

Assessment Commentary Directions: Respond to the prompts below (**no more than 10 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 Students' Development of English Language Proficiency through Content-Based Instruction

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

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

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- 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.

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- 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 their development of English language proficiency within content-based instruction.

Consider what students understand and do well, and where they continue to struggle as they acquire English language proficiency and content simultaneously (e.g., common errors, confusions, need for greater challenge).

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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? (**Delete choices that do not apply.**)

- Written directly on work samples or in a separate document
- In audio files
- In video clips from the instruction task (provide a time-stamp reference) or in a separate video clip

- b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to their development of English language proficiency within content-based instruction.

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- c. How will you support students to apply the feedback to guide the development of English language proficiency within content-based instruction, either within the learning segment or at a later time?

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3. Evidence of Language Understanding and Use

You may provide evidence of students' language use **from ONE, TWO OR ALL THREE of the following sources:**

1. Use video clips from Task 2 and provide time-stamp references for language use.
2. Submit an additional video file named "Language Use" of no more than 5 minutes in length and provide time-stamp references for student language use (this can be footage of one or more students' language use). Submit the clip in Task 3 Part B.
3. Use the student work samples analyzed in Task 3 and cite language use.

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

- Explain and provide evidence for 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.

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4. 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 ELLs in your class who may require different strategies/support, such as students with IEPs, Students with Interrupted Formal Education [SIFE], readers who struggle in their first language, students at varying levels of language proficiency, long-term ELLs, underperforming students or those with gaps in academic knowledge, and/or gifted students.

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

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