

Perfect Secondary English Language Arts Assessment Commentary

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1a. Describe the standards and lesson goals (learning targets) aligned to the main assessment.

In formal post-assessment 1.1, there are five short answer questions that assess students' ability to comprehend, construct meaning from, interpret, and respond to the short story text *Trouble Talk*. The pre and post-assessments were identical, used to accurately measure growth over time. The post-assessment evaluates students on all of the learning targets (LTs) and 2 of the Common Core Reading Literature standards (CCSS.RL) outlined for the learning segment. Each question is labeled with the learning target (LT) and associated standard. Question 1 (Q1) and question 2 (Q2) evaluate students' understanding of LT 1, "I can define power and I can explain how different sources of power influence the development of social issues in a text." Question 3 (Q3) evaluates LT 2, "I can justify how multiple text-based details show how power adds to the development of social issues in a text," CCSS.RL.6.5 "Analyze how a particular scene fits into the overall structure of a text and contributes to the development of the theme or plot," and CCSS.RL.6.1, "Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text." Question 4 (Q4) evaluates CCSS.RL.6.5, and Question 5 (Q5) evaluates students on LT 3 "I can evaluate how examples of power from the text are related to social issues in the world around me."

1b. Provide a graphic that summarizes student learning.

Figure 1

Student	Pre-Assessment	Post-Assessment
Student 1	13	14
Student 2	7	13
Student 3	6	13
Student 4	8	14
Student 5	6	13
Student 6	5	8
Student 7	10	14
Student 8	9	14
Student 9	11	13
Student 10	9	14
Student 11	8	14
Student 12	7	15
Student 13	7	14
Student 14	9	10

Student 15	8	12
Student 16	10	12
Student 17	5	9
Student 18	8	10
Student 19	5	7
Student 20	5	11
Student 21	6	12
Student 22	7	13
Student 23	10	11
Student 24	9	12
Student 25	9	12
Student 26	8	14
Student 27	10	14
Student 28	10	11
Student 29	9	13
Average	8.07	12.28

Figure 2

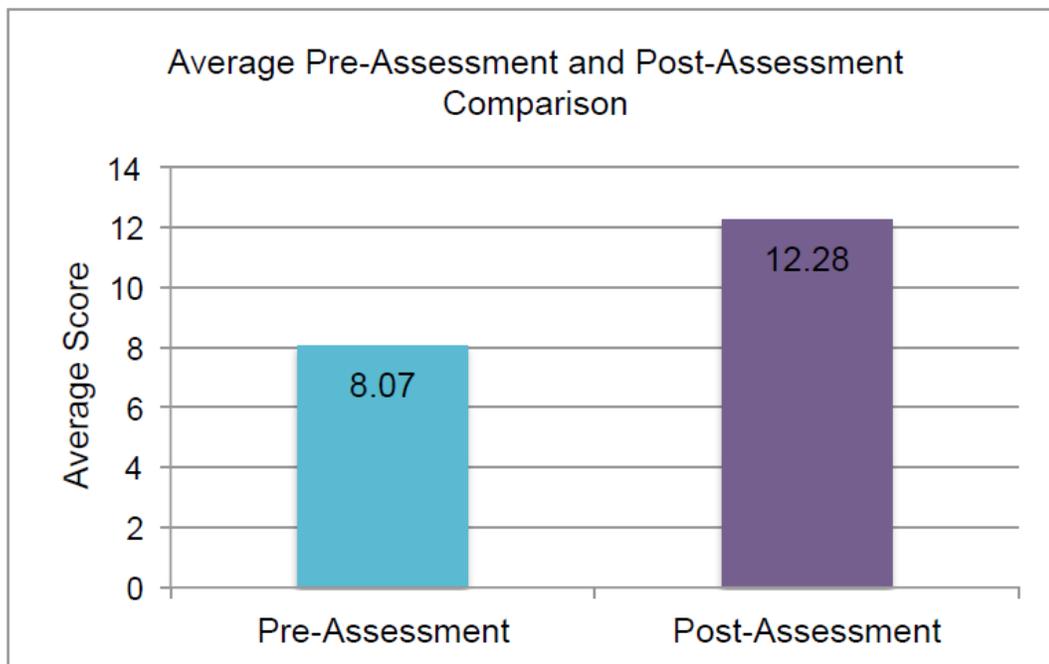


Figure 1 is assessment data compiled for each student comparing raw scores on pre and postassessment. The pre and post-assessments, the short story text assessed, and the evaluation criteria remained the same throughout the learning segment. This data was used to create Figure 2, which shows whole class average scores from the beginning to the end of the learning segment. The class average increased 4.21 points, a 51% increase from the pre to the postassessment. The highest possible score was 15 points, up to 3 points for each of the 5 questions. A level 3

