Assessment Commentary Directions: Respond to the prompts below (no more than 8 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Refer to the evidence chart in the handbook to ensure that this document complies with all format specifications. Pages exceeding the maximum will not be scored.

1. Analyzing the Focus Learner Performance
   a. Identify the lesson objectives from the learning segment measured by each daily assessment record for both learning targets.

   [All objectives for the four lesson plans within this segment were measured through my daily “Formative Assessment Checklist For Independent Practice” that displayed how many steps the focus learner completed either with prompting or independently. The “Seeking Out & Requesting For Help Chart” displayed how many times the learner sought help during the each lesson. Lesson 1: 1. With prompting, my learner will apply the SQ3R process for reading comprehension by referring to a checklist and completing 5 out of the 5 steps. 2. When given a nonfiction text, my learner will compose a minimum of 4 questions about the text that tests for understanding and answer 75% of them correctly with verbal prompting. 3. With minimal prompting, my learner will seek out and request for help by asking questions as needed with 90% accuracy. Lesson 2: 1. Without prompting, my learner will apply the SQ3R process for reading comprehension by referring to a checklist and completing a minimum of 3 out of the 5 steps independently. 2. When given a nonfiction text, my learner will compose a minimum of 4 questions about the text that tests for understanding and answer 75% of them correctly with minimal prompting. 3. With minimal prompting, my learner will seek out and request for help by asking questions as needed with 90% accuracy. Lesson 3: 1. Without prompting, my learner will apply the SQ3R process for reading comprehension by referring to a checklist and completing a minimum of 4 out of the 5 steps independently. 2. When given a nonfiction text, my learner will compose a minimum of 4 questions about the text that tests for understanding and answer 100% of them correctly with minimal prompting. 3. With minimal prompting, my learner will seek out and request for help by asking questions as needed with 95% accuracy. Lesson 4: 1. Without prompting, my learner will apply the SQ3R process for reading comprehension by referring to a checklist and completing a minimum of 5 out of the 5 steps independently. 2. When given a nonfiction text, my learner will compose a minimum of 4 questions about the text that tests for understanding and answer 100% of them correctly without prompting. 3. My learner will independently seek out and request for help by asking questions as needed with 100% accuracy.]

   b. Describe any changes in the assessments (baseline and/or final), daily assessment records, and/or lesson objectives related to either learning target from what was described in the lesson plans, and explain why changes were made.

   [No changes were made to my baseline and final assessments or to my lesson objectives. For my daily assessments, I used my focus learner’s independent practice sheet composed of her questions/answers formed, her checklist, the “Seeking Out & Requesting For Help Chart” and the “Formative Assessment Checklist For Independent Practice” to make sure she completed each part of the lesson, and met the objectives. There were also brief activities during the closure section of the lesson such as the Exit Ticket, index card review, true or false game, writing key words on the snowflake, yarn ball questions, water cycle diagram, and finally, the written assignment. Although these activities were planned, during my instructional delivery, I ran out of time during lesson 2 and my focus learner did not have the opportunity to engage in the true/false step on the line game.]
c. If the work sample or the final assessment for the supporting/secondary learning target is an excerpt from a video from Task 2: Instructing and Engaging the Focus Learner, provide a time-stamp reference here.

[Not Applicable: My final assessment for my secondary target (asking questions/seeking for help) is displayed throughout my daily “Seeking Out & Requesting For Help Chart” which will be analyzed and reviewed for the final assessment, along with my focus learner asking me any questions during the final assessment.]

d. Summarize the focus learner’s progress toward each learning target as reflected in the lesson objectives. Each summary can be presented in a chart or described in several paragraphs.

