1. Analyzing Learning

   a. Identify the standards/learning targets measured by the assessment you chose.

   [The specific standards and learning targets that were measured by the assessment I chose for analysis include; Lesson 1: Students will create a pretend character, a setting, and problem for a realistic fiction story, Lesson 2: Students use what they know about familiar and personal experiences to add details to their realistic fiction story, and Lesson 3: Students will write an ending to their story by making something happen; using action, dialogue, or feelings to get their character out of trouble. Each of the learning targets from the learning segment were chosen for the assessment, because they work in coordinated to meet the goal of the Central Focus, which was; Students practice sequenced writing by creating a realistic fiction story that includes a pretend character, a setting, a problem, and a solution to the problem. The classified Common Core State Standards that were also measured in the assessment include; CCSS. ELA- Literacy. W. 1. 3, CCSS. ELA-Literacy. RL. 1.3, and CCSS. ELA-Literacy. SL. 1. 4, which are listed in the Standard section on the Lesson Outlines for Lessons 1, 2, and 3. In addition to Common Core State Standards, which were used to help formulate the Learning Targets, the chosen assessment analyzed student progress of the essential literacy strategy and requisite skills for the learning segment. The essential literacy strategy for the learning segment was composition of text, and the requisite skills were writing with attributes of a genre and organization of content. All of these features were selected to holistically examine my students' overall growth throughout the learning segment.]

   b. Provide the evaluation criteria used to analyze student learning.

   [The evaluation criteria that was used to analyze student learning is based on a rubric that examines various aspects of writing. The writing curriculum, Units of Study in Opinion, Information, and Narrative Writing: Grade 1, uses an evaluation rubric to assess student learning in three main categories; structure, development, and language conventions. Within the three categories student work is evaluated for their structure based on overall, lead, transitions, ending, and organization, the category development is evaluated on elaboration and craft, and the category language conventions is evaluated on spelling and punctuation. Each of these writing qualities were adapted to reflect end of year benchmark goals for first grade students. The realistic fiction evaluation rubric was first used after students completed the formal on-demand preassessment prior to the lesson sequence. I evaluated each of their writing pieces to obtain a baseline of students' prior knowledge that would be used to influence the activities I outlined in my lesson plans. To grade the initial preassessment, I put a 1, 2, or 3 in the designated column to represent the students' score for each category. A score of 1 point corresponds to students not yet applying a skill, a score of 2 points corresponds to students beginning to apply a skill, and a score of 3 points corresponds to students effectively using the skill. Each of the points were added together to obtain a total, which was then translated into a scaled score that represents the grading system used within my school. For example, if students received a total of 12-15 points they would receive a scaled score of 1, or if students received a total of 24-27 points they would receive a scaled score of 2.5. The scaled scores listed in the scoring key reflect benchmarks adhering to grade level progression of writing. If a student scored within a range of 1.5 to 2 their progress is aligned to end of kindergarten writing, and scores within the range of 2.5 to 3 are aligned with end of first grade writing, and scores within the range of 3.5 to 4 are]
aligned to end of second grade writing. Students are expected by the end of first grade to obtain a scaled score of at least a 2.5 so that they are prepared for literacy concepts developed in second grade. The final scores of all students were used to show patterns across all learners once they performed the post-assessment. After each student completed the post-assessment, their writing was again evaluated using the same criteria identified in the rubric to display growth of the whole class relative to the Central Focus and Learning Targets for the segment. To evaluate student progress in learning, the scaled scores help to identify what level students are at to determine next steps to support their acquisition of new content and skills. In addition to the graded evaluation rubric of student writing, students were also given a self-evaluation rubric to assess their own learning process after the post-assessment. The student self-evaluation rubrics included the categories: character, setting, problem, details, and ending. For each category, students self-assessed their progression of the learning targets, which were then used when I conferenced with them to develop goals for future instruction. Although the student self-evaluation rubrics were not graded, they were valuable for students to examine their own progression towards meeting the targets, which would be used to create a goal for learning beyond the learning segment.]

c. 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 described above.