response was meeting standard, level 2 was approaching standard, level 1 was not at standard, and 0 points for no response. In Assessment Criteria 1.1, each question is outlined with required components for meeting, approaching, and not at standard. Assessment criteria for approaching standard and not at standard were similar for each of the 5 questions. Approaching standard meant that students were missing one of the required components outlined in meeting standard or that they included all components, but lacked concrete examples or elaboration necessary to fully answer the question. Not at standard indicated that students were missing 2 or more of the required components and that their response lacked examples, analysis, or elaboration. An average score of 8.07 on the pre-assessment shows that students were within the not at standard to approaching standard range prior to instruction. An average score of 12.28 on the post-assessment shows that most students scored within approaching to meeting standard with few students not at standard. Q1 data for the preassessment shows 7 of 29 students not at standard, 17 approaching, 3 meeting for LT 1. Meeting standard in Q1 meant students could define power in their own words and explain that power comes from many different places. Q1 post-assessment data shows 0 students not at standard, 20 approaching, and 9 meeting. Pre-assessment data for Q2, also aligned to LT 1, shows 11 students not at standard, 17 approaching, and 1 meeting. Meeting standard meant that students could identify 1 or more characters that have power in the text, explain what kind of power they have, and explain how other characters respond to power using examples from the text. Q2 post-assessment data shows 0 students were not at standard, 15 approaching, and 14 meeting. Pre-assessment data for Q3, aligned to LT 2, shows 16 students not at standard, 11 approaching, and 2 meeting. Meeting standard meant that students could justify how a character has power using at least one text example and could analyze the example. Postassessment data for Q3 shows 4 students not at standard, 11 approaching, and 14 meeting. Pre-assessment data for Q4, aligned to CCSS.RL.6.5, shows 12 students not at standard, 15 approaching, and 2 meeting. Meeting standard meant that students could clearly name the social issue in the text and use text evidence to explain how a character’s power contributes to the social issue development in the text. Post-assessment data for Q4 shows 1 student not at standard, 8 approaching, and 20 meeting. Pre-assessment data for Q5, aligned to LT 3, shows 14 students not at standard, 15 approaching, and 0 meeting. Meeting standard meant that students could cite a moment in the text that helped them make a specific and clear text connection to their own life or to the world around them. Post-assessment data for Q5 shows 4 students not at standard, 6 approaching, and 19 meeting.

1c. Provide another graphic that summarizes student self-assessment of their own learning progress.

Figure 1

Pre-Assessment				
	Learning Target 1	Learning Target 2	Learning Target 3	Percent of Total
Level 1	1	1	1	3%
Level 2	2	4	7	15%
Level 3	16	16	4	41%
Level 4	10	7	13	34%
Level 5	0	1	4	6%

Post-Assessment				
	Learning Target 1	Learning Target 2	Learning Target 3	Percent of Total
Level 1	0	0	0	0%
Level 2	0	0	0	0%
Level 3	0	0	4	5%
Level 4	10	13	10	38%
Level 5	19	16	15	57%

