The assessment that I chose for analysis was the mid-unit assessment provided for the ELA module on the students close reading skills and ability to determine the main idea of the selected pages and support is with key details from the text. The standards being addressed on the mid-unit assessment are: RI.3.1, RI.3.2, RI.3.3, RI.3.7, W.3.8, and L.3.4. The learning targets that the students are exposed to are: I can determine the main idea of an informational text, I cant retell key ideas from an informational text, I can use information from illustrations to understand informational texts, I can use information from the words to understand informational texts, I can document what I learn about a topic by taking notes, I can answer questions using specific details from the text, I can use what the sentence says to help determine what a word or phrase means, and I can describe how events, ideas, or concepts in an informational text are related.]

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.

[The students bolded are my focus students. The grading of the mid unit assessment was on a 1-4 scale based on the common core learning standards, and rubrics provided. One meaning not meeting expectations, two meaning developing, three meaning meeting expectations, and four meaning exceeding expectations.

<table>
<thead>
<tr>
<th>Student #</th>
<th>Mid-Unit Assessment (Formative)</th>
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<tr>
<td>1</td>
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<td>8</td>
<td>2</td>
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</table>
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 AND
- requisite skills

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

The chart above shows the results from the mid-unit assessment on the topic of: close reading of Bullfrog at Magnolia Circle pages 26-31. The assessment was given after teaching the first five lessons in module 2A, my learning segment is on lessons 1-3 of module 2A. The students were asked to do a close reading of pages 26-31 in Bullfrog at Magnolia Circle and then fill out the graphic organizer/recording form provided on the first page of the assessment. The students have been exposed to this graphic organizer since lesson 2 of this unit and again in lesson 4. They have had plenty of practice filling out the recording form and should have had no problem knowing what is expected of them to write in each section. Most of the students were able to figure out main idea of the selected pages, a common error on the assessment included the students being able to fill in the key details from the text, and key details from the illustrations but were not choosing details that support the main idea. Even though they were stating a key detail form the pages that they had to do a close reading on, I could not give them full credit because the details did not support the main idea. For example, student three was able to articulate the main idea but did not write in full sentences, and for the key details he stated what the main idea was in different ways but did not use specific details from the text. Student one was able to use full sentences, and state specific details from the text that supports the main idea. It seems as though only two students were able to answer the key details from the illustrations question and receive full credit. This question was the most difficult for the students to complete and get credit for. I think this is because they are still having trouble using the text to understand the meaning of the illustrations. On the second page of the mid-unit assessment the students were given two multiple choice questions, and two short answer question where they needed to use details from the pages they had read for this assessment. A common error that I saw on this page was that the students were using information from the previous pages we had read in the book Bullfrog at Magnolia Circle. This mistake was most
common on question 3 on the second page, when they were asked to describe adaptations that help a frog survive. Student one was the only one of my focus students to use an adaptation from pages 26-31 of the text. Student three used an adaptation from earlier in the book, and student two said that an adaptation was the frogs mating, which is a natural process not an adaptation.]

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.

[The feedback that was provided on the mid-unit assessments addressed each students individual needs and strengths relative to the standards being measured because instead of just writing good job, awesome, or just the grade, I provided tips and tricks that can help the students on future assignments. For example, on student three’s mid-unit assessment I wrote “Remember to look back in the text to find the meaning on an illustration” to help him on future assignments. I also used encouraging statements on all of the mid-unit assessments. I like to call this the compliment sandwich, start with an encouraging statement, then a statement suggesting what they could have done to gain full credit, this leaves the students thinking instead of upset they got the question wrong. An example of this is on student two’s assessment, “The main idea is about mating, but they are asking for adaptations. Remember adaptations are changes in the body to fit a location!” Feedback was also provided through teacher-student conferences. I met with each student to talk about what they think they did well and what they think they need help with in the coming lessons. When meeting with student one (high preforming student) we discussed why she received partial credit in the section key details from the illustrations that help me understand the main idea on the graphic organizer. Together we worked on what a response for full credit would have looked like. We also talked about for future assignments that her goal would be to write her sentences more clearly, so that they make sense. When meeting with student two (middle preforming student) we discussed why he received partial credit in the section key details from the illustrations that help me understand the main idea on the graphic organizer. Together we worked on what a response for full credit would have looked like. We also discussed question three on the back of the mid-unit assessment, after reading the comment he agreed that his answer did not properly answer the question, and we worked on looking back in the text and finding an adaptation that would have answered the question. I then asked him to verbally answer the question so I know that he is capable of answering questions like that in the future. Together we came up with a goal for him to work on in future lessons. When meeting with student three (low preforming student with an IEP) we discussed why he received partial credit on each section of the graphic organizer. At first he didn’t realize why he received partial credit, once I pointed out that his sentences were not full sentences, with adequate details. We then went through each part of the graphic organizer together and recorded our answers that answered the question and is written properly. We went through the same procedure for the questions on the back of the mid-unit assessment. Since student three has an IEP stating that instruction need to broken into small chunks, I think this assessment was overwhelming for him. When we were going of the assessment together at a slow pace he was able to answer the questions verbally. Student three and I agreed that his goal for future assignments he will work on writing in full sentences.]
c. Describe how you will support students to apply the feedback to guide improvement, either within the learning segment or at a later time.

