This example commentary is for training purposes only. Copying or replicating responses from this example for use on a portfolio violates TPA policies. Portfolios may be screened for originality using software for detecting plagiarism. Candidates submitting a portfolio for scoring must confirm they are the sole author of the commentaries and other writing. Failure to adhere to scoring policies may void scores and cause a report to the institution or state agency associated with the submission.

1. Analyzing Student Learning

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

   [The specific standards used for the assessment are FCS National standards 9.3.2: Analyze nutritional data, and 14.2.4 Analyze sources of food and nutrition information. This assessment will also use two of the new Common Core State Standards for writing: CCSS.ELA-LITERACY.W.9-10.1.E: Provide a concluding statement or section that follows from and supports the argument presented, and CCSS.ELA-LITERACY.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. The learning targets that will be measured by this assessment will be to be able to explain the six essential nutrients and why they are essential for the human body as well as to analyze the stir-fry recipe and correctly identify the nutrients that come from it, and be able to apply this knowledge in other recipes.]

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

   [For this assessment, I used a point value system, with each question worth a different point value, based on how many points I believed they should be worth. The overall formal assessment of the unit was worth 20 points. A few of the questions were simply worth points if they were completed, like filling out the book and page number of the cookbook used. The section on identifying the nutrients was a bit more difficult to decide how to grade, but I made that section worth six points. There should have been at least ten ingredients listed on their recipe evaluation and I gave the students a full six points if they identified at least 6 out of 10 ingredients correctly, or if they seemed to be on the right track if some of the ingredients may have been in question. I then gave them a point if they were able to correctly answer if the recipe they chose did or did not in fact contain all of the essential nutrients.

   This front page demonstrated the FCS standards because it was assessing the students on whether or not they could analyze nutritional data and sources of food and nutrition information. On the backside of the assessment, the students were asked to provide detailed reasoning for why or why not their recipe had all of the essential nutrients. This addressed the common core state standard of providing a concluding statement or section that follows from and supports the argument presented, as well as the common core state standard that says to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as the inferences drawn from the text. These should both be demonstrated by students by showing and rewriting the information they found on the front chart into a sentence or two that highlights the evidence of the information they found. If their recipe did not have all of the essential nutrients, the students were asked to provide the name of the nutrient that was missing as well as to provide an option of what could be added to the meal to make it a meal containing all of the essential nutrients. These questions were given two points if they were answered completely, although students only had to answer one or the other. If the answer was vague, they received one point. They were then asked to recall the names of the specific knife cuts we learned during the unit and the corresponding vegetables. This highlighted their knowledge of whether or not they learned the academic language presented during the unit, and tested their ability to recall the information we learned. Each vegetable/cut was given one point for the correct answer. I then had a section on the assessment that addressed student voice, and graded them on completion of this section and whether]
or not they used complete sentences because I wanted to see how they felt about the topics covered during this unit, and see if they could follow the directions in the question.

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.

![Chart 1: Essential Nutrients Assessment](image1.png)

Based on all of the evaluation criteria mentioned, the students received a point value for each question that they answered correctly. Based on these, each student had a total number of points out of 20 possible. This graph shows the class’ performance as a whole. It shows the score received as well as how many students out of the 24 who were present during the assessment received that score. One student had the lowest score (12) and six students had the highest score (19), with a variety of scores in between.

d. Provide a graphic (table or chart) or narrative summary of student understanding of their own learning progress (student voice).

![Chart 2: Student Understanding of Own Learning Progress](image2.png)

To understand the student’s learning of their own progress, I had a question on the assessment that had each student rate how they felt about the overall progress of their learning for the week on a scale of 1-5. This graph shows the scores that students gave themselves for this question and how many students gave themselves that score. One student scored herself at the level 3, and the majority of the class scored themselves as fours and fives. I also had them write a couple sentences of reflection based on this answer. They were asked to answer what went well this week, and what could have been better?}
e. Use evidence found in the 3 student work samples and 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 conceptual understanding, career and technical skills, and problem-solving strategies.

