1. Analyzing Student Learning
   a. Identify the specific learning objectives and standards measured by the assessment you chose for analysis.
      - [ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.]
      - [ELACC8W3: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.]
   b. 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 submitted in Task 3, Part D.
      [As a whole class students were able to demonstrate their ability to come up with three main reasons why humanitarian efforts are crucial for refugees to survive. Roughly 70% of the class was able to take these main ideas and form effective topic sentences that conveyed their general ideas. The majority of students were able to group together and provide relevant evidence from three different text sources (graphic, print, and photo). However, some students struggled to identify which evidence best fit the main idea of a particular paragraph. Furthermore, struggling readers had a difficult time finding evidence from the article to help support their claim and/or paragraph topics. The analysis or explanation of the evidence is where students struggle the most. Consequently, this was one of the areas where the students demonstrated the most learning throughout this unit.]
   c. 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
      - comprehending and making meaning from complex text
      - interpreting and/or responding to complex text
      Consider what young adolescents understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).
      [As mentioned above most of the students in this class understand how to develop a topic sentence and provide relevant evidence. The common errors or areas of confusion lied within the students’ ability to explain their evidence in relation to their claims. Student #1 provided excellent topic sentences. The student provided good evidence, but could have used more variety to help support the topic of their paragraphs. The explanation of evidence was logical but did not directly explain how it helped support their claim. Student #2 has gaps in academic achievement and had difficulty citing and explaining evidence. Student #3 is technically an English language learner, but has made great progress in...]}
recent years. This student had difficulty identifying where their evidence came from. Overall they did a good job of explaining their evidence and making meaning from complex texts to help support their claim.

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/file;

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

[Student #1 received feedback on their outline addressing the need for their evidence to support the entire idea of the topic sentence. This student received positive feedback on their strength in constructing a topic sentence that introduces a solid main idea for their claim. Furthermore, the student received positive feedback for their explanation of evidence. Student #2 received feedback to inform them that they needed to work on their explanation of evidence as it relates to their claim. The student also received positive feedback for their appropriate use of relevant evidence. However, the student also received feedback that they need to work on properly citing their evidence. Student #3 received feedback to help them make their topic sentence more direct and concise. This student also received feedback that they need to identify where they get their evidence from when working with multiple sources. The student received positive feedback pertaining to their explanation of evidence.]

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

[I will support young adolescents to apply the feedback at a later time when they finalize their five paragraph essays. Students will use these outline templates as a resource for how to group, organize, and explain evidence. Furthermore, students will work more on explaining their evidence in an effort to better construct meaning from a complex text(s).]

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.
a. 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.

[Some students, like student # 1, were able to display the language function in creating the outline of a paragraph with a focused topic sentence, cited evidence, and explanation of evidence. Student like these demonstrated their ability to use the language function by presenting a clear topic and idea, making a direct reference to the text, and explaining the evidence by using transition words such as “this evidence shows how...” Furthermore, many students were able to use content specific vocabulary to help construct meaning from the text. Specifically students 1, 2, and 3 had a firm understanding of vocabulary such as *humanitarians, refugees, resources, evidence, and crucial*. One last language function students were able to demonstrate as the unit went on was their ability to make inferences and construct meaning from a text to help *support* their claims.]

4. Using Assessment to Inform Instruction

a. Based on your analysis of young adolescent learning presented in prompts 1b–c, describe the next steps for instruction

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

Consider the variety of young adolescent learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[Based on my analysis the next steps for the whole class will focus on the explanation of evidence and the construction of an organized essay. Even with the template outline many students were challenged to organize their evidence into three distinct paragraphs. Furthermore students had difficulty properly citing and relating their evidence back to their main claim. Therefore the next steps will also focus on the construction of an introduction and conclusion paragraph to help keep them on track with their claim throughout the essay. Learning strategies such as cooperative group work proved effective in this unit and will be used in future lessons to help young adolescent learners provide support to their peers. For my three focus students I will use them as an example of the strengths and weaknesses of my classroom pertaining to the learning objectives. This will hopefully help me to identify students who need different strategies and/or supports for learning in future instruction.]

b. Explain how these next steps follow from your analysis of young adolescent learning.

Support your explanation with principles from research and/or theory as well as young adolescent development.

[These next steps focus on the weaknesses and/or holes in academic learning that I assessed in my classroom. I will continue to use cooperative group work to help guide my lesson plans as numerous qualitative and quantitative studies support the notion that learning is a social enterprise. Also, young adolescent at this age benefit both academically and socially by interacting and deliberating with their peers. Finally, I intend to continue in helping my 8th graders organize and construct an extended response to an]
issue or prompt. Not only do I believe this is a crucial skill to help my students excel on the numerous standardized tests and benchmarks being thrown their way, but also one that will help them throughout their life, inside and outside of the classroom.