[To meet the comprehension objectives (primary learning target) for lesson 1, my focus learner was required to apply the SQ3R process for reading comprehension by referring to a checklist and completing 5 out of the 5 steps (with prompting). Also, my learner was required to compose a minimum of 4 questions about the text that tests for understanding and answer 75% of them correctly with verbal prompting. Throughout instruction, I modeled and used the “think aloud” strategy of how to use SQ3R so she would be set up for success. During guided practice, I talked through each of the 5 steps. During independent practice, given verbal prompts throughout (how to set up page, handed book and checklist, stating, “Let’s read what’s on the checklist,” to make sure every step is followed) my focus learner successfully completed the 5 out of the 5 steps. During these steps, she composed three questions: 1. Why is the water cycle so important? 2. What is perspiration? 3. Where does water come from? After she formed these three questions, I asked her if she looked at what the checklist states about what to look for while surveying. As she looked down at the checklist, she was able to recognize that she could form questions from pictures and composed her fourth question: 4. What do you breathe out when it is cold? Additionally, she was able to recite after every paragraph in 1-2 sentences what the paragraph topic was about. When answering her questions, she received 75% accuracy, answering 3 out of the 4 questions correct. In regards to the secondary learning target of seeking out and requesting for help, my learner was required to seek out and request for help by asking questions as needed with 90% accuracy (minimal prompting). My focus learner started to read after surveying. In order to get her back on the right track, first I had to prompt my focus learner by raising my hand and through “thinking aloud” I said, “Did I check the second part of SQ3R?” With that comment being made, my focus learner looked down at her checklist, realizing she forgot, and began to form her questions. At this time, she asked, “I’m supposed to form questions now, right?” During independent practice, my focus learner asked, “When do I fill out on the checklist?” I went back to remodel the text I read during guided practice. As my focus learner observed, she was able to successfully use the checklist correctly.]

To meet the comprehension objectives (primary learning target) for lesson 2, my focus learner was required to apply the SQ3R process for reading comprehension by referring to a checklist and completing a minimum of 3 out of the 5 steps independently (without prompting). Further, my learner needed to compose a minimum of 4 questions about the text that tests for understanding and answer 75% of them correctly (given minimal prompting). During instruction, I modeled and used the “think aloud” strategy of how to use SQ3R so she would be set up for success, just as in the first lesson so the learner can pick up on the repetitiveness. During guided practice, I talked through step by step; however, this time I would ask questions such as “What are we going to use to support and guide us?” “What is the first thing you’re going to do?” and “Can you explain to me what you just read?” As my focus learner answered questions, I gave her follow up answers to reinforce what should be done next. During independent practice, my focus learner was able to successfully compose 4 questions: 1. What is fresh water? 2. What is ground water? 3. What are aquifers? 4. What is the definition of permeable?
She also completed 3 out of the 5 steps independently. She needed prompting to form her questions and to look back to answer one question that was not answered. Additionally, she was able to recite after every paragraph in 1-2 sentences what the paragraph topic was about and had a 100% accuracy answering her questions when given minimal prompting. Although she was reciting, she tended to look at the text to grab her main points. I encouraged her by stating, “Eyes on me when you are talking.” In regards to the secondary learning target of seeking out and requesting help, my learner was required to seek out and request help by asking questions as needed with 90% accuracy (minimal prompting). During guided practice, my focus learner asked, “I have to do this, like the paragraphs or like these (pointing to the column text)?” I replied by pointing at the checklist and read aloud the survey components. During independent practice, my focus learner was not using her checklist when she first started. I prompted her to ask the question by verbally asking, “Did you use all of your materials?” The focus learner responded by asking, “I should use the checklist again?” As I nodded my head, I informed her that for guided practice and independent practice there would be new checklists used.

