

**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**.

[Lesson 1: The three spatial concept words chosen to start with were selected due to the student's baseline assessment. The learner showed that he was familiar with one of the three words. I felt that starting his lessons with one familiar word would help him feel confident in his lessons. I picked three of the spatial concepts that the cooperating teacher had started to work with the learner on, two days prior. No formal assessments were given. The assessments were informal and based off of observation and notation of the learner's responses.

I learned that starting the lesson with the entire classroom was not a great idea as the learner was still trying to identify these concepts. The learner's scores dropped and he did not show progress but rather the opposite, as seen on excel assessment chart, sheet 1. The learner also reflected a decrease in time spent on the activity. His baseline data showed that he could stay focused on an activity 4-6 minutes. The learner showed a decrease of time during our first lesson. He stayed on task for a total of three minutes, as displayed on excel assessment chart, sheet 3.

The remaining four lessons were logged the same as the first lesson. I would log how many correct/incorrect responses the student made and notate the time the learner was able to stay focused on the material during each session. The learner's growth/decline was notated and observed after each lesson so I could make necessary changes before the next lesson, if needed.

Lesson number 5: The objective changed as the learner was given a new spatial concept, *next to*. I modeled the word and then logged his correct/incorrect responses the same way as the previous lessons. Lesson five was also my final assessment to see how the student would progress with his three concepts once I gave him new concept. ]

- 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.

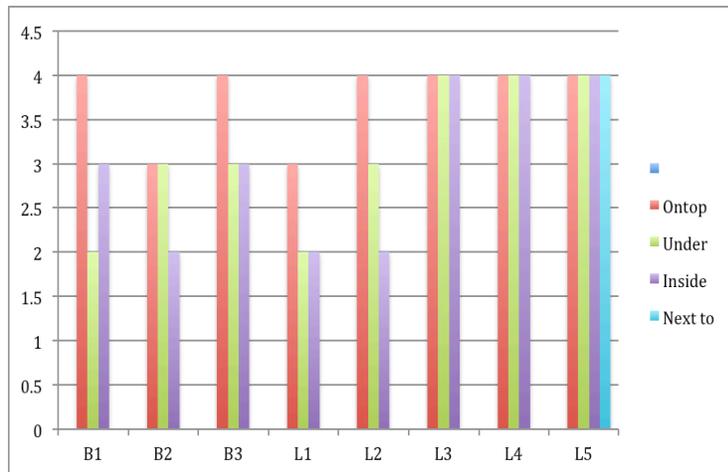
[No changes were made to any assessment or lesson plan. I did have to make sure that our lessons were one on one after assessing the learner during our group activity in lesson one. This change was due to the learner showing that having other children made his lessons difficult to concentrate on. The notated scores in both the concepts and time spent on activity dropped. The student showed that it was hard for him to

concentrate and stay on task. His scores dropped but also his time on the activity dropped as shown in the charts on the excel chart on all three sheets. ]

- 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.

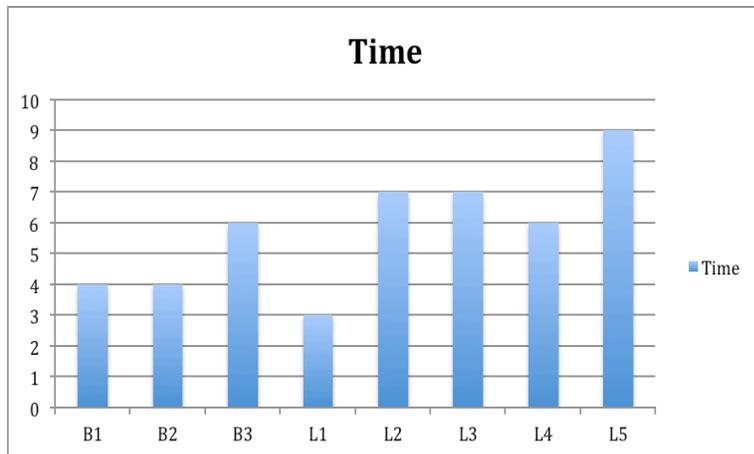
[The entire segment on both videos is a work sample and the assessment of the learner as he is identifying the concepts by placing items where I am telling him to place them. I would then mark down the correct/incorrect response as well as the time spent on the activity.]