[Student A received a score of 15.5/20 on this essential nutrients assessment. Her understanding is shown throughout the assessment and her work accurately reflects the majority of the class’ scores between 15-17, similar misconception, mistakes, and correct answers were shown in other students. Student A’s conceptual understanding is demonstrated by correctly answering the entirety of the first page of the assessment correctly. She correctly answered that there are indeed six essential nutrients, provided the necessary information for the cookbook and recipe she used for the assessment, named at least 10 ingredients that were in the recipe and even correctly provided information for the essential nutrients that each of these ingredients contained, with the exception of salt. While grading, I determined that if a student correctly answered 6 ingredients and their nutrients correctly, they would get full credit for the boxed section. She also answered correctly that her recipe did contain all of the essential nutrients. The front side of the assessment was generally very well understood and Student A’s answers for page one of the assessment shows the understanding for most of the students. On the backside of the assessment, however, is where some of the points were taken off. Student A still shows conceptual understanding by providing a complete sentence demonstrating that the recipe contained all of the essential nutrients, however, she only listed five of the six, even though she identified them all on the front. This was a common mistake students made throughout the class. She also provided the information and showed understanding, but I underlined the words “using the information you gathered” in the question, because I wanted the explanation that she provided to be clearer and more supported, actually using and saying which ingredients provided each nutrient. That is why one point was lost.

Student A also showed evidence of career and technical skills in this assessment by recalling the knife skills and vegetables we learned as a class how to cut. My objective in the question was for students to provide all of the knife cuts as well as the corresponding vegetables that we used for those cuts. Student A only provided one knife cut, julienne, which caused her to lose 3.5 points. This was also a similar reason that some of my other students lost points, because they could not remember what the knife cuts were called, and did not read the instructions clearly to provide the name of the vegetable.

Student A also demonstrated her understanding of problem solving skills by answering questions 7 and 8. Question 7 asked, “How could knowing how to identify essential nutrients help you in your own life/ why was this important to learn?” I wanted students to provide an answer to this question to challenge their thinking outside of the classroom, and make them think about how they can apply this information to their life. I appreciated and gave full credit for answers like student A’s where they mentioned cooking (a life skill) and why it would be a good idea to know what you are eating so that you get all of the essential nutrients. By applying this to their lives, they are demonstrating a form of problem solving by making this learning material relevant to real life problems, like nutrient deficiency. Student A also demonstrated problem solving skills, and student voice, by rating herself on a scale of 1-5, and providing some feedback for themselves and me on what they believe they did well on, and what they need to work on. The section where they provide an answer to what they need to work on definitely demonstrates problem-solving skills because it allows the students to recognize the problem, and admit that it may need work, which in turn helps me provide the guidance and instruction to continue spending time on certain topics. Student A demonstrated that she needed to work on onion cutting skills, and holding the knife correctly, which was a common answer. From this response, I can gather that the students would like more time in understanding knife skills, which I will allow them to practice in other units.
Student B received a score of 17/20 on the essential nutrients assessment. She showed clear evidence of conceptual understanding, like student A, by answering every part of the first page of the assessment correctly. However, she did choose a recipe that only used seven ingredients, instead of the guideline I provided of at least 10, but she provided good information with the ingredients she did list so it ended up working out well. On the backside of the assessment, she provided conceptual understanding by giving complete sentences, with the information from the front, on why her recipe contained all of the essential nutrients. Her answer was complete and showed her understanding of the nutrient sources. Student B also showed career and technical skills by providing the names of the knife cuts we learned in question 6. By recalling this information, she is showing her use and understanding of the academic language we used throughout the unit, and demonstrating that she does indeed understand which knife cuts we practiced. However, she, along with several other students in the class forgot to write the corresponding vegetables that went along with the knife cuts. Seeing that this was a common problem, and a loss of two points for a lot of students, I think the problem may have been from a lack of reading the entirety of the question, as well as the possibility of the wording of the question. Perhaps by making the question clearer, and providing two blanks for the students, they wouldn’t miss the part of the question that wanted them to recall the vegetable we used, as well as the knife cuts we learned.