Figure 2

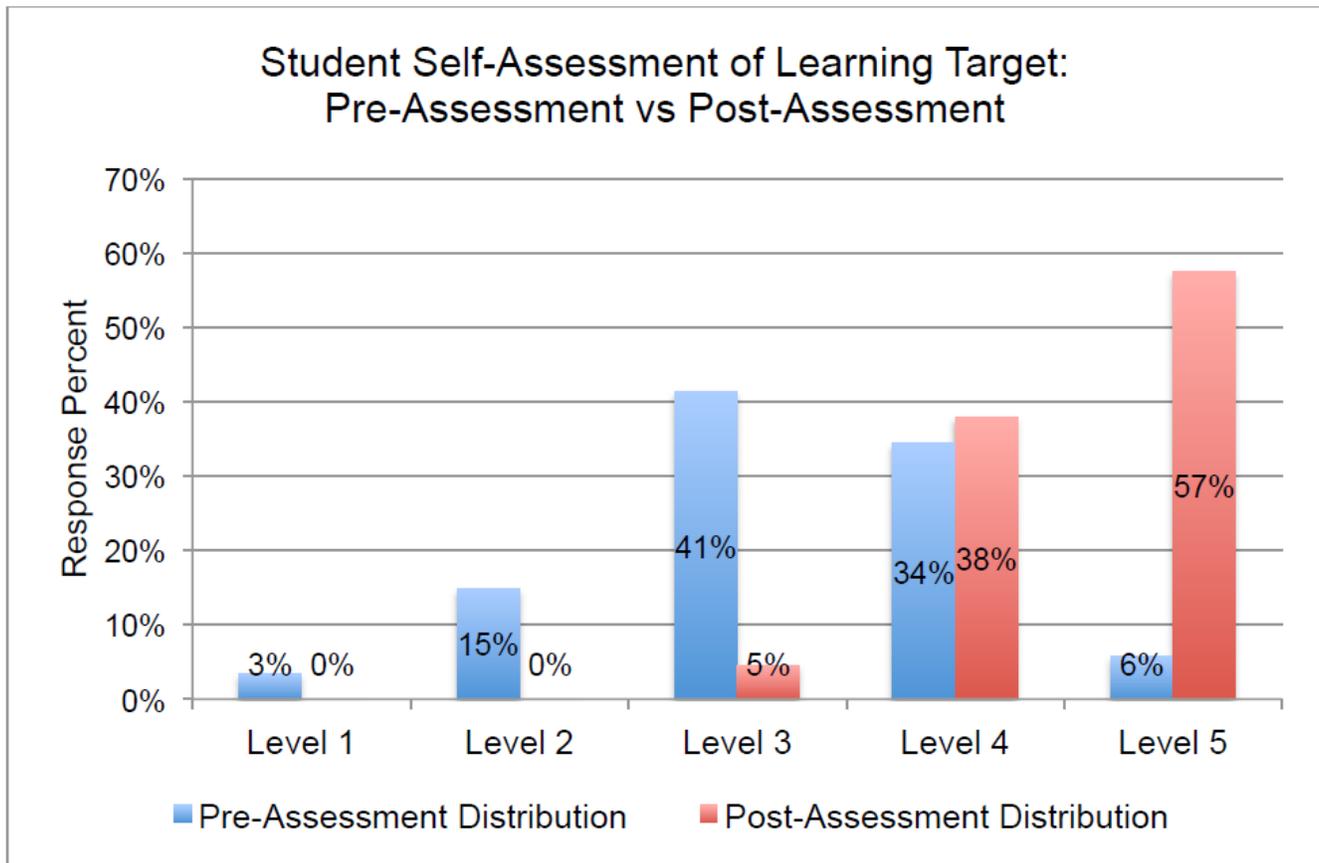


Figure 1 shows data compiled for student understanding of their own learning progress. Students self-assessed their understanding of LTs 1-3 on the Formal Pre and Post-assessment 1.1. Students rate themselves on a scale of 1-5 for each LT. Figure 1 totals student responses for each level, on all 3 LTs. These level totals are used to find the percent of the total responses for pre and post-assessment ratings. The distribution from both assessments are displayed visually in Figure 2, where data is displayed side-by-side for each level of student understanding. According to pre-assessment data, the majority of students scored at a level 3 or below on all of the LTs. This shows that most students ranged between unable to decipher what the LT was asking them to do up to some level of confidence in performing the task outlined in the LT. Students self-reported a substantial increase in confidence from the pre to the postassessment. The post-assessment data shows a strong upward trend, with the clear majority of the students rating themselves at a level 5 on all LTs. 0 students scored themselves at a level 1 or 2 on the post-assessment, suggesting that all students were somewhere between having confidence to perform the task up to the ability to teach the information outlined in the LT to another person. In the pre-assessment results of LT 1, the majority of students scored themselves at level 3 or 4 with a shift in the data to all students scoring themselves at level 4 or 5 by the end of the learning segment. In the pre-assessment of LT 2, the majority of students scored themselves between levels 2-4. In the post-assessment, all students scored themselves at level 4 or 5. In the pre-assessment of LT 3, there was a wide range of reported student understanding demonstrating that students were at varied levels in their confidence of connecting the text to their own lives. In the post-assessment, the majority of students scored at Level 4 or 5 suggesting that students felt confident about applying the text to their own lives.

1d. Analyze student work samples to show evidence of learning about comprehending the text and interpreting it.

Based on my analysis of whole class data, students showed substantial growth in their ability to comprehend, make meaning from, interpret, and respond to complex text throughout the learning segment. Because each question in the pre and post-assessment are aligned to learning segment LTs and Common Core Reading Literature standards,

they provide concrete evidence of students' ability to perform the tasks outlined in the LTs and standards. As seen in Figure 2 in 1c, the distribution of student confidence ratings increased from the pre to the postassessment. Additionally, average scores increased by 51% from the pre to post-assessment (Figure 2, 1b). This data shows that the students and teacher both reported an increase in perceived confidence and tested knowledge from the assessments.