To meet the comprehension objectives (primary learning target) for lesson 3, my focus learner was required to apply the SQ3R process for reading comprehension by referring to a checklist and completing a minimum of 4 out of the 5 steps independently (without prompting). Further, my learner needed to compose a minimum of 4 questions about the text that tests for understanding and answer 100% of them correctly (given minimal prompting). During instruction and guided practice, to minimize the modeling and “thinking aloud,” since it is the third lesson, and to give my focus learner an opportunity to take what she has learned, I skimmed through the article and “thought aloud” each step I needed to go through (“Okay, let’s look at the checklist. I need to survey, question, read, recite after each paragraph, and then review my answers”). During independent practice, my focus learner only formed two questions. I decided to let her just form two questions for this section since it was a shorter selection of text and during the reading she may want to form more. Since I had to verbally prompt my learner to recite, she got 4 out of the 5 steps independently. In regards to the secondary learning target of seeking out and requesting help, my learner was required to seek out and request for help by asking questions as needed with 95% accuracy (minimal prompting). While my focus learner was surveying and forming questions, she stated, “What is thunder snow?” I simply replied, “Let’s read to find out.” This showed interest in the topic along with meeting the second learning target. During independent practice, as I introduced the “Make it Rain” experiment, she thought for a moment and stated, “Wait, how is it suppose to rain?” I acknowledged her question by getting her to critically think as I asked, “Well, what is precipitation?” Finally, at the end of the independent practice, my focus learner asked, “Would you like me to save the questions?” I replied, “Yes, put the questions into your science folder.” She asked these questions with no prompts needed, recognizing she needed to seek help. The four questions she composed: 1. What is precipitation? 2. What is a snow flurry? 3. How can the weather affect other people? 4. What is thunder snow?

To meet the comprehension objectives (primary learning target) for lesson 4, my focus learner was required to apply the SQ3R process for reading comprehension by referring to a checklist and completing a minimum of 5 out of the 5 steps independently (without prompting). Further, my learner needed to compose a minimum of 4 questions about the text that tests for understanding and answer 100% of them correctly (without prompting). During instruction and guided practice, since it was the final lesson, I asked my focus learner to explain to me what she needs to do, checking for her understanding of every step. She referred to her checklist as a guide. My learner was successfully able to go through and explain each step of the SQ3R. During independent practice, my learner was able to form 4 questions: 1. What is gravity? 2. What is accumulation? 3. What is a melt down? 4. What is the difference between a lake and a pond? All four questions were answered correctly without help. During the recitation portion, my
leaner responded to looking at me while saying what she read but her recall was not as strong as it was when she looked at the text. In regards to the secondary learning target of seeking out and requesting for help, my learner was required to seek out and request help by asking questions independently as needed with 100% accuracy. During engagement, while I was talking about the water cycle diagram, my focus learner asked on her own initiative, “What is a diagram?” I then decided to take it out to show her at that moment to support her learning. During independent practice, as my learner was forming questions, she asked, “Should I continue using split-page?” I positively responded as I said, “Of course.” Finally, during the closure of the lesson, when I read her the two written assignment options, she asked, “Can you re-read my two written assignments options?” Slowly, and clearly, I re-read both tasks. She asked these questions with no prompts needed, recognizing she needed to seek help.

During the final assessment, in regards to comprehension, my focus learner independently selected and formed her own questions and accurately answered them as Read and Write Gold read the text aloud. In regards to the use of appropriate seeking out help, my focus learner asked three questions during the assessment: 1. Can you re-play the first paragraph? 2. You just want me to fill in the bubble, right? 3. Should I give my paper to you or hold on to it?

e. For each learning target as reflected in the lesson objectives, analyze the focus learner’s strengths (what s/he appears to understand or do well) and where s/he continues to struggle or need greater challenge, including any patterns in errors, confusions, or needs. Be sure to cite evidence from your summary (above) as part of this discussion.

