**Assessment Commentary Directions:** Respond to the prompts below by typing your responses within the brackets following each prompt. Do not delete or alter the prompts.

**Please submit the following documents separately:**

1. *Blank copy of your assessment*
2. *Answer key(s) for your assessment*
3. *3 student work samples with your feedback included (can be submitted as a single file or 3 separate files). Be sure to label below, on, and above level learners.*
4. *Optional – your original excel sheet can also be uploaded separately. It needs to be copied and pasted for 1c directly within this commentary.*

**1. Analyzing Student Learning**

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

[ CCSS.MATH.CONTENT. 4.NBT.B.5

Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

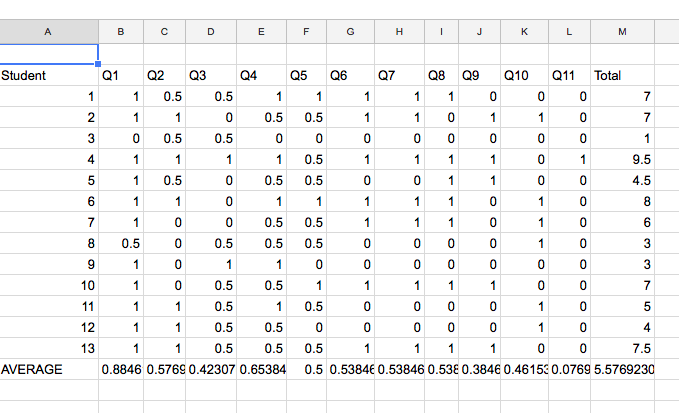
Lesson Objectives:

* Use place value disks to represent three digit by one digit multiplication
* Multiply three digit by one digit numbers applying the standard algorithm.]

b. Provide the evaluation criteria you used to analyze student learning. *Part of this should be attached separately – this should be the answer key to your assessment. The other part of the evaluation criteria you can answer below – how do students need to perform in order to “master” the assessment (i.e., what grade should they earn).*

[ Multiplication Quiz: This quiz consists of 11 problems that will measure students’ understanding of of using place value disks to represent three digit by one digit multiplication and also applying that in the standard algorithm. Each question is worth 1 point, with partial credit being available. To earn mastery students would need to receive 9 out of 11 points.]

c. Provide a graphic (Excel chart) and narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria described above.



[The chart shows that 13 students took this quiz and there were 11 questions. For each question students were awarded 0, 0.5, or 1 points. The total points earned are also displayed on this chart. This chart shows me that every student but one (Student number 8) earned full credit for the first question. It also shows me only 1 student received credit for question number 11. This tells me that students were not able to read a word problem, look at a chart, and understand what to multiply in order to solve the problem. Only one student earned mastery by receiving a 9.5 on the quiz. Six other students scored a 6 or above, and six students received a score of 5 or less.]

d. Use evidence found in the **3 student work samples 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
* Procedural Fluency
* Mathematical Reasoning or Problem Solving Skills

*Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).*

[ The high level learner and on level learners showed a conceptual understanding by correctly filling out the place value charts to represent the multiplication problems. However, the low level learners did not show an understanding of it. The high level learners and a few of the on level learners displayed procedural fluency by being able to work out the multiplication problems using the standard algorithm, whereas the other half of class (being some on level and some low level learners) struggled with these problems. The last question of the assessment was a word problem that only 1 high level learner got correct while the rest of the class did not receive any credit for, showing me that problem solving skills were not mastered by this class.]

**2. Feedback to Guide Further Learning**

Refer to specific evidence of submitted feedback to support your explanations.

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

[ For the high level learner the feedback addressed her strengths (ex: “awesome job on showing me that you moved the 1 from the tens to the hundreds place). To focus on areas where she needs work I reminded her to work problems out so as to not make silly mistakes and get them wrong. For the on level learner I did much the same as I did for the high level learner. I addressed his strengths by telling him what he did good on, and the areas where he needed work I told him how he could have worked the problem and gotten it right (by drawing a picture or a graph to help him understand the word problem better). The low level learner’s strengths were pointed out by telling him good work on answers that he got right. To help him have a better understanding of the learning targets measured I gave him feedback addressing what needs to be worked on and that we could work on it together.]

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

[ I will support students to apply the feedback to guide improvement by going over the quiz as a class and working the problems out together. I would also pull them back into groups by their ability level and go over specific needs. After reviewing their feedback and needs with them I would give them an opportunity to rework any problems they missed to show me that they have a better understanding. They would also receive partial credit for revisions.]

**3. Using Assessment to Inform Instruction**

a. Based on your analysis of student learning presented in prompts 1c–d, describe next steps for instruction

* for the whole class
* for the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

[ The next steps for instruction would consist of reviewing the multiplication representational models and abstract models as that is where as a whole they struggled. To focus on specific needs, I will pull groups to the back and work with them to make sure they have an understanding. The high and on level learners will be provided more opportunities to work on the standard algorithm, while the low level learners will focus more on how to represent a multiplication problem in a place value charts. Once they have a better understanding of that I will then move on to the standard algorithms.]

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

[ After student analysis the next steps taken will be to ensure that students have a better conceptual understanding, more procedural fluency, and can mathematically reason or problem solve. After reviewing the assessments it is evident that the students need more instruction and review. According to Vygotsky’s Zone of Proximal Development theory these skills that are too difficult for the students to work on their own can be guided through adult or peer instruction (https://www.simplypsychology.org/Zone-of-Proximal-Development.html).]