Lastly, Student B showed their understanding of problem solving skills, by answering questions 7 and 8 as well. I took one point off for her answer to question 7 because, although she said that this is important to know so that we can live and be healthy, I wanted her to expand and somehow apply it to her own life, by mentioning cooking, or something related to her personally, instead of answering for the general population. This was also a common mistake that students made when answering. I think I would change it and make the words **you in your own life** bold in this question so that the students understand that they really need to reflect on their own for this question. For question 8, Student B also provided answers to problem solving skills, by saying that she needed to work with identifying the six essential nutrients. This was helpful information for me, because even though she identified them all in her own recipe correctly on the front page of the assessment, she felt as though she still needed work. With this information, I will try and incorporate and review essential nutrients as much as possible in future units, asking the students to identify some nutrients in all of the recipes we use as a reminder and review for them in the future.

Student C was one of the six students who received a 19/20, the highest score in the class. Similar to Student A and B, he showed his conceptual understanding of the topics by answering all of the front page correctly: the amount of essential nutrients, the reason why they are essential, the name and information from the cookbook he used, the correct nutrient that each ingredient provided and the correct answer to whether or not the recipe contained all of the essential nutrients. Like Student B, Student C also supported his answer well, showing and describing from the information he gathered that each of the six essential nutrients were provided by specific ingredients in his recipe. Student C showed his career and technical skills by correctly providing and recalling the answers to the four knife cuts that we practiced, as well as the vegetables that we practiced the knife cuts on, showing not only conceptual understanding, but his knowledge of academic language and his understanding of this career and technical life skill because he can recall what types of cuts can be done on certain vegetables. Problem solving skills are also shown from Student C in questions 7 and 8. I always appreciate the humble students who give themselves a rating of 4 instead of 5 on their understanding of the week’s topics, even though it is clear to me that they are grasping the material I want them to learn. However, I also appreciate these answers because it shows me that we as a class could do more with this unit, focus on more essential nutrients and their sources, and continue to dive into a topic if there is time for it. Student C also indicated something different that he needed to work on, which was his cooking skills, and learning the stir-fry recipe. This shows problem solving, because out of all of the things we covered for this unit, he is admitting that he needs more practice in the kitchen, which is a good way to step in the direction of getting better and solving
the problem, because it allows me to know that this student, as well as others, are wanting to learn more and spend more time cooking."

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?

   Written directly on work samples or in a separate document

   b. Describe what you did to help each student understand his/her performance on the assessment.

   [While grading this assessment, as well as every formal assessment that I give the students, I do my best as a teacher to give as much feedback as possible. Although a class as a whole generally shows a level of understanding for a given topic, every individual student has such varied answers when given an individual assessment. Because of this, I can really see the level of understanding of students individually, and I have found that writing on their assessments and work that I receive has really been a helpful way to address individual needs in students work. Also, I think that often the students really appreciate individual comments on their progress or level of performance on an assessment. It encourages them to try harder, because they know I will give them good feedback. Commenting on everything I notice on the test is the strategy I take during grading. If I like the route that a student went with a comment or answer I will comment on it or draw a smiley face, providing positive feedback that they are doing exactly what they need to be doing. If there is something that needs work, I will provide those comments as well, mentioning what could be done to increase their score, or saying exactly why they got a point or two taken off. This helps the student know what they need to do next time to meet the standards that I expect on these kinds of tests, especially when it comes to writing. I often encourage students to be more specific, so that they can get in the habit of really developing his or her writing in using support for his or her answers. For the example students, I commented throughout their individual assessments by providing smiley faces when something was correct, providing check marks by all of the essential nutrients that were identified correctly in their recipe, writing comments like “good support” or a question about what is missing or what they could add to a sentence to make it better. I also box or underline words in the instructions of questions that may have been overlooked by the students, and write comments, so that they will notice they missed a direction and be more prepared on the next assessment. Also, because there wasn’t much writing space on this assessment, I attached a note to each test, telling the students specifically what I think of their performance, mentioning what they should keep doing, or change next time and giving them the option to always discuss why they received the grade they received with me. Other than written feedback on the assessment, I also try to comment on student’s progress when I see them in the classroom, making sure that they know that I am paying attention to them individually. I will often see a student and say, “great job on that test!” or “really good work on that test, I’ve seen so much improvement, maybe we can talk about some of the answers you missed after class or after school?” I have noticed that this face-to-face interaction helps the students see the value of their personal performance on an assessment, knowing that I will be looking for individual progress and paying attention to how they are doing. This is especially important with my students with IEPs, letting them know that I expect quality work from them, with their accommodations like extra time present, but also that these accommodations are available and I will be checking up on their progress and performance throughout their time in my class, like every other student.