- 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.



The learner was prompted to place different objects in certain conceptual locations four times for each concept across five different lessons. The student showed growth in learning the three spatial concepts *on top*, *under* and *inside*. The learner was able to show growth by showing 100% accuracy across three lessons. This accuracy was also shown with the addition of a new concept *next to* during the final lesson. As the chart shows, the learner was not displaying consistency in his answers prior to the last three lessons. He was continually under 80% accuracy until lesson three. At this point the learner showed growth and consistency was 100% accurate.

The biggest drop for the student shows during our first lesson, the group lesson. He shows huge growth in the two words *under* and *inside*. The final lesson added the *next to*. The learner shows that he not only quickly learned the new concept but, was able to retain the old concepts.



The above chart shows how the student was able to increase the time he spent in a teacher directed activity. The student was under the five minute goal two thirds of the time during the baseline. The lessons showed a huge increase with the student averaging 6 minutes. The final lesson was a huge increase with the learner staying with the activity for nine minutes. The student did show that the time spent in an activity increased when he was doing an activity at his own rate of speed and without peer distractions. The learner showed this in lesson 1 with a decrease of time staying focused on the activity. He actually decreased his time from the baseline times. Once the learner was working with me one on one, he increased his times and topped out at nine minutes. During this lesson, I tried to stop as I wanted the learner to stop at a point where he would be successful but he wanted to continue]

- 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.

[The learner's strengths were show when working with me one on one. He shows huge increases in retaining the concepts as well as staying on task and achieving his goal of working with me for five minutes. The only pattern of errors noted was during our group activity. As I mentioned above, the chart shows that the learner struggled with the lessons when working with a large group of peers. I feel that once the learner masters a concept, bringing in a peer will help build his confidence in preparation of working with the whole class. I feel that the slow addition of peers would also help with his ability to stay focused on the activity, once the learner was more confident in his skills. ]

- 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.

[As I have mentioned, the learner struggles with group work and this affected his work. Removing him from the group was beneficial to help the learner to achieve his goals. It

was also helpful for the learner to have supports put in place using activities that he was interested in.

The learner also showed great interest in the positive support provided after each success. In each lesson I modeled the vocabulary for the learner as he placed the items in the appropriate place. An example is, I would say “good job, you put the car on top of the block. I noticed that the final lesson, video of lesson 5, that the learner was beginning to verbally describe the concept as he was placing the objects where they belong. ]

## 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.)**
  - In a video clip from the instruction task (provide a time-stamp reference) or in a separate video clip
- 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.

[I provided the learner with verbal feedback and praise for his accomplishments. I showed the learner the video of lesson 5 and praised him for doing such a great job. The learner watched the video, laughed, and talked about ‘Mike and Sally’ (at minute 2:55). The learner enjoyed watching his self work with me on the video.] I am not sure he understood the feedback I was giving him as he walked away to find Sally and Mike to play with.]

- 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?

[I provided the learner with positive feedback immediately upon correct responses. If the learner made a mistake he was encouraged to look at his mistake and to try again. Positive reinforcement was provided for successful attempts and I modeled the correct response for a second error and said, “good try.”]

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

[The learner was encouraged to notice errors and to try again. I would provide the learner the time to think about his response, If the learner struggled, with his second attempt, I would model the correct concept and then I would have him try again. Lesson number 5 video shows the learner self correcting an error at 2:10.]

## 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.

[Our lessons focused around my telling the learner where to place each item to show if the learner understood the concept. The tasks were done this way as the learner has just begun communicating. I made sure to model the vocabulary each time the learner placed the item in the appropriate place. The learner demonstrated, during each lesson, his receptive communication skills when he placed the items in the right place. The video of lesson 5 shows the learner verbally describing what he is doing at time stamps 1:04 1:16 and at 4:03. This was something new for the learner, as he was feeling more confident in his work.]

#### 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.

[I worked with the learner for two weeks on spatial concept instruction and working on maintaining