The graph above demonstrates an analysis of whole class learning from the preassessment to post-assessment. The averages for student learning were concluded based on the evaluation criterion that was described in prompt 1b to extract a baseline of student learning prior to the learning segment, as well as after the segment was complete. Each student participated in the formal on demand pre-assessment in which I gave the following prompt; I am really eager to understand what you can do as writers of narrative stories. You will please write your best realistic fiction story that you can. Use all that you know about a good realistic fiction story. Make sure you make a beginning, show what happened in order, use details to help readers picture your story, and make an ending. You will have forty-five minutes to write your story. Write in a way that allows you to show off all you know about realistic fiction writing. This form of assessment was valuable for my knowledge, because it informed me about students’ prior knowledge of realistic fiction and what requisite skills I needed to center instruction on. In addition to providing information about realistic fiction writing skills, the evaluation criteria also gave me insight into students’ structure, development, and language conventions. After the preassessment was completed, I evaluated each of my student’s writing pieces using the evaluation criteria described in prompt 1b to determine their score. After I formulated a score for every
student in the class I made an average by adding all of their scores together and dividing that number by 26 (the number of students in my class) to obtain an average whole class score of 2.03. I found the whole class average to be extremely informative in understanding student learning prior to beginning the lesson sequence. The average whole class preassessment score of 2.03 revealed that my students’ understanding of realistic fiction writing was aligned to benchmark goals for end of kindergarten; therefore, there was improvement for them to make in writing with attributes of realistic fiction. In consideration of where student knowledge was relative to realistic fiction writing, I chose a central focus, learning targets, literacy strategy, and requisite skills to address throughout the learning segment to proctor authentic and meaningful experiences for all of my learners. The end goal that I had for my students and their learning was to show growth and application of their knowledge acquired from lesson activities. At the end of the learning segment, a formal on demand post-assessment was given in which I read the following prompt to students; I am really eager to see what you can do as realistic fiction writers. You will please write your best realistic fiction story that you can. Use all that you have learned about a good realistic fiction story. Make sure you make a beginning, show what happened in order, use details to help readers picture your story, and make an ending. You will have forty-five minutes to write your story. Write in a way that allows you to show off all you know about realistic fiction writing. The formal post-assessment prompt was similar to the preassessment, because I wanted to keep the content consistent and eliminate confusion in what students were expected to write. To address the needs of particular students, I provided assistance when necessary for those who are identified as having literacy support needs as they were completing the assessment. Once I obtained a writing piece for my each student after the formal post-assessment, I again used the evaluation criteria rubric to obtain a score for every individual in my class. The average class total from the post-assessment was 3.23, which reflects a 62.8% increase in students’ overall scores. Based on the results of the post-assessment, an average of 3.23, my students were identified to have met benchmark goals aligned to first grade writing. While not all of my students were on standard after the post-assessment, the overall trend of data acknowledges there was significant growth made in my students’ learning. The growth trend that is distinguished in the data and graph above represents that my students had portrayed skills from the Central Focus and Learning Targets in their writing. Overall, the instructional practices I used during the learning segment assisted in guiding my students towards independently applying the essential strategies they learned.