   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 provided from the comments on the assessment, as well as the attached note, shows the strengths and needs of each individual students based on his or her progress toward the learning target. Student A has told me personally how much she appreciates my smiley faces on assignments and assessments, and I am a big believer in positive encouragement. So, even though student A received a
somewhat lower score than some of the other students in my class, the positive encouragement that I give her about what she does well motivates her much more than if I would have just left a blank space next to a good answer. Also by commenting things like, “good, but use complete sentences”, I am dictating on her assessment exactly what I expect from her to receive a better score. Also, by mentioning the things that I notice throughout the test and giving a suggestion, like- “I noticed you only filled out one of the knife cuts! I know those are sometimes hard to remember. Maybe you can help me come up with some pneumatic devices to teach the class so we can all remember julienne, chiffonade, diagonal cut, and dice better” helps them feel recognized and included in my classroom, giving them voice in their learning and allowing them to help me understand exactly what they need to understand the learning target. I also like to comment on what they believe they did well on. Student A said that she did well on cleaning up and getting things finished on time. Although this was not part of the learning target, I will definitely encourage her in this comment. She is always a present and helpful, motivated hand in the kitchen, putting her teamwork to excellent use, and that is something I really value in my classroom because it makes cooking labs run smooth, so encouraging her on this fact is something that should definitely be recognized.

Student B also got some smiley faces, check marks, and comments like “which ones specifically?” and “expand on this” written on her assessment. This student in particular is quiet but a leader in the kitchen, which is a rare combination in my classroom, so giving her encouragement with her doing well on knife skills is necessary. I have talked to this student about her interest in cooking and baking. We have discussed going on a field trip to see how kitchens run in the back of restaurants and things that could be great opportunities in a club. Knowing that she is a great cook already, I can not only keep her motivated to do well in the kitchens by encouraging her performances, but also suggest opportunities for her to be challenged in the kitchen in future labs. In this instance, I told her that we will be working with chicken soon, and how I will probably open up the opportunity for students who want to learn how to cut a whole chicken and further their knife skills to practice in the next lab.

Student C was given little comments like, “good” and check marks on his assessment to show how well he was doing with every question. This student surprised me so much with his performance on this assessment. He has previously had a lot of trouble grasping things because of lack of interest in the topic and no motivation to do well, and went through some difficulties with school rules and administration, so to see him do so well on this assessment was so encouraging for me, and in my note to him, I wanted to tell him how much I liked his attitude, performance, and participation in class lately, hopefully guiding him to continue to do these things in my class. The only reason a point was taken off for Student C was because of one sentence that wasn’t written in a complete sentence, so I will make sure to mention that and encourage him to always read directions and always write in complete sentences on assessments. He also mentioned that he needed to work on the stir-fry recipe, and I followed that up with questions about what he thought went smoothly while cooking and which parts he could use more practice on. I also encouraged him to take the role of the “master chef” next time we cook, even though it may be out of his comfort zone, and encourage him to expand his cooking skills.

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

[To encourage the students to use and apply the feedback I’ve given them for improvement, I will definitely mention it again in person. I do believe that writing it on the assessment is very helpful, but if I follow up with a personal connection in the classroom for a couple seconds, the student is more aware of their progress, learning and grade in my class, and notices that I am making an effort for them to do well in this class. Addressing the goals in person, makes the situation a little more real for the student, and confronts them in a way that writing does not, so a written guide as well as verbal communication and follow up is necessary for the results I want to see. I will also encourage students as a class as well as individually to}
consult with me after class or after school anytime they need any additional help or clarification on the
subjects we have been discussing as well as the grades they received.]