Q1 and Q2 of the post-assessment relate to subject bullet, "comprehending and making meaning from complex text" because Q1 and Q2 assess student understanding of LT 1. LT 1 evaluates students on their ability to comprehend a complex feature (power) in the text and to make meaning from how this feature adds to the development of the social issue in the text. Q1 asks students, "In your own words, what does it mean to have power?" As stated in 1b, of the 29 students in the class, 20 were approaching standard on this portion of LT 1 on the postassessment. Whole class patterns suggest that students were capable of defining power but that most students restated the definition of power as it is outlined on their unit vocabulary chart. Re-statement of the teacher supplied definition was approaching standard because students needed to demonstrate higher level cognitive analysis of the definition by putting it in their own words. Focus Student 1, an ELL student, and Focus Student 3, a gifted learner, both demonstrated this common error made by the 20 students approaching standard. The restatement of the definition is demonstrated on Q1 of Student Work Sample 3 which states, "The ability to make a person feel, act, or think in a certain way." Student voice evidence shows that all 29 students scored themselves at Level 4 and 5. This demonstrates an inconsistency in teacher assessed ability vs. student confidence on LT 1. Another common misconception in whole class student responses for Q1 is shown in Student Work Sample 2. This student correctly stated the definition of power in her own words but she did not provide additional elaboration or examples of power to support her ideas. Of all students that scored at Level 2 out of 3 on Q1, these were common misconceptions. Q2 is also aligned to LT 1, which asks students to determine which characters have power and to explain how characters respond to power in the text. The post-assessment shows 15 students approaching standard and 14 meeting standard on Q2. Whole class patterns suggest that most students substantially increased their ability to explain who has power in the text by using examples and academic vocabulary in their explanations in the post-assessment. Focus Student 1 and 3 demonstrate this ability to explain who has power and how other characters respond to power by using applicable unit vocabulary in Q2. Student Work Sample 1 states, "I think that Bailey has emotional power because..." One area where other students continued to struggle was using specific academic language to explain power. 14 students scored at Level 2 on Q2, omitting academic language that would support interpretations of power in the text. Student Work Sample 2 shows the omission of academic language by stating, "A character that I think has power is Ms. Bloom." The 14 students at Level 2 could benefit from additional instruction on academic language that will support deeper interpretations of characters with power in the text.

Q3, Q4, and Q5 of the post-assessment relate to subject bullet, "interpreting and/or responding to complex text" because Q3-Q5 assess LT 2 and 3. These LTs ask students to justify how text evidence supports their interpretations of characters with power and to respond to the text by connecting power to examples from their lives. Q3 in the post-assessment is aligned to LT 2, which asks students to justify, using text evidence and analysis, how the character has power. 14 students met the standard, 11 were approaching, and 4 were not at standard. Whole class patterns suggest that most students were capable of citing meaningful text evidence to support claims about characters with power and many were able to analyze evidence. Student Work Samples 2 and 3 show this class pattern. Student 3 states, "Bailey had power because on a scene when she told Brian that Lizzy thought he was cute..." Focus Student 3 justifies how their example shows a character with social and emotional power. One common error among students who were approaching standard was a lack of analysis to support their evidence about character power. Student Work Sample 1 demonstrates her ability to use text examples but lacks an analysis. The 11 students that scored at approaching standard need additional instruction to include analysis in their written responses. Q4 in the post-assessment is aligned to CCSS.RL.6.5, which asks students to name the social issue and to

explain how the character with power contributes to social issue development in the text. The majority of students were meeting standard on Q4. Student Work Sample 1, 2, and 3 outline this trend. Student Work Sample 1 demonstrates this by stating, "Bailey uses power to add to the social issue of spreading rumors by spreading rumors and sharing information that her friends didn't want to have her tell." 3 students that met standard on Q4 exceeded the standard, demonstrating a need for extension. Student Work Sample 3 shows this need for extension by describing how multiple characters contribute to the development of the issue in the story. Q5 in the postassessment is aligned to LT 3, which asks students to describe how character power and social issues connect to the students' lives. Whole class patterns show that 19 students were meeting standard on Q5. This is a significant increase in understanding for LT 3. Focus Students 1, 2, and 3 demonstrate this trend. Student Work Sample 2 shows this pattern by stating, "Ms. Bloom's use of power reminds me of my counselor at my old school, Ms. Shorr." Though the majority of students substantially increased their ability to connect the text to their own lives, 4 students still struggled making these connections and need additional scaffolding and support. According to data in 2c, the majority of students rated their learning progress at Level 4 or 5 for LT 2 and LT 3, aligned to Q3-Q5. This demonstrates a substantial increase in self-reported confidence aligned to the teacher assessed increases on Q3-Q5 from pre to post-assessment.

2a. Where is the feedback to students?

It is written on student work samples.

2b. What did you do to help students know about their performance on the main assessment?