In regards to the primary learning target of comprehension, my focus learner was able to use the SQ3R strategy correctly for surveying, questioning, reading, reciting, and reviewing, along with properly using the text the find her answers. In lesson 4, my learner was independently and accurately using SQ3R and displayed how beneficial SQ3R is for her through the final assessment as she completed every step independently. Therefore, I know that this became one of her strengths. As I stated above for lesson 4, during instruction and guided practice, since it was the final lesson, I asked my focus learner to explain to me what she needs to do, checking for understanding of every step. She referred to her checklist as a guide. My learner was successfully able to go through and explain each step of the SQ3R. During independent practice, my learner was able to form 4 questions. This displays that the learning segment helped improve my learner’s proficiency using the reading strategy SQ3R. However, during the reciting portion, although she knew to stop at the end of every paragraph and say aloud what she read, she still relied on the text to summarize and still struggled slightly with the comprehension of the text. This is evident in lesson 4, as I state above, during the recitation portion, my leaner responded to looking at me while saying what she read but her recall was not as strong as it was when she looked at the text. Although she still struggled with her comprehension, the strategy did help her to better organize her ideas. Further, this is her first time using the reading strategy SQ3R and over time using this strategy she will become more confident in herself, to state what she read, without looking at the text. While recitation was a challenge, during the closure, while assessing the comprehension of the science topic and the strategy SQ3R, my focus learner was efficient in answering all questions accurately and demonstrated her knowledge through creative assessments, such as the written assignment, “The Life of a Rain Drop,” and through the use of technology. This data illustrates that she is a visual and auditory learner; the written component allowed her to visualize if she was a rain drop and the technology aided her to read the text, in order to comprehend and engaged her through applications which kept her focused and motivated. She struggled during the recitation portion because she had difficulty recalling the information if it was not displayed visually (diagram was useful in lesson 4) or after the text was read if she answered a question and then lost track of
what was read. Before answering her question, she needed to immediately state what she read right after listening to the text, and then see if any questions were answered.

As for the secondary learning target, my learner’s strength was through prompting; she was able to successfully figure out the answer to her question. For example, in lesson 2, my focus learner asked, “I have to do this, like the paragraphs or like these (pointing to the column text)?” I replied by pointing at the checklist and read aloud the survey components. In doing this, she was able to figure out the answer without me explicitly stating, “Yes, you need to survey the paragraphs, pictures and headlines. Towards the end of the lessons, my focus learner was able to ask questions without any prompting. If I were to give a new goal to my focus learner, it would be for her to speak up and sound more confident in herself because she can do it, which all the information and data above displays.

f. Identify any patterns in the related to focus learner performance and level or types of supports provided to the focus learner. How did this support affect the learner’s progress toward each learning target?

Cite evidence from the work sample, the baseline data, daily assessment records, and final assessment (if different from the daily assessment record) as needed, to clarify or illustrate your summary and analyses.

[I used prompt supports and immediate feedback during the four daily lessons/assessments and the final assessment. Throughout my learning segment, I kept a checklist, which provided her questions and displayed the increased number of times she sought help (See “Seeking Out & Requesting For Help Chart”). During the initial assessment the focus learner did not asked any questions nor sought for help. After given the checklist, and emphasizing the importance of asking questions when confused, the focus learner improved, asking on average 2 questions per lesson. On the bottom of the checklist I gave my learner as a reminder to complete the 5 tasks for SQ3R, there are a couple of lines to write down any comments or questions that she may have. This portion of the checklist served as a reminder to ask questions and increased her questions without verbally asking, “Do you have any questions?” This checklist also guided her to complete the 5 out of 5 tasks for SQ3R. For the primary and secondary learning target, I used gestural prompts such as pointing to the checklist and text to guide my learner to find an answer to her question. This is used during lesson 2 as my learner asked what she should be surveying - I pointed to the checklist. This prompt helped guide her to successfully complete the SQ3R assignment. I also used verbal prompts such as, “Think about it” or “Try again.” When my focus learner could not recognize she needed help, I would give a gestural prompt such as raising my hand.]

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 to the focus learner for the final assessment for the primary learning target? (Delete choices that do not apply.)

- Written directly on work samples or in a separate document

b. Explain how feedback provided to the focus learner addresses his/her individual strengths and continuing needs relative to the lesson objectives for the primary learning target measured in the work sample.

[On my focus learner’s final assessment I wrote a note, in a friendly, non-intimidating color (purple) giving feedback in regards to the primary learning target of comprehension. It states,
“I can see your growth and how far you have come from only four lessons, as this final assessment displays. You got 5 out of 5 questions correct. I like how you asked me what to do, as you doubled checked the directions. Nice job splitting your paper and forming questions.”