3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the clips (using time-stamp
references) and/or student work samples as evidence. Evidence from the clips may focus on one or more
students.

[From the assessments students took, it was clear that much of the vocabulary and demands that I was hoping
they would learn in the learning tasks were met and the students succeeded in learning and using this new
academic language. The central focus of this unit was for students to demonstrate knowledge of knife skills
and why they are an asset when cooking, explain the significance of the six essential nutrients and their food
sources, be able to cook stir fry, and be able to reflect on nutrients used in various recipes. With this central
focus in mind, there were several new things regarding language that the students needed to learn. These
new words include: essential, knife skills, bolster, chef’s knife, chiffonade, diagonal slice, julienne, dice,
nutrients, protein, carbohydrates, fats, vitamins, minerals and water (in the context of nutrients). These
words were my guide for determining whether or not students understood language requirements of this unit.
On their assessment, Student A, B, and C all answered the front page correctly which means that they used
their understanding of the words essential, nutrients, protein, fat, carbohydrate, water, vitamins, and minerals
correctly. This demonstrates that they, as well as many other students in the class understood this academic
language. This language requirement was also displayed from the video provided titled “Language Use”. In
this clip, my students were eating the stir-fry they had just made, and preceded to analyze it while they were
eating it. They identified that the rice contained carbohydrates, the oil provided fat, the chicken stock
provided water, the vegetables provided vitamins and minerals, and the tofu provided protein. This
conversation showed that the students did in fact understand that there were six nutrients that fell under the
title “essential” and demonstrated that they had the correct understanding of the meaning of each of the
nutrient titles, which were a key language requirement for this unit. This clip also showed my use of
differentiating instruction with IEP students. Although that conversation was completely student driven, being
there and encouraging answers and exploration with the content, helped to give the students a second look at
what they were making, and helped reinforce the ideas that we were learning. Verbal communication of this,
within a small group like that, really helps promote learning in my students with IEPs because it allows me to
give direct attention and instruction, even in a time of reflection and student-driven instruction.

On the other side of that, the central focus was also to have students understand knife the different knife cuts
and knife skills and why they are important. In Student A and B’s sample, in question 6, they were able to
provide at least one of the names of the knife cuts that we learned, but fell short on the other names as well
as the vegetables used along with those knife cuts. This incomplete answer showed up on the student’s
assessments more than I would have liked, showing that although they may have learned the knife cuts and
the technical skills that go along with the physical act of cutting, they may have forgotten the terms and
academic language that go along with these. However, Student C and several other students in the class did
fully answer question 6 on the assessment, and were able to recall the words julienne, dice, diagonal slice, and
chiffonade as well as the vegetables that we used with these cuts. In this sense, several of the students did
learn the academic language associated with knife cuts, but others could use more instruction on this topic.]

4. Using Assessment to Inform Instruction

a. Based on your analysis of student learning presented in prompts 1c–d, describe next steps for
instruction to impact student learning for the whole class, and for the 3 focus students and other
individuals/groups with specific needs.
From my analysis of this assessment, I have found many things that could impact future steps in instruction to continue to expand the student’s understanding of this topic. First, some ways of improving the understanding of the whole class were clear to me when grading the assessments. Zero out of 24 students who took the exam got a 20/20, and although I think that students should expect to and should always write complete sentences on assignments or assessments, I think this number could have gone up had I provided some clearer instructions and expectations of what I expected for the students with each question in the instructions. Specifically in question 5(a) and 5(b), I would have added “using complete sentences” at the end of the instruction. Also, by just really reminding them to read all of the instructions before they begin the test may have helped them not to miss key things that were easy points lost. Also, based off of the assessment question number 6, I would spend more time and really strategize ways for the students to remember the knife cuts, reinforcing the information in a different way. I would also probably split up the unit or make it longer, and make the central focus two separate things, starting with knife skills, and then adding the essential nutrient piece to the unit so there was not so much information in just a few days and the students would have more time to really focus on these things individually and then determining why they need knife skills to practice cooking, although considering it was just three days, their scores on the assessment show that they understood the central focus very well for the most part.