d. Provide a graphic (table or chart) or narrative that summarizes student understanding of their own learning progress (student voice).
The graph displayed above displays the scores of the three focus students and their growth from the preassessment to post-assessment, which analyzed their progression of learning throughout the learning segment. The analysis of the graph shows that Student 1 increased from a score of 3 to 4, Student 2 increased from a score of 2 to 3.5, and Student 3 increased from a 2.5 to 3; therefore, demonstrating an overall gain in each of the focus students’ learning. Student 1 had an initial score of 3 after taking the preassessment, which aligned their realistic fiction writing skills to end of first grade standards. Although Student 1 was at benchmark before beginning the learning segment, they had area for growth in developing the requisite skills, organization and attributes of genre, as well as the literacy strategy. The post-assessment score of 4 for Student 1 summarizes that they had an overall 1-point increase in their score based on the evaluation criteria. I had each of my students complete self-evaluation rubrics after they completed the post-assessment to have them reflect on their learning progress of the learning targets, which can be seen in Task Part E. On the self-evaluation rubric for Student 1 (Task 3E: Student 1 Self-Reflection), they had shown their progress to meet each of the learning targets for the learning segment. I concluded this based on the faces they colored in which interpret they had successfully completed the tasks. Student 1 had identified their learning progress to have met the Learning Targets from Lesson 1, 2, and 3. As I conferenced with Student 1 to discuss their next steps of instruction, I also wrote down evidence from their writing on their self-evaluation rubric to recognize the strengths from their work sample. In conclusion, Student 1’s student voice demonstrated they had reached the Learning Targets, which was accurate based on the evaluation criteria discussed in prompt 1b. Student 2 had an initial score of 2 after taking the preassessment, which aligned their realistic fiction writing skills to end of kindergarten standards. Being cognizant that Student 2 had not yet acquired skills to reflect realistic fiction writing, based on their preassessment scores, I was aware they needed background knowledge about what realistic fiction writing is. The lesson activities throughout the learning segment assisted in student growth of the requisite skills of writing that would guide them in creating a text. The post-assessment score of 3.5 for Student 2 summarizes that they had an overall 1.5-point increase in their score based on the evaluation criteria from prompt 1b. Student 2 had successfully met, and applied, the Learning Targets from Lesson 1, 2, and 3, which was determined from an analysis of evaluating their work sample. On the self-evaluation rubric for Student 2 (Task 3E: Student 2 Self-Reflection), they had assessed their own progression of learning to have met the Learning Targets. This student voice evidence from Student 2 represents an acknowledgment of their abilities in applying the skills from the Learning Targets from the segment. I also recorded evidence from Student 2’s work sample on their self-evaluation rubric to demonstrate their strengths and identify what they can continue to work on in future instruction. Student 2 had monitored and assessed their progress successfully; therefore, I would extend their thinking beyond the work sample to elicit experiences that support their learning. Student 3 had an initial score of 2.5 after taking the preassessment, which aligned their realistic fiction writing to end of first grade standards. While Student 3 had met benchmark standards before beginning the learning segment, there was progress to be made in application of requisite skills. The post-assessment score from Student 3 of a 3 displays an overall increase of .5-point. On the self-evaluation rubric for Student 3 (Task 3E: Student 3 Self-Reflection) they had assessed their work sample as meeting the categories character, setting, problem, and details, but not yet meeting the category ending. Student 3 had identified the skills and learning targets they had done well, but acknowledged they needed to improve on creating an ending to their realistic fiction story. In conclusion, the three focus students had effectively examined their own work samples to locate their strengths and areas of growth in later instruction. The self-evaluation rubrics were an authentic and meaning-based resource for students to voice their learning, which helped to determine their progress towards meeting learning targets.

e. Use evidence found in the 3 student work samples, the student self-reflections, 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 prerequisite skills
[Evidence from the three student work samples, student self-reflections, and whole class summary represents an overall pattern of growth in learning relative to the essential literacy strategy and requisite skills. As discussed in prompt 1c, the whole class analysis of learning showed an average score increase of 2.03 to 3.23 from the preassessment to post-assessment. This evidence demonstrates a connection between qualitative and quantitative patterns of learning, because students had to apply their learning from the learning segment in order for the scores to increase. The essential literacy strategy for the learning segment was composition of text, which aimed to help students create a sequenced writing piece using skills, acquired throughout the lesson activities. Requisite skills that students had to incorporate into their writing included writing with attributes of realistic fiction and organization of ideas. Based on the analysis of the whole class learning in prompt 1c, and the overall growth trend, it is apparent my students had made progress in using the essential literacy strategy and requisite skills to create a realistic fiction story. My class had communicated that they understood how to create a realistic fiction story, using organization and appropriate attributes from realistic fiction, such as writing about a pretend character. However, an area of confusion for some of my students involved writing about a real life problem that could arise for their character. For these students, I would adapt instruction to focus on brainstorming problems and solution that could occur in real life, or from personal experiences, to improve in their application of requisite skills. Another common error that arose from examining the whole class samples was using punctuation or proper language conventions in writing. Punctuation is important to organization of writing, because it communicates how words are read and when sentences begin and end. In regards to evidence from the three student work samples, which were analyzed in prompt 1d, focus Student 1, 2, and 3, all demonstrated what they understand well relative to the essential literacy strategy and requisite skills. Student 1 had showed evidence of the essential literacy strategy, composition of text, in the document Student 1 Literacy Work Sample, in which they had composed a realistic fiction story on a total of 7 pages. Evidence of Student 1 using the requisite skill, organization, can be seen on each page of their work sample. Student 1’s work sample reflects them using organization effectively because they had used several pages to organize their ideas for their story, rather than writing the story on a few pages. Student 2 also had shown effective use of composition of text in the document Student 2 Literacy Work Sample, in which they wrote a realistic fiction story on a total of 4 pages. On page 1 of Student 2 Literacy Work Sample, Student 2 showed evidence of using attributes of realistic fiction when they discuss how their character lost their dog at a park. This evidence shows Student 2 using this requisite skill well, because they developed ideas for their story that could happen in real life. In addition to Student 1 and Student 2, Student 3 had reflected effective use of the requisite skills and essential literacy strategy in their work sample. Student 3 had composed a story on a total of 4 pages and organized their ideas on separate pages. The student self-reflections for Student 1, Student 2, and Student 3, showed patterns of learning relative to the literacy strategy and requisite skills by recognizing their strengths and what they need to continue working on. For example, on Student 3’s self-reflection (Student 3 Self-Reflection) they had identified they needed to continue working on writing an ending to their story. Student 3 had recognized they understood the attributes of writing by identifying their next steps for instruction relative to composing a realistic fiction story. I would provide Student 3 with additional resources to support their needs and progression of understanding literacy strategies and requisite skills in future learning experiences. In conclusion, the whole class analysis and focus student analysis, showed evidence of positive growth in student understanding of the literacy strategy and requisite skills. For future instruction, I would provide additional support or greater challenge depending on students’ varied needs to ensure they have access to resources that will benefit their learning.]