In addition to writing student feedback directly on student work samples, I provided verbal feedback during individual conferencing with students after the post-assessment. During my conferencing with each focus student, I discussed both qualitative and quantitative elements of their performance on the assessment. I had students evaluate their scores on the assessment, examine how they responded to each question, review the teacher feedback, and review the strengths and weaknesses they identified in the student voice evidence at the end of the postassessment. Students' strengths and weaknesses were self-evaluated after each LT to align their strengths and areas for improvement directly to the knowledge and skills outlined in the LT. Students read the teacher summary of feedback at the end of the assessment. Because students had already supplied strengths and weaknesses in the student voice section, my feedback summary posed additional questions for students to consider as they set goals for continued growth. My focus students were able to identify specific strengths related to each LT, but they had difficulty identifying weaknesses. For example, in Student Work Sample 2, the student wrote, "I don't think I have any weaknesses." Because of this, I ask my focus students, "Based on my feedback, what are some things you might continue to work on while reading your social issues book? What are some things you will continue to work on after this unit and during reading in general. Think about your resources." I asked the students to take notes about their strengths and weaknesses based on my feedback. I reviewed strengths and weaknesses with the students and we collaboratively set goals. Some examples of specific feedback I provided to students on the work samples are shown in Student Work Sample 1. Though the student scored at a level 3 for meeting standard on Q2, I provided feedback to support her strengths and needs relative to LT 1 assessed in Q2. My feedback states, "Nice work including the vocabulary we have been discussing! Great job using our sentence frame, 'other characters respond to this by...' What are the names of the other characters that respond? Are they bystanders, allies, victims?" In this feedback, I identified the specific vocabulary the student used by underlining the vocabulary word and posed a question to encourage the student to evaluate her strengths and weaknesses. In Q3 of Student Work Sample 1, my feedback says, "Nice job naming a character and using vocabulary and examples. I need to see some analysis of evidence." In this example, I explicitly outline a strength and weakness because I know my students struggle to include analysis to support text evidence. During our conference, I asked the student what resources she will use to help her add analysis to her evidence. She identified a chart that will support her and I told her to include that resource in her

plan for improvement. In response to my feedback Focus Student 1 wrote, "Some things that I can work on are using analysis and giving examples of power or my thinking in my own words to make my writing more specific ...Lastly, the resources that are going to help me are charts in the classroom, my teachers and post-its to track evidence." As an ELL learner, this student demonstrated self-awareness of her strengths and weaknesses that were largely influenced by her own self-identified strengths and weaknesses. Student Work Sample 3 showed higher-level self-evaluations because this student was able to identify both strengths and weaknesses. For example, in self-evaluations for LT 3, the student states, "I gave myself this score because I can connect power to my own life, but I have a little trouble thinking more deeply about it." In my feedback to this student, I state, "Nice self-assessment. How can you push yourself to think more deeply?" Instead of telling the student explicitly how to apply my feedback, I encourage her to think about class resources. In response, the student writes, "Some things I want to continue to work on while reading a book is to connect the social issues/power with the society and asking question about my character." My student successfully considered my feedback independent of my guidance. Because this is a gifted student, I tried to provide this student with opportunities to problem solve gaps in knowledge before providing the answers.

2c. Describe how the feedback is aligned with lesson goals and addresses student strengths and weaknesses.

The feedback provided to the 3 focus students addresses their individual strengths and needs relative to the standards and LTs measured because each question in the post-assessment is directly aligned to LTs and standards for the unit. Q1 and Q2 evaluate students' understanding of LT 1. In Q1 of the post-assessment, I align my feedback to LT 1 on Student Work Sample 2 by identifying what the student did well relative to defining power. I state, "Great job putting the definition in your own words! To push your thinking to next level, can you think of examples of power, types of power?" Part of defining power, as outlined in LT 1, is being able to explain the different sources of power and demonstrate a complex understanding of how power is manifested in a text. To push the student to consider power at a deeper level, I respond to a portion of the student's written response that says, "Having power can also maybe affect how others act." My feedback pushes her thinking by asking, "How? Good or bad ways?" Instead of telling the student exactly what she should have said to demonstrate a broader understanding of power, these leading questions push her to address her own strengths and weaknesses relative to examples power that support her definition. In Q2 of Student Work Sample 2, I align my feedback to the portion of LT 1 that states, "I can explain how different sources of power influence the development of social issues in a text." On Student Work Sample 2, I state, "Great job naming who has power and how others respond. It sounds like Ms. Bloom has good power, what kinds of power does she have? How does Ms. Bloom have or show her power?" As outlined in LT 1, students should be able to identify different sources of power using the unit vocabulary. I led the student to reflect on her strengths and needs related to LT 1 by outlining strengths, which students were capable of identifying in student voice evidence, while posing questions to guide the student to identify weaknesses. For Focus Student 2, it was particularly important for me to pose questions relative to her weaknesses because in the student voice sample, the student stated "I don't think I have any weaknesses" for all 3 LTs. By posing open-ended questions, I pushed her to identify areas for improvement on each LT. Q3 evaluates LT 2, CCSS.RL.6.5, and CCSS.RL.6.1. On Student Work Sample 3, I align my feedback to the LTs and standards outlined for this question because the student scored at meeting standard for the question and provided additional feedback to guide the student to even deeper interpretations of the text. My feedback states, "Nice work with this! Consider thinking about your evidence and analysis organization. Your text evidence should come directly before your analysis so that your reader can clearly understand your justification." Though the student was meeting standard relative the LT, one skill that the student could work on was the organizational structure of her writing. Q4 evaluates CCSS.RL.6.5, where students must explain how a character's power adds to the social issue in the text. In Student Work Sample 3, the student meets standard in her response to this question, but I guide the student to generalize my feedback and to think even more deeply about the standard by providing strengths and possible areas for improvement in future reading responses. I