For my focus students, I explained a little bit about how I would follow up with them after the assessment through comments, notes, and face-to-face contact. For these focus students and all of my students, the strategy of following up with comments and contact is something that their assessments always inform, and allow me to individualize how to move forward. For student A, that information was to encourage her in her cleaning and teamwork, ask her specific questions and offer reminders of what could have made her assessment a better score, and included my asking her to help me with coming up with ways to help her remember the knife cuts. By including her in this process and asking her what would help, I am using her assessment as a guide to help my instruction, and her brain as a tool for what would help her and other students with this topic. With the information I get from her, I can hopefully insert some unique and student-centered learning ideas to help them promote their own understanding. For student B, my analysis of her assessment encouraged me to ask her if the lack of vegetables provided in question 6 was a missed direction, or if it was something that we need to pursue further. With this, I also learned that their “life application question” or question 7, could be rephrased or highlighted so that the student’s will apply the knowledge of nutrients to their own life, rather than using a general statement. It also prompted me to affirm her when she said she thinks that she did well on the knife skills. She is an excellent student in the kitchen especially, and having her do well on the knife skills gave me the idea of furthering these knife skills, and challenging her in the culinary direction by offering some challenge in the next unit. Student C, similarly to student B, really understood the topics and learning targets well and instructing him to keep doing what he is doing was my way of encouraging him to continue on this path. I also encouraged him to take a step in the direction of his “need to work on” skills, asking him to don the master chef apron in the next lab, to see his leadership and cooking skills develop and be challenged more. For my IEP students, I am aware that the more individual instruction I can offer the better the students understand the learning targets. During labs, I will continue to make it a priority to check up on each group and spend time focusing with the smaller number of students on whatever part of cooking they are struggling with. Group work in this sense, is wonderful for differentiation. I will seek to put my struggling students with leaders that will encourage their growth and not just do everything. Another thing that worked well in this was to talk to the students while they are finished cooking and are eating. Eating with the students and talking with them in this casual setting about academic topics I think really sparks each of the student’s individual interest, because they are participating in it and working with it and can tangibly see the affect of their work by identifying the nutrients in the stir-fry that they made. I think in my next lab, I will reinforce this idea of essential nutrients, by having the student identify them in
future recipes as well, making eating time a reflecting time. Also, I think some of the underperforming students struggled most with knife skills, so spending more time demonstrating each cut and giving them more time to practice in future cooking labs will be key in establishing their understanding and rooting it into a career and technical skill that they can use in their future.

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

These next steps are driven from the analysis of how the students did on the assessment I gave them. Because the assessments included content knowledge, career and technical skills knowledge, problem solving skills, and self-reflection, it was easier for me to understand what it is that my class learned as a whole, and what it is that individually, the students think they need to work on. It also provided me the opportunity to check on the student’s progress, and give them feedback on what they could be doing better as far as test taking strategies like writing in complete sentences, and content knowledge, like telling them that we need to work on remembering the names of the knife cuts. My notes to the students go along with my understanding of John Dewey’s theory to have the students be participants in their own learning. I want the students to thrive, experience, and work with the curriculum individually and collaboratively so that the information becomes relevant to them. For several of my students, this meant that I needed to use what I know about them, from their funds of knowledge, to increase understanding of the subject. Student A thrives on encouragement and affirmation, and allowing each student to succeed is my number one goal, so for her, although her score was lower, I gave a lot of encouragement for things she did well. I also know that many students don’t learn well just from a lecture or demonstration. Many students are visual learners, many are auditory, and many are kinesthetic, which means that by eliciting advice from my students on how to make this information relevant to them, I am not only going to be teaching the information in a way that helps one more learner, but I am applying their knowledge of how they learn. This is also a way of engaging the students in their own learning, and allowing them to be connected to the curriculum. This model of allowing students to be involved in their learning I think is necessary to promote. It not only helps my IEP students to help me individualize their instruction, but my gifted students, my slower students, and my class as a whole benefit from the instruction that I have to offer.