Assessment Commentary

**1. Analyzing Student Learning**

a. Identify the specific standards/objectives from the lesson plans measured by the assessment chosen for analysis.

* CCSS.ELA-Literacy.L.24d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

b. Provide the evaluation criteria you are using to analyze the student learning.

Evaluation of student learning for this lesson is based on student responses during discussion and an activity chart the students completed at the end of the lesson. I walked around the classroom and observed the children working with partners and saw how the children were doing with the compound words. The students completed an activity chart independently. There was a grade given for the student’s activity chart. This helped me to understand where the students were at with understanding compound words. Students also received much oral feedback from me throughout the lesson.

c. Provide a graphic (table or chart) or narrative summary of student learning for your whole class. Be sure to summarize student learning for all evaluation criteria described above.

Overall, the class as a whole mastered being able to identify compound words. The students were very successful in completing the partner matching activity and the individual activity chart. Mastery was set at 80% and out of 20 students 19 mastered the compound words activity chart and one student did not. The student who did not achieve mastery is a struggling reader who has an IEP and she will need reinforcement of compound words to help her achieve mastery.

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

* the essential literacy strategy: identifying compound words was mastered by a majority of the class as a whole. Students’ prior knowledge of compound words from a previous spelling unit was a great help. Student A, a higher leveled student, had a solid understanding of compound words. Student B, who is on a middle level, participated successfully in class discussions and did well with the partner activity. The student missed one on the activity chart and still had a high level of mastery. Student C, who is much below grade level in all subject areas and struggles with reading, continues to have trouble with putting the two words together to form a compound word. The student showed a little progress but will still need extra practice with compound words in a small group situation.
* requisite skills: the requisite skill for this lesson was to identify compound words as I read aloud from the book Ladybug Girl and the Bug Squad. The students had practice with compound words prior to the lesson, which aided them on identifying the words in the text. Through student responses it was evident that students were focused on the read aloud and participated during the read aloud activity and the Venn diagram completion. Students A and B both activity responded during these activities showing their focus and attention to the task. Student C typically does not respond in whole group situations and is harder to determine whether she is focused and attentive or not.

**2. Feedback to Guide Further Learning**

a. In what form did you summit your evidence of feedback for 3 focus students?

Student feedback for this lesson included teacher observation of student responses during the read aloud and Venn Diagram activity, student responses during the partner activity, and student completion and mastery of the activity chart.

b. Explain how feedback provided to the 3 focus students addresses their individual

Strengths and needs relative to the standards/objectives measured.

Student A participated actively in all activities and completed her activity with 100% accuracy. Student B also participated actively throughout all of the activities and mastered the activity sheet with a 98%. Student C participated only when I called on her because she does struggle in all subject areas. She is not very outspoken and needs to continue to be supported through one on one and small group instruction with other students requiring more instruction.

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

Based on student feedback student’s will continue to review compound words through weekly reading stories by calling attention to any compound words that may be within the story. This will help the students retain the skill of identifying compound words. The student struggling will continue to receive extra help with identifying compound words within the classroom and the resource classroom.

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

Explain the extent to which your students were able to use language (selected function, vocabulary, and additional identified demands) to develop content understandings.

Overall, most student’s were successful at identifying true compound words. During the lesson some students would choose words that might look like a compound word but are not considered a compound word. However, by the end of the lesson the majority of students were able to distinguish between a true compound word and words that might be confused as compound words.

**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- further instruction for the whole class will focus on identifying and learning new compound words for expanding their vocabulary. Students will continue to review the skill occasionally during the whole-group reading stories. A compound word matching game will be used to help reinforce compound words in an interesting and fun format. It will be used during the small group rotations for students to work with partners. Since the students have already used the matching cards they know how to complete the activity without teacher instruction.
* for the 3 focus students and other individuals/groups with specific needs- Student’s A and B will receive further support through the whole-group reading stories to help retain the skill of identifying compound words. They will also complete the compound matching game with a partner for extra practice. Student C will receive small group instruction in the classroom and resource room for further support and the assessment of learning.

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

The compound word matching game will be effective to help reinforce what has already been presented to the class, and it will allow students to partner and practice identifying compound words. Working with partners is proven to be an effective strategy in teaching, and educational games and activities are great ways to allow students to engage with each other. This is an example of Howard Gardner’s intrapersonal intelligence. The interpersonal intelligence states that students work effectively with partners and enjoy learning.