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?

b. Describe what you did to help each student understand his/her performance on the assessment.
[The form of feedback that I submitted as evidence of feedback for the 3 focus students were written directly on Student 1 Evidence of Feedback, Student 2 Evidence of Feedback, and Student 3 Evidence of Feedback, which are displayed in Task 3 Part B: Evidence of Feedback. I chose to write feedback in a separate document, because there was limited space on the students’ writing pieces, and students would use their writing samples to formulate a series of stories that included the work samples I submitted as evidence. My students are also familiar with receiving written feedback that is not directly on their work based on experiences in prior writing units. After the formal post-assessment, I conferenced with my three focus students to discuss the feedback I gave to support them in their individual goals as realistic fiction writers. On each of the feedback documents, I have written Teacher Comments and a Goal for my three focus students. In Student 1 Evidence of Feedback I wrote, Teacher Comment: Your words helped the reader make a mind movie about your story. I could imagine being there! The details you added made the story exciting!, Goal: Think of a new problem Emma could get into. This response helps Student 1 understand their performance on the assessment, because I recognize that they effectively used details, a skill identified in the Learning Target for Lesson 2, to make their story exciting. Identifying a goal for Student 1 based on their qualitative work, demonstrates my ability to evaluate their strengths and needs to further progress their learning. I also provided additional support and extension of new learning to Student 1 by suggesting they continue to write about the pretend character they created by devising a new problem to write about. In subsequent lessons of the realistic fiction writing unit, students will progress towards writing a series of realistic stories where they consistently write about one character who arises into different problems of adventures. In Student 2 Evidence of Feedback I wrote, Teacher Comment: I could tell you added more details to your story. I like when you showed in your pictures how your character was feeling!, Goal: Think of another problem Taylor gets into. These feedback responses were applicable to Student 2, because it confirmed they had acquired skills to use details, the Learning Target for Lesson 2, and identified an individualized goal dependent on their needs that they could work towards as we continue the writing unit. My feedback to Student 2 also demonstrates a literacy connection when I say that they used pictures to show how their character was feeling, which is a strategy we examine during reading instruction. In Student 3 Evidence of Feedback I wrote, Teacher Comment: Your pictures have great details! I can tell how your characters are feeling and you made them move. I can’t wait to see how your character gets out of trouble!, Goal: write an ending where something happens. The feedback I gave to Student 3 helps them to understand that they met the Learning Targets for Lessons 2 and 3, which was to use details and feelings, and distinguish skills they can continue to work on as they interact with new content. By specifically stating goals, my students can work on in future writing, I am encouraging them to generalize the feedback beyond the current work samples from the assessment. In each of the feedback responses I gave to Student 1, 2, and 3, I ensured to address their strengths that I noticed from the assessment to guide them in independently evaluating their own progress in succeeding learning situations.]

c. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the standards/learning targets measured.

