers that are on the same and lower ability levels in future discussions in order for all students to benefit from peer collaboration. Student A and the other above level students will be given enrichment activities to progress his abilities. The student can choose a book and predict what the main idea and details will be before they read the book and explain their reasoning as an enrichment activity. Then, they can read the book and determine if their answers were correct. The students will need to be challenged develop their abilities.

    Student B only mastered the objective of identifying the main idea of the story for Lesson 2. The student struggled to describe a detail from the story that matched the main idea. In order to improve his abilities, Student B will have opportunities to collaborate in future discussions with students on the same level and students above his abilities in order for them to share their thoughts with peers but also learn from peers that are above their academic level. Other students that also only mastered one objective will also have opportunities to collaborate with other students during discussions as well in order to help them develop more appropriate responses. Student B and other students that only mastered one objective for Lesson 2 will be given opportunities to revise their assessments with teacher support in order to help the students the guidance they need to be successful on future assessments.
Student C did not master either objective for Lesson 2. The student struggled to identify the main idea of the story and describe a detail from the story that matched the main idea. In order to support the Student C and other students that did not master either objective, I will have the student collaborate in future discussions with students that are above their level of ability. It will be beneficial for the students to work with peers that are at a higher level of thinking to model how to identify the main idea and supporting details of a story and explain their reasoning. Student C and other struggling students will be provided with modeling and detailed instructions for future assessments. They will also have the opportunity to have support from the teacher after the assessment.

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

After analyzing the students’ patterns of learning, I will continue to deepen the students’ understanding of main idea and details by teaching a lesson on how to identify the main idea and supporting details from nonfiction stories for Lesson 3. I believe the students are ready to move forward from Lesson 2 because more than half of the class successfully mastered both lesson objectives. I will also make connections to Lesson 2 to make the new information relevant to what they have already learned. In order to meet the needs of my students, I will use the gradual release of responsibility model. I chose to use the gradual release of responsibility model because this instructional strategy scaffolds students throughout the lesson until the end when they are assessed to determine how well they grasped the content of the lesson. After analyzing the students’ work from the Lesson 2, I noticed that a majority of students mastered both objectives but there were still many students that only mastered one or none of the lesson objectives, I believe using the gradual responsibility model will give the struggling students the support they need from their teacher and peers but also give students above level to learn from each other and share their thoughts and ideas.

After analyzing the patterns of learning for the three focus students, I made sure to incorporate social interaction amongst different levels of learners in Lesson 3. Vygotsky’s social development theory explains that students need interaction with other’s in order to learn to the best of their abilities. It is important that students share their thoughts but also learn from their peers’ thoughts as well. I will have the students grouped heterogeneously, so they will be exposed to a varied of different ideas. Student A and other above level students will be required to go in depth with their responses since they demonstrated a high level of ability on the assessment for Lesson 2. Student A and other above level students’ assessments will also be more challenging in order for him to continue building knowledge; they will write two details from a story. Student B, the ELL, and other grade level students will work with students that are at different ability levels, so they can share their thoughts and learn from other students’ thoughts. Their assessment will also be less difficult than the assessment given to the above level students due to the results of the assessment from Lesson 2; they will only write one detail from the story. These students will be given opportunities after the assessment to correct mistakes. Differentiating to the needs of the students will allow them to perform to the best of their abilities. Student B, Student C and other students that struggled on the assessment portion of Lesson 2 will be given many opportunities for scaffolding. Bruner and Vygotsky both explain that scaffolding is necessary, so students receive the temporary support they need in order to learn until they are able to work independently. For these students, the teacher will provide modeling, and the students will be allowed to collaborate with peers of different ability levels. Vygotsky stresses the importance of social interaction in his social development theory. Students need interactions with others in order to help them develop their skills. The teacher will also guide the students to correct their assessments after they complete the work to ensure that the students
receive the appropriate support for future lessons. I believe these steps are necessary so students will receive the support they need and demonstrate improvement for Lesson 3.]