**Task 2: Assessment and Data Collection to Measure and Inform**

If you are a candidate to teach at the elementary level (at least the four major subjects of mathematics, English/language arts, social studies, and science), you MUST select Reading as your content focus for Task 2.

**For this task, you must:**

1. Submit a written commentary of a maximum of 22,500 characters that

◦ responds to all parts of the guiding prompts

◦ references your artifacts to support your written evidence; and

◦ describes, analyzes, and reflects on the evidence

2. Identify two Focus Students who reflect different learning needs.

3. Create and upload a maximum of six artifacts including

* a baseline data document (maximum of two pages)
* the selected assessment (maximum of two pages)
* a representative page of the rubric/scoring guide (maximum of one page)
* a representative page reflecting a graphic representation (e.g., spread sheet, pie chart, table) of the collected data (maximum of two pages)
* a student work sample from Focus Student 1 (maximum of one page); and
* a student works sample from Focus Student 2 (maximum of one page)

4. How to compose your Written Commentary

This task has three steps with guiding prompts to help you provide evidence that supports the rubric. Your response needs to address all parts of the guiding prompts. Type your responses in the appropriate text boxes. The boxes will expand to meet your needs.

The template with written commentary and artifacts must be submitted on Blackboard by Thursday, February 26 at 11:59 PM.

The template with written commentary ONLY must be submitted on Foliotek by Thursday, February 26 at 11:59 PM.

Contextual Information

**Overview**

Many factors can affect teaching and learning; these include community, school district, and/or individual school/classroom/student factors.

The information you gather about your teaching and learning context and about your individual students will help give a perspective to the rater who will be scoring your submissions.

This part of your submission will not be scored; but the information you include should reflect implications regarding your instructional choices.

Your response must be limited to 1,500 characters (approximately one-half page).

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| Textbox 2.0: Contextual Information***Guiding Prompts***a) Describe your classroom. Include the grade level, content area, subject matter, and number of students. Provide relevant information about any of your students with special needs. My first grade classroom consists of 23 students. Most of our instruction is focused on reading, writing, and math, but we do have a small amount of time each day for social studies/science. b) Describe any physical, social, behavioral, and developmental factors that may impact the instruction that occurs in your classroom. Mention any linguistic, cultural, and health considerations that may also impact teaching and learning. One student has an IEP. Four students are most likely ADHD, but have not been diagnosed. Of those 4, 2 also show signs of ODD. There are also 4 students that will be referred for gifted testing. c) Describe any factors related to the school and surrounding community that may impact the teaching and learning that occurs in your classroom. The school and surrounding community is a rural district/area. Approximately 50% of the students are on free/reduced lunch. We have many students who participate in the Backpack Program that sends food home with students so they have something to eat on the weekends.  |

Planning the Assessment

Select/design an assessment from a lesson that you have developed and will teach to your class. Your assessment should

* assess state and/or national content standards,
* assess the learning goal(s) for the lesson; and
* include a rubric/scoring guide

Your assessment should also be able to produce quantitative or qualitative data to be used for analysis. Once you select/design the assessment, respond to the guiding prompts below.

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| Textbox 2.1.1: Selecting a Single Assessment***Guiding Prompts***

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| a) How does this assessment align with standards, learning goal(s), the lesson you are teaching, and student needs? *RI.1.2. Identify the main topic and retell key details of the text.* This lesson aligns with the standards perfectly because they need to develop this skill to progress to higher reading levels. It is not only how quickly and accurately they can read, but their comprehension level is the most important aspect of reading. If they don’t know what they read, it doesn’t matter if they finished first. Teaching them that speed does not make you a good reader, but comprehending and retelling are essential for their learning.b) What data did you use to establish a baseline for student growth related to this lesson’s learning goal(s)?I used an assessment in our curriculum for baseline information. Students were asked to read a passage, then identify the main topic and retell the details in their own words. c) Describe the rubric/scoring guide you have selected/designed. How will you communicate its use to your students? I used a rubric with a score from 1-4 with 4 being the highest. A score of 4 required the student to identify the main idea and 3-4 details. A score of 3 required the student to identify the main idea and 2 details. A score of 2 required students to identify the main idea OR a few details. A score of 1 indicates the student needs help identifying both main idea and details. The students will be given the scored rubric. d) What evidence of student learning will you collect from this assessment? How will you collect that data? Provide a rationale for your data-collection method. I know they are all strong readers, but this assessment will help me determine the level of their comprehension and which students specifically need help with main idea and details. I made copies of each passage and retelling sheet. Students read the passage, filled out the retelling sheet, and then were scored with the rubric. I wanted each student to write their answers so they could be scored individually. I also think it is a little more difficult to retell by writing, but it is a skill that they need to develop as they move forward in their education. I also believe that if they can write what they are retelling, it will make it easier for verbal retelling because they are using the same thought processes but don’t have to worry about the mechanics of writing for their reading assessments.  |