[The feedback that I provide to the 3 focus students addresses their individual strengths and needs, relative to the standards and learning targets measured, by specifically stating what skills they incorporated into their writing, and identifying goals to reach as they continue writing realistic fiction stories. In the feedback I provided to Student 1, I recognized their strengths in using details in their writing, which was a skill outlined in the Learning Target for Lesson 2. Ask discussed in prompt 2b, I wrote evidence from Student 1’s work sample on the feedback form Student 1 Evidence of Feedback to help them identify what they are doing well to reach the learning targets that were measured. Evidence of Student 1 using details was recognized on page 3 of Student 1 Literacy Work Sample where they wrote, “her mom, dad, and brother were screaming because the tarantula was scering (scurring) around the house.” This specific detail addressed their strength to add details because they used descriptive words to describe an event that happened. The learning target for Lesson 2, Students use what they know about familiar and personal experiences to add details to their realistic fiction story, was therefore evident in Student 1’s work sample. In addition to addressing the learning target for]
Lesson 2, Student 1 also addressed the learning targets for Lesson 1 and Lesson 3, which was apparent why they mentioned their character name, Emma (page 1), the setting, Emma’s house (page 1), and problem, Emma loses her tarantula then searches for it until the tarantula is located (page 2-7). Student 1 displayed an overall understanding of the standards and learning targets measured; therefore, I suggested a goal for Student 1 of creating a new problem their character could get into to extend their thinking beyond the current work sample. In the feedback I provided to Student 2, Student 2 Evidence of Feedback, I acknowledged their strengths of using details in their story by stating that they showed how their character felt in the pictures they drew. For example, on page 2 of Student 2 Literacy Work Sample they drew the character with emotions that matched the words they had written, “Taylor was so sad she cried!” Using details in a realistic fiction story was a learning target measured from Lesson 2. Student 2 also demonstrated their strengths of using skills from the learning targets in Lessons 1 and Lesson 3, that include creating a pretend character, setting, and problem (Lesson 1) and making an ending using action, dialogue, or feelings (Lesson 3). To support the needs of Student 2 I suggested a goal of creating a new problem for their character Taylor, which is a goal applicable to their individual needs. In the feedback I provided to Student 3, Student 3 Evidence of Feedback, I recognized their strengths relative to the learning targets when I mention they had used details to describe how their character was feeling. This feedback identified their strength in progressing towards meeting the learning target for Lesson 3. Evidence of their use of skills from learning target Lesson 3 are witnessed on page 3 of Student 3 Literacy Work Sample where they use a picture to show the feelings of the character. Student 3 effectively used what they knew from familiar experiences to add details in their story, which was a skill listed in the learning target for Lesson 3. The goal for Student 3 addressed on the feedback were applicable to their needs, because I used information from their self-evaluation rubric to suggest next steps that would support their learning. I used a combination of evidence from student work samples, and self-evaluation rubrics to formulate the feedback I gave to the three focus students. The purpose of the chosen feedback was to not only address their strengths in meeting the learning targets for the segment, but also to offer next steps of instruction beyond their work sample. Next steps of instruction for the three focus students, and whole class, are discussed in the following prompt.

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

[Providing meaningful feedback is an essential component in eliciting authentic and meaningful learning experiences for students. Hattie and Timperley (2007) describe feedback as one of the most powerful influences on learning and achievement, which can reduce discrepancies between a student’s current understanding/performance, and the desired goal. There are three main questions that Hattie and Timperley believe should be addressed in order for feedback to be considered effective, which include; What is the goal?, What can I do to reach the goals?, and What are the next steps after the goal is reached?. Using the instructional strategies Hattie and Timperley propose, I will support my students in applying feedback to guide their improvement of realistic fiction writing during lessons after the learning segment. For example, I will address the first question in effective feedback, What is the goal?, in each lesson I conduct with my students to ensure they extend their thinking beyond their work that was assessed from the learning segment. My goal as an educator is to guide my student’s focus to generalize feedback I give them, beyond current work that was examined in the learning segment. The skills my students acquired over the duration of the learning segment will significantly benefit them as they continue to interact with the essential literacy and requisite skills. Therefore, I can scaffold my students in applying feedback I gave them to continually guide their improvement of essential literacy skills and strategies. One instructional practice I will also use is to differentiate learning situations to fit the needs of all of my students, as well as students who have an IEP and 504 Plan. To address the second question of effective feedback, What can I do to reach the goals?, I will explain to students resources and tools they can use throughout the learning process that will support them in meeting learning targets. One way I can accomplish this is to collaborate with my students in defining learning targets and why they are important to learn. In each lesson of the learning segment, I created opportunities]
for students to reflect on the learning targets to promote student voice. In addition, I can also work together with my students to identify what they are doing well, and what they need to improve on in order to reach the learning targets, by using a self-evaluation rubric (Instructional Material 3.5) similar to the one my students used in the learning segment. Lastly, to address the third question of effective feedback, What are the next steps are the goal is reached?, I will use student voice, or evaluation tools, to guide my students in devising appropriate goals that support their individual learning needs. In future instruction experiences, I will create multiple opportunities for students to reflect on their development of learning targets, during and at the end of lessons, to guide them in monitoring their own learning process. By using the methods I have discussed, I will effectively support my students in applying feedback I provide to encourage achievement in each of my students.