[Now that I have this background information on exactly what the students understand and remembered from the previous lessons, I will be sure to continue to address the areas that they had difficulty on throughout the remainder of this unit. I will hold individual conferences with each student to go over their mid-unit assessment and the feedback written on each. The conference will help support the feedback written on the assessment, and gain insight to each student on where they excel and where they need some help. Graphic organizers like the ones used in the beginning of this unit will be used throughout module 2A, and we will continue to talk about what kind of details should be used in the graphic organizer. During the conferences the students and I will be creating goals that they want to achieve by the end of unit 2A. At the end of the unit the students will self-assess themselves to see if they have achieved their goals.]

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 video clip deals specifically with new vocabulary in the unit and strategies to help the students figure out the meaning of the new vocabulary. In the clip he students briefly stated what the strategies they can use are and then put all three strategies to use in the skit that they preformed. In the video, when asked what they remember from the previous lesson about vocabulary responses were; “We learned that if you don’t know what a word is you can look at the other words in the sentence to give you a clue about what it means” (3:40-3:57), and “if you don’t know what the words are about you can use the pictures” (4:00-4:09). This lesson focused on the strategy of creating a skit to help the students remember the vocabulary words. The other strategies are encompassed in this strategy because the students were given a sentence from pages we have already read with a vocabulary word, and they had to look at the text and pictures to figure out what the word means. Students were also freely using the word “adaptation” throughout the lesson to explain what they know about what helps a bullfrog survive (0:23-3:06). At the end of the lesson, together as a class we went through all of the vocabulary words learned that day and came up with a class definition for each (10:15-end of lesson). Each group was responsible for coming up with their own definition for the vocabulary word they portrayed, and input from the audience was used to shape the definition. Understanding vocabulary Is a key part of the students ability to complete a close reading and really understand what they are reading. It is worth the time to introduce these strategies to]
your students so that they can have these tools now and in the future. The study of the vocabulary was used to help develop the student’s understandings of bullfrog adaptations, habitats, etc. You will hear me in the video say that they are being ‘detectives.’ In lesson one I introduced the new unit to the students as them being detectives to find out as much information about bullfrogs as they possibly can from the text, pictures, vocabulary, etc.]

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).

      Based on my analysis of student learning my next steps for instruction for the whole class is that I will meet individually with each student to go over their mid-unit assessment and create student goals for them to achieve by the end of the unit addressing what they did well and what they had difficulties on the assessment. During each conference we will go over what question the student got wrong, partial, and full credit on, and discuss what they could have done to better their answer. Once goals are made and students understand why they received there grades I will make sure to address the areas where the students struggled the most, this being the graphic organizer. I think I will do the next graphic organizer as a whole class instead of small-groups that way all students are writing the same thing, and there is less room for confusion. If students are still struggling then I will hold small-group interventions with students are having the same difficulties.

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

      These next steps will follow my analysis of student learning because the student will have set individual goals for ELA, and will be working toward these goals for the remainder of the learning segment. I know that this is a good strategy based on how the students learn and what motivates them. They all take pride in assessing themselves and recording their improvements. In my classroom now the students all keep track of their assessments and record them on a chart to graph their progress. This step would just be another thing for them to assess about themselves and that will really encourage them to work hard and keep the goal in mind.
Directions:

1. Read pages 26–31 in Bullfrog at Magnolia Circle.
2. Reread the same pages, thinking about the main ideas and details.
3. Take notes in this recording form, just as we have been doing together in class.
4. Answer the specific “Questions from the Text.”

Topic: ____________________________________________________________________

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<thead>
<tr>
<th>Main idea of this section of the text</th>
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<th>Key details from the text that help me understand the main idea</th>
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<table>
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<tr>
<th>Key details from the illustrations that help me understand the main idea</th>
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1. Part A: What does the word *bulges* mean as it is used on page 31?
   a. shrinks
   b. gets big
   c. floats
   d. swims

   Part B: Which of the phrases from the passage best helps you understand the meaning of *bulges*?
   a. "his legs spread out"
   b. "He croaks again"
   c. "wait in the bayou waters"
   d. "rises to the surface"

2. How does the male bullfrog attract a mate?

3. What adaptations described in pages 26–31 help frogs to survive?