– Miss A

In person, when handing the lesson back, I stated:

“Good job using examples from the text, but try not to look at the text when you summarize the information, and if you read it and still don’t know an answer then you should read it again and look for the answer again. As you can see, using SQ3R can help with any type of text. With more practice you will be able to comprehend more and more difficult texts. Always remember to practice, practice, and speak up nice and loud. Keep up the great work and continue to believe in yourself!”

All of this feedback will continue to address her comprehension needs by pushing her further to communicate her understanding of the text.

c. How will/did you support the focus learner to apply the feedback to guide improvement within the learning segment or in subsequent learning tasks?

[All feedback provided during the lessons was used to reinforce my focus learner's understanding of why she selected the correct answer or to guide her in correcting her incorrect answer. For example, at 8:15 in lesson 3, I gave feedback when my learner did not have the right answer and was unsure what to do. Although she did not want to re-read the text, I modeled and reinforced appropriate behavior of how to find the answer by replaying the text. After the focus learner listened, she was able to answer her question. When my focus learner was on the wrong track, I said things like “Look at this question again” and used scaffolds, such as verbal prompts and looking back in the text, to guide my student towards the correct answer. This type of feedback was applied consistently during the final assessment and during all lessons to guide my focus learner towards improving her comprehension and self-correcting her mistakes. These are skills she then can apply during subsequent learning tasks with minimal prompting, if needed. I was able to see that the specific feedback was successful because my focus learner was able to independently complete lesson 4 and the final assessment showed much improvement from the pre-assessment.]

d. How will/did you support the focus learner to move toward using error prevention strategies, self-assessment, self-instruction, and/or self-correction?

[I moved my focus learner towards using error prevention throughout this learning segment. During each lesson, I modeled and “thought aloud” the SQ3R method, and explained the meaning and the purpose for using the SQ3R in order to make the learning segment meaningful. All directions were read aloud and each task was explained and guided (during practice) before my focus learner independently practiced. In regards to each specific learning task, I encouraged my learner before every lesson in order to raise her self-esteem. For example, before every lesson, I would state, “Good Morning. Today we are going to be learning about __________. You have been doing such a good job and I am seeing progress so keep up the good work.” I also made sure my focus learner was always on task to avoid preventable mistakes. For example, in lesson 2 at 5:39 in the clip, an employee in the background asked a teacher, “Are you still testing?” My focus learner turned her head and lost her attention. I simply stated, “Focus,” getting my learner back on track in order to prevent unnecessary mistakes. Before my focus learner would begin independent practice, I will always remind her to use the checklist. This checklist leads my learner to self-instruction as she uses the checklist as a guide to use the SQ3R methods. This checklist is also a self-correction tool as she can go back and
check what she has not checked off (look at questions that have not been answered) and go back to complete the incomplete tasks. Self-assessment is in place at the end of SQ3R where she can see all the parts and tasks of SQ3R that she checked off/completed and write on the lines below comments on how she did and if she has any questions. For any problems or for any sections my learner used the wrong way, I always provided prompting and comments in order to prevent these mistakes in future lessons.]

3. Evidence of Use of the Expressive and/or Receptive Communication Skill (function) and Other Communication Demands

You may provide evidence of the focus learner’s use of the targeted expressive and/or receptive communication skill (function) and other communication demands from ONE, TWO, OR ALL THREE of the following sources:

1. Use video clips from Task 2 and provide time-stamp references.
2. Submit an additional video file named “Communication Use” of no more than 5 minutes in length and provide time-stamp references. See Task 3 Evidence Chart for acceptable file types. Submit the clip in Task 3 Part C.
3. Use the work sample analyzed in Task 3 and cite use of the targeted communication skills.

When responding to the prompts below, use concrete examples from the clips (using time-stamp references) and/or the focus learner’s work sample as evidence.

- Explain the extent to which the focus learner had opportunities to use the targeted expressive and/or receptive communication skill (function) and other communication demands (vocabulary demands, syntax, social use of communication, situational expectations) to access the learning task and/or to demonstrate learning.