3. Evidence of Language Understanding and Use

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 overall extend to which my students were able to use the language to develop content understandings varied for every individual. The analysis of student growth discussed in prompt 1c displayed a growth in student ability to apply the requisite skills and essential literacy strategy for the learning segment. My students demonstrated their learning in various methods in both the preassessment and post-assessment using the language function and demands identified in for learning segment in Task 1. As mentioned in Task 1, the language function was create, which was represented in the Central Focus that was, Students practice sequenced writing by creating a realistic fiction story that includes a pretend character, setting, problem, and solution to the problem. Language demands that were important for the learning segment included writing with appropriate sentence structure and punctuation, which were also skills evaluated in the Evaluation Criteria discussed in Task 1b. Student 1 showed evidence of effectively using the language function and demands for the learning segment throughout their work sample. In regards to the language function, create, Student 1 effectively portrayed their ability to create a realistic fiction story in their work sample. The work sample from Student 1 (Student 1 Literacy Work Sample) shows they created a story with a total of 7 pages, in which they had made a pretend character, setting, and problem. On page 1 of the document Student 1 Literacy Work Sample, Student 1’s character is apparent when they wrote, “One day a girl named Emma”, which is an effective method of introducing their character’s name. Also on page 1 of Student 1’s work sample is the setting of their story which can be seen in the image they drew of a house, as well as when the student wrote “family were sleeping upstairs”, which is accurately portrayed in the picture they drew using labels. The first evidence of Student 1’s problem in their story is on page 1 when they wrote “her tranachala (tarantula) escaped (escaped) from his cage because Emma left the cage lid open that night.” Although every word is not spelled correctly, Student 1 used what they knew about phonemic awareness to write each sound they heard, which is a skill I encourage my students to use when they come across difficult words. Student 1 also used punctuation on each page of their work sample to represent the end of a sentence or thought. Another aspect of language demands that Student 1 displayed in their work sample was the use of transitional words, such as then, and, and finally, which were categories examined in the evaluation criteria from prompt 1b. Each of the described evidence I discussed from Student 1’s work sample indicated they developed content understanding of realistic fiction writing skills, by applying the requisite skills and essential literacy strategy in their writing. Student 2 also displayed evidence in their work sample Student 2 Literacy Work Sample of using the language function and demand to show their content understanding. The first form of evidence in Student 2’s work sample is on page 1 when they wrote, “Taylor was playing in a park. And it was 2:00 in the afternoon (afternoon).” This citation from Student 2’s work sample is a model of language use, because they created (language function) a character and setting for their story and accurately wrote a sentence using proper punctuation (language demand). Student 2 continued to reflect the language function as they wrote their story on a total of 4 pages. On page 2 on Student 2 Literacy Work Sample they wrote, “her (here) you go. I
Based on your analysis of student learning presented in prompts 1c–e, the next steps of instruction to positively impact student learning encompasses a variety of qualities. The main direction that I plan on going in is to continue with our realistic fiction writing unit to build upon the requisite skills and essential literacy strategy I identified for the learning segment. While not all of my students drastically progressed from the preassessment to post-assessment, I believe they all made significant growth relative to their learning needs after examining my analysis of student learning. The graph shown in prompt 1c shows the average of the whole class student pre-assessment as 2.03, and the average of the whole class post-assessment as 3.23, which recognizes an overall increase in growth of approximately 63%. This percentage identifies that the majority of the class made improvements in the learning targets, requisite skills, and literacy strategy throughout the learning segment. To support my whole class in later instruction, I wish to focus on expanding their knowledge of strategies realistic fiction writers use to enhance their stories. I plan on accomplishing this by continuing to use a mentor text to model effective writing strategies and demonstrate what qualities of realistic fiction can be seen across several authors of the same genre. I believe using mentor texts from a variety of authors will be a valuable tool for my students, because I can choose texts that relate to student assets and their developmental level. To address the needs of focus student 1, 2, and 3, I plan on adapting instruction and support to benefit their individual development of content understanding. Next steps of instruction for Student 1, based on the results from prompt 1d, involves deepening their concepts of realistic fiction to extend their skills and challenge them to develop another story using the same character. I plan on helping Student 1 create a new situation or problem their character could get into by pairing them with
another student who has similar goals to expand their application of skills. Next steps of instruction for Student 2, based on results from prompt 1d, is to continue their application of the requisite skills, organization and writing with attributes of genre, to guide them in developing another realistic fiction story. To help Student 2 in this process I would encourage them to plan out their ideas step by step, to ensure they model sequenced writing, which was a skill resulting from the Central Focus. The next steps of instruction for Student 3 is to continue their development of creating an ending to a story that includes action, dialogue, or feelings. Student 3 had shown growth in their development of skills from the learning segment; however, in later instruction I will provide opportunities for them to apply the feedback I gave from their work sample as they interact with new content. In addition to the next steps of instruction I discussed for the whole class and three focus students, I also intend on supporting students with additional needs. For example, my students that have an IEP Plan, 504 Plan, and underperforming students in literacy knowledge will participate in frequent small group activities where I can scaffold them in the process of realistic fiction writing. I would also use small groups with students that need challenge to further extend their application of the requisite skills and literacy strategy to ensure that all of my learners are receiving appropriate practice and support.