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| Textbox 2.1.2: Teaching Strategies and Student Activities***Guiding Prompts***a) What student activities and groupings will you use during this assessment? Provide a rationale for your choices. I have 2 of the higher reading groups, but they have stalled and cannot move up to the next DRA level until their scoring on main topic and retelling details improves. The activities I have chosen are short passages to develop the skills in identifying the main topic of the passage and at least 3 supporting details. b) What materials, resources, and technology will you use during this assessment? Provide a rationale for your choices. I used short passages from Reading A-Z that are specifically designed to teach main idea and details. They are short passages because I want to teach the SKILL and I feel that passages that are too long will be more difficult for key detail identification.  |

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| Textbox 2.1.3: The Focus Students***Guiding Prompts:***a) Choose and describe two Focus Students who reflect different learning needs and for whom you will modify the assessment. Focus student 1 is an excellent reader, but has no comprehension skills. His AIMSweb scores are very high, but he lacks the comprehension factor for DRA levels. Focus student 2 is also an excellent reader, but lacks confidence. He is able to recognize the main topic easily, but have to scaffold a lot for any key detail information. He is unable to do it independently. b) Based on their specific learning needs, how will you modify the assessment for each student?My modification for Focus student 1 was to have him read aloud with me. We discussed how he can summarize, but that he reads so fast he misses the details he needs to retell the story. He read the passage aloud, then read it once more before completing the assessment. For Focus student 2, we reviewed where the main topic is usually located and how to differentiate between details that support the main topic and others that don’t. I gave him the option to read the passage 2 times. He could read it twice before he began the assessment, or once before, and once during. He chose to read it twice before the assessment.  |

Administering and Analyzing the Assessment

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| Textbox 2.2.1: Analysis of the Assessment Data and Student Learning for the Whole Class.***Guiding Prompts*** a) Based on your baseline data and the resulting data shown in your graphic representation, analyze the assessment data to determine the amount of student learning. What evidence did you gather about the students’ progress toward the learning goal(s)? Of the 10 students in my reading groups, 6 improved, 3 stayed the same, and one declined. b) How did you share both sets of the data with the whole class to help students understand their progress toward the learning goal(s)? Provide specific examples from the data to support your description.Students were individually shown both of their rubrics so they could see their improvement from the first assessment to the second. They are aware that comprehension is a factor in advancing through reading levels. They cannot just read quickly and accurately anymore, but must also retell the story.  |
| Textbox 2.2.2: Modifications to the Assessment***Guiding Prompts***a) What modifications would you make to the student activities and groupings used during this assessment? Provide a rationale. I had them do the assessment simultaneously at the reading table. I would modify the assessment to have them take it at their desks. b) What modifications would you make to the materials, resources, and technology? Provide a rationale. One modification I would make in the future would be to use a graphic organizer. I used different passages and had the students underline the main topic and highlight the details. I think if I had actually had them write those things on a graphic organizer they would have made the connections a little better. c) What modifications would you make to the data-collection method? If no modifications are needed, what is an alternative data-collection method that you could use? I think the paper/pencil data collection method was the best, however, having the students verbally retell the story with the main idea and details could be an alternative method.  |