state, “Nice work naming the social issue and describing how multiple characters add to the social issue using details! Very strong. You are doing some high level thinking about Bailey’s power...not only does Bailey start the social issue, it sounds like she makes others follow her gossiping. Think about people like Bailey in the world around us...can one person start a social issue that spreads all over a school, a community, the world?” In this feedback, I challenge the student to consider how this theme is directly applicable to the world and suggest possible questions to guide future reading. Q5 evaluates students on LT 3 “I can evaluate how examples of power from the text are related to social issues in the world around me.” In Student Work Sample 1, I provide feedback to help the student understand their progress on the LT by stating, “Nice work connecting the social issue to your experiences. For you, who were some of the Baileys?” In this feedback, I encourage the student to link the character with power from the text to other individuals in her life that have power. This question will guide the student to deeper connections between examples of power from the text to power in the world around them.

2d. How did students use your feedback to improve their learning?

In my feedback in Student Work Samples 1, 2, and 3, I ask students, “Based on my feedback, what are some things you might continue to work on as you read your social issues book? What are some things that you will continue to work on after this unit and during reading in general? Think about your resources.” With this question, I guided students to set goals for this unit and to generalize their self-assessed strengths and weaknesses to future text responses. After students read all of my feedback, we conferenced to set goals aligned to the skills in the LTs. Students identified goals for the remainder of the unit and goals for their reading beyond the unit. Student Work Sample 2 demonstrates a student’s application and generalization of feedback for the future by stating, “I would like to still do in this unit is to use vocabulary to help describe the power and social issues in my book. Some things I would like to work on and do even after this unit is to use text evidence to support my claim and to keep on using strong analysis...” I will continue to support my students to apply the feedback and goals by continuing to track and encourage student self-monitored progress on post-it annotations, formal writing assessments, and collaborative discussions related to other close reading lenses studied in the social issues unit. As a part of the next segment in this unit, students will read with another close reading lens and will be asked to do the same cognitive work, like justifying, analyzing, and evaluating, as outlined in the LTs to demonstrate their knowledge of the new close reading lens. As students complete this next segment of the unit, I will redirect students’ attention to the post-assessment to address their progress on the LTs with the new close reading lens. I will also have students reference their long-term goals they highlighted in their responses. For the 3 focus students, some of these goals included using strong evidence supported by an analysis statement to support their interpretations of a text, continuing to think about how power influences social issues development in texts, and continuing to link issues in the text to their own lives to deepen their understandings about the text (Student Work Samples 1-3). In order to apply these goals to future contexts, I will ask students to record these goals on their reading logs as a reminder of things to look for in their independent reading texts. By writing these goals on their reading logs, they will be reminded of their individual strengths and weaknesses relative to the LTs and reading literature standards to deepen their understanding of complex texts.

3a. Explain how students used language, such as the language function, vocabulary, talking, and writing.