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

[The next steps of instruction that I discussed in prompt 4a follow from my analysis of student learning and self-reflections in order to provide my students with meaningful and content-based experiences to progress their individual needs. A main method I used to develop next steps of instruction was by considering principles from research and theory to best support my students. Piaget and his theory of cognitive child development is one principle from research that has influenced my instructional practices, and next steps of instruction. Piaget (1952) described the learning process of children to progressively mature throughout stages relative to their age and individual needs. I find Piaget’s theory to support my next steps of instruction, because I outlined instructional methods and support that fit the varied needs of my students relative to their progression of skills. For example, I mentioned in prompt 4a that I will work with students that have an IEP Plan, 504 Plan, and students underperforming in literacy skills, by interacting with them in small groups to scaffold them in the writing process of realistic fiction. This example of next steps of instruction reflect Piaget’s theory of child development, because I mindfully design activities that are aligned to a particular group of students and their current stage of development relative to strategies and skills discussed in the learnings segment. My feedback from the student self-reflections also reflected Piaget’s theory of child development, because I responded to their strengths and offered guidance for future instruction to extend their development beyond the current work sample. Being cognizant of a student and their level of understanding is beneficial in providing feedback and support that is developmentally appropriate to their needs. Developmentally appropriate practice, which is an approach to teaching enacted by the National Association for the Education of Young Children (NAEYC), is a mindset I displayed in the analysis of next steps of instruction in prompt 4a, as well as throughout my assessment. NAEYC (2009) describes developmentally appropriate practice as being aware to a child’s development and learning, individual, and cultural needs in order to help them in reaching challenging and achievable learning goals. I used developmentally appropriate practice when I responded to the three focus student’s self-reflections by suggesting a goal to work towards during later instruction. I formulated the goals by working collaboratively with my students to guide them in understanding how they continue progressing in their development of content. For example, as mentioned in prompt 4a, I proposed a goal for Student 3 to work on an ending for their story using action, dialogue, or feelings. This suggestion is reflective of Student 3’s personal assets and learning needs, because I considered their individual learning in using strategies as a realistic fiction writer to choose an ending to their story that pertained to their interest. The analysis of student learning and self-reflections that I discussed exemplify an understanding of all of my students as individual learners. Shaping next steps of instruction with principles from Piaget and NAEYC will drastically improve the learning experiences and opportunities for my students to continually guide them in their development.]