[My focus learner was given many opportunities to use her communication skill, asking a question, throughout this learning segment. My focus learner was required to compose questions through surveying a science text provided (adapted to her level) and take those questions she formed to find the answer by reading the text. In order to read the text, to aid my learner and to help her become more independent, she used the text-to-speech program, Read and Write Gold. Through using Read and Write Gold, this allowed my focus learner to find the answer to her questions. As seen in 5:04 – 9:57, in lesson 3’s clip, my focus learner surveyed the text, formed questions, and used the program Read and Write Gold as she listened to the text and found the answers to her questions. After every paragraph, she stopped to recite what she had read and wrote down any answers and for every part of SQ3R completed, the learner checked it off of her checklist. In addition, during this time, she was able to learn about what precipitation is. At the end of the checklist, the focus learner wrote any comments or questions if she had any. The lines served as a reminder and an opportunity to ask me any questions, seeking out for help. An example of questions/answers completed and formed during this process is attached in Task 3: Lesson 1 Work Sample. Through the SQ3R, my learner formed her own questions and found the answers by using Read & Write Gold.]

4. Using Assessment to Inform Instruction

Consider what you know about the focus learner and the effectiveness of your instruction/intervention and the learning environment when designing next steps related to
**both learning targets.** Consider all aspects of instruction, including support and environmental modification, as appropriate. Connect your next steps to your analysis of the focus learner’s performance. Support your decisions with principles from research and/or theory, particularly as it relates to evidence-based practices.

a. For both learning targets, describe next steps for instruction to
   - reinforce current progress toward or attainment of the associated lesson objectives.
   - support further progress in the curriculum after achievement of the lesson objectives.

[To reinforce and keep up the current progress that my focus learner has achieved in regards to her primary learning target of comprehension, I would continue to implement the learning strategy, SQ3R method and the split-page strategy in all of her other academic subjects when reading a text. Plus, after she used SQ3R and split page method, it would be a great study tool for tests to set her up for success. I would also highly recommend, when technology is available, that she uses *Read and Write Gold*, to help her become a more independent reader rather than just relying on a teacher. This will also strengthen her auditory skills, which will be beneficial because she is an auditory learner. My learning segment was very repetitive, and every lesson was the same set up, focusing on SQ3R, just reading about a different stage of the water cycle each day. The learning strategies and instructional approaches implemented into my learning segment were designed specifically to meet my focus learner’s individual needs and to apply key components of theory and research. During future instruction, I will continue to use visual and auditory components. Howard Gardner (1983) believed that all humans have different intellectual strengths. Some people learn best through hands on activities, whereas others may learn better from reading a textbook. In the article, “Big Thinkers: Howard Gardner on Multiple Intelligences,” it shares that since technology is so interactive, students will be able to show their understanding in a way that’s comfortable to them. For my focus learner, I have observed that using technology for assessment and also, *Read and Write Gold*, supports her learning style and will help display her strengths. I would give assignments to read to her that will be engaging to make her want to read and comprehend the text. I would also make the learning student-directed where she can relate to her own life, and give her assessment that aids her learning style. Lev Vygotsky (1978) explains his theory of the *Zone of Proximal Development* that proximity should also be taken into consideration. It helps decrease the gap between what a student knows and what a student does not know. Since my learner is on such a low level, and needs much support to catch up to grade level, one way to teach is to provide scaffolding to the learner. The teacher can challenge the students; yet guide them as well so they do not fail.]

Based on what the focus learner knows and can do and your next steps, describe implications for the focus learner’s IEP goals and/or curriculum.

[By the end of my learning segment, since my focus learner was able to comprehend the scientific text with 100% accuracy when using SQ3R during lesson 4 and did well during the final assessment, I would build upon her IEP goal of comprehending texts by having her work on her weakness (looking at the screen to recite after she read) and keep reinforcing using the SQ3R for comprehension. As I did during the learning segment, I would choose a text on her grade level and continue to have her work with that specific type of text; as she masters it she will continue to grow through differentiated activities with technology integrated.]