Students demonstrate interactions with the language function “apply” on Student Self Reflections Part E in Task 3. Student awareness of language is integrated with student voice to promote a holistic understanding of how the language they used helped them develop content understandings. On power exit tickets 1-3 from student self-reflections, I asked students to name one strategy that they applied to their reading that helped them think deeply about the text. Students demonstrated meta-cognitive awareness by aligning their responses to the language function (apply) of the central focus on exit tickets. Though students did not explicitly articulate the strategy, they showed an awareness of the meaning of the word apply in their responses. For example, Student Self Reflection 2

for Exit Ticket Day 2 states, “One strategy that I looked for in the text were allies, bystanders, and victims. Doing this I found that these characters also had power. I also could figure out that they are important characters, and will come up later in the text.” This student applied vocabulary words to support her interpretations of different types of power from the text, which helped her think deeply and develop her content understanding. Students demonstrate their practice with unit vocabulary in Student Language Use video submitted in Task 3. This clip demonstrates student practice with vocabulary learned in Lesson 2. Prior to the video clip, I provided explicit instruction about vocabulary words to describe different types of power in a text, including social, emotional, and physical power. Students categorize different people with power, based on the brainstorm activity from Lesson 1, according to what type of power they think they have. This practice activity asks students to apply the definition of the vocabulary word to examples to demonstrate their understanding of the words. In the Student Language Use video in Task 3, at 16 seconds, a student says, “Society can be social or sort of emotional because they can change your perspective of something, but they can also like control your popularity.” This student develops content understanding of vocabulary words that will help him describe power as it is used in a text. At 1.43, students demonstrate varied perspectives as they work to reach an agreement about what kind of power the government has. Student 1 says, “I think they have physical power actually...” Student 2 says “But they don’t actually go around like pushing people...” Student 1 responds, “But whenever they are like involved in something, they might have physical power but then when they are not involved in something, they might have social power...” These students are grappling with and thinking deeply about the vocabulary words in this lesson. Student 2 is a gifted reader and this partner interaction helps to push both students to new insights about the content as it is connected to examples of power in the world around them. At 2.06, I acknowledge that students were thinking deeply and thoughtfully about the vocabulary by considering multiple types of power. At 4.22, students explain to a partner how a visual of new vocabulary words demonstrate the definition of that word. These practice activities with vocabulary develop content understandings and students’ ability to interpret their text deeply because students acquire the language for interpreting the text. Students demonstrate their application of syntax in Lessons 1 and 2 by following guiding questions that readers ask themselves when they are identifying different characters with power in the text. Student Self Reflection 3, Exit Ticket Day 1 demonstrates this knowledge of syntax by stating, “One strategy I used today was asking myself questions about the power of the characters. This helped me think in a new way by making me think more deeply and list all the answers to my question in my head.” This student cited that the syntax for finding power in the text helped her think more deeply about the characters with power in her text. Finally, students demonstrate discourse in ways that develop content understandings by highlighting sentence frames they used to add onto on another’s thinking during the collaborative discussion in Lesson 4. On Exit Ticket 4, students must record sentence frames that helped them add onto other people’s thinking during the collaborative discussion. On Student Self Reflection 1, my ELL student states, “I used ‘Adding onto ____’s thinking and I agree with you because...” Though this student did not use “I disagree with you because,” this demonstrates that all levels of language learners used the discourse prompts to develop their interpretations of power in their text.

4a. What should you do next for the whole class, groups of students, and individuals to improve learning?

Based on my analysis of student learning, some instructional next steps for the whole class will include supporting students to improve their learning relative to the LTs, reading literature standards, and constructions of meaning from, interpretations, and responses to complex texts. Based on student learning identified in 1a, part of developing students’ ability to comprehend and make meaning from the text, relative to LT 1, is to provide students with more practice with putting academic vocabulary in their own words and by providing opportunities to use of academic language in the context of their writing. Based on my analysis of student language use in 3a, students tend to have an easier time talking about vocabulary than incorporating it into their writing. Because my students are still developing writers, they need additional practice integrating academic language into their writing to demonstrate content understandings for LT 1. On Student Work Sample 3, focus student 3 self-evaluated her understanding of LT

1 at a Level 4 of 5 and scored approaching and meeting standard for Q1 and Q2. In this student's identified strengths and weaknesses, she stated, "I gave myself this score because I think I'm getting really good at this, but my weakness is kind of explaining it." Knowing that this student is a gifted student and she self-evaluated that she has difficulty explaining it, I will use this information to help this focus student and the whole class, understand that part of explaining our interpretations of a text is to use the academic language to support deeper interpretations of the text. Based on data in 1b, 20 students were approaching standard in Q1. I will provide the whole class with practice in academic language. By asking students to write the definition in their own words, draw a picture to represent the word, and use the word in a sentence, the whole class, as well as my gifted, ELL, and struggling readers will be provided with scaffolded vocabulary support. Students will use academic vocabulary in their written responses to future social issues texts. I will help students integrate academic language in their writing by asking for student experts to model how they incorporated academic vocabulary in their written responses. I will select 3 of the 9 students who were meeting standard in Q1 to teach the class their strategies for including academic language. After student expert examples, I will provide additional instruction to guide students through the thinking process of adding vocabulary into their writing. I will continue to assess student academic language integration in their writing beyond the social issues unit. Another next step for instruction is to provide support for students to analyze text evidence in their writing. This additional instruction will support LT 2 as students justify how characters with power influence the social issue development in their text. Based on postassessment data collected in 1b, 11 students were approaching standard and 4 not at standard in their responses to Q3, which demonstrated that student need for additional instruction on text evidence and analysis. Student performance on Q3 relates to LT 2 and standards CCSS.RL.6.1 and 6.5, which are foundational skills to writing about their complex interpretations of the text. I will begin instruction with a whole class review of how to add analysis to writing by reminding students of the sentence frames used to integrate analysis in written responses to complex texts. To bring student awareness to their use of evidence and analysis in their writing, I will ask students to use a green colored pencil to underline evidence in their written responses and a red colored pencil to underline the analysis statement that accompanies their evidence in the post-assessment. To differentiate instruction, I will ask students that were able to highlight an analysis statement for each piece of evidence to write a self-analysis of their own work, discussing what they did well, and to consider where they improve in their analysis of the evidence. I will pull small groups of students to provide additional instruction in evidence and analysis. One small group will consist of students who provided strong evidence, but needed analysis to support their evidence and another small group will be students who lacked evidence and analysis to support their claims about power. I will target support for my ELL student, who self evaluated at level 5 in the student voice section of the post-assessment and scored "approaching standard" on LT 2 in Q3. After our individual conference on Student Work Sample 1, she stated that one area where she would like to continue to improve is to work using analysis and giving examples of power in her writing. Based on this self-assessment, I will support this student to by providing her with additional instruction for collecting strong text evidence in her post-it annotations. I will encourage her to include an analysis statement for each piece of evidence she records on the post-its. To help increase self-awareness, I will also encourage her to use the red and green colored pencils to identify evidence and analysis in her responses to the text. This small group and individual support will help all students develop constructions of meaning from, interpretations, and responses to complex texts because it will ensure that their interpretations are grounded in textual references that are supported by strong analysis.

4b. Explain how your proposed changes are justified by your analysis of student learning and self-assessments.

The next steps for instruction highlighted above present two primary areas of focus to improve students' ability to comprehend, construct meaning from, interpret, and respond to complex texts. The two areas include additional instruction in academic language to be integrated in student responses to complex texts and using text evidence and analysis to support interpretations and claims about a complex feature of the text. The first step for additional

instruction was determined by post-assessment data in 1b, which showed that 20/29 students were still approaching standard with their use of specific academic language in their interpretations of a complex text aligned to LT 1. Additionally, student self-reflections in 1c show that all students scored at level 4 or 5, suggesting that students did not have a clear understanding the academic language expectations. In Q2, 14/29 students were approaching standard because they did not use specific academic language to support their character analysis. I will provide academic language instruction to elevate the quality of student responses to the text. I will scaffold this instruction to support all learners using multiple modalities. Nagy (2007) states, "Intensive instruction is necessary if teachers want students to learn words to the point of ownership. Such instruction must provide multiple types of information about words, provide multiple instructional encounters with each word, and include activities that require mental effort and creativity from students." By providing multiple encounters with vocabulary and by asking students to put the definition in their own words, draw a picture, and craft an original sentence, I will effectively help students establish ownership over the relevant academic language for the unit. Additionally, inviting student experts to provide additional insight into their use of academic language is an instructional strategy supported by Allen (1976). Allen describes that both the student mentor and the student being mentored benefit from this mentorship interaction, as both students solidify their understanding of information. According to data from Q3 aligned to LT 2, 4/29 students were not at standard, 11 approaching, and 14 meeting standard in their ability to justify what characters have power. Another next step to continue to support student needs relative to the LTs and standards includes instruction for citing text evidence and providing analysis to support interpretations of the text. According to student self-reflections for LT 2, all 29 students scored themselves at a level 4 or 5. Though many students were meeting standard and most students demonstrated confidence in their ability to justify which characters had power in the text, I believe there are still opportunities for improvement in text evidence and analysis to support complex text responses. I will provide explicit instruction on how to add an analysis to writing through examples and sentence frames. I will also ask students to go back and analyze their work by highlighting their writing for the necessary components. Goldenberg (2008) discusses that visual cues are an effective instructional strategy for ELL students and for all levels of language learners. Additionally Fisher, Frey, and Lapp (2011) highlight that verbal prompting is oftentimes not enough to support students' awareness of their performance on a particular task. By adding the visual cue of the colored pencil, students can self-monitor their ability to include evidence supported by an analysis of their interpretations. This visual cue will be gradually removed as students become more aware of the necessary components to support deep interpretations of the text.