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| Textbox 2.2.3: Analysis of the Assessment Data and Student Learning for the Two Focus Students***Guiding Prompts***a) What did you learn overall about the progress of each of the two Focus Students toward achieving the learning goal(s)? Cite evidence from the work samples and the baseline and graphic assessment data from each Focus Student to support your analysis. Both focus students did poorly on the pre-assessment. Together with the activities we did together in our group and the modifications on the post-assessment, both focus students were able to achieve the learning goal as it pertained to this skill. b) Based on the assessment data, both baseline and graphic, what impact did your modification of this assessment have on the learning of each Focus Student? Cite evidence to support your analysis.My modification for Focus student 1 was to have him read aloud with me. We discussed how he can summarize, but that he reads so fast he misses the details he needs to retell the story. He read the passage aloud, and then read it once more before completing the assessment. His assessment went from a 1 to a 4. He identified the main topic and many details from the passage. Compared to the pre-assessment where he was not able to identify the correct main topic and wrote “I don’t know” for the details, this was a significant improvement. For Focus student 2, we reviewed where the main topic is usually located and how to differentiate between details that support the main topic and others that don’t. I gave him the option to read the passage 2 times. He could read it twice before he began the assessment, or once before, and once during. He chose to read it twice before the assessment. His assessment went from a 1 to a 3. He was able to identify the main topic and 2 key details which was a considerable improvement from writing “I don’t know” in both sections on the pre-assessment. c) Describe how you shared the assessment data, both baseline and graphic, with both Focus Students to help them understand their progress toward the learning goal(s). Cite evidence to support your analysis. The focus students were individually shown both of their rubrics so they could see their improvement from the first assessment to the second. They are aware that comprehension is a factor in advancing through reading levels. They cannot just read quickly and accurately anymore, but must also retell the story.  |

Reflecting

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| Textbox 2.3.1: Reflecting on the Assessment for the Whole Class***Guiding Prompts*** a) Choose one successful aspect of the assessment plan. Provide a rationale for your choice. The fact that the students could see the rubric and know what is expected of them was the most successful piece. When expectations are not clear, it is hard for students to be productive. They need clear directions for development of the desired skill. b) How does your data analysis inform or guide your instruction for the whole class? I used the data analysis to move my reading groups around so we could focus more on the specific skills that each group needs to improve upon. c) In what ways would an assessment, different from the type used, allow students to further demonstrate their achievement of the learning goal(s)?Having the students verbally retell the story with the main idea and details could be an alternative method. It’s much more difficult for some students to write on paper what they are thinking in their head. Especially for first grade, many are still developing those motor skills for writing and by the time they get information written down, they have forgotten other parts of their thoughts. Just because they have trouble writing it down, doesn’t mean they have not achieved the learning goal of retelling.  |

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| Textbox 2.3.2: Reflecting on the Assessment for the Two Focus Students***Guiding Prompts*** a) Choose one aspect of the modification of the assessment that was successful for each of the Focus Students. Provide a rationale for your evaluation. My modification for Focus student 1 was to have him read aloud with me. We discussed how he can summarize, but that he reads so fast he misses the details he needs to retell the story. He read the passage aloud, then read it once more before completing the assessment. For Focus student 2, we reviewed where the main topic is usually located and how to differentiate between details that support the main topic and others that don’t. I gave him the option to read the passage 2 times. He could read it twice before he began the assessment, or once before, and once during. He chose to read it twice before the assessment. b) What modifications for future use would you make in your choice of student activities and groupings and/or materials, resources, and technology for each Focus Student? Provide a rationale. One modification I would make in the future would be to use a graphic organizer. I used different passages and had the students underline the main topic and highlight the details. I think if I had actually had them write those things on a graphic organizer they would have made the connections a little better. c) How does this data analysis inform or guide the next steps of your teaching for each Focus Student?I used the data analysis to move my reading groups around so we could focus more on the specific skills that each group needs to improve upon. My 2 focus students were moved to a different group with other students who are still developing the skill of retelling. I felt the modifications helped their score improve for this individual assessment, but they still lack the ability to perform the skill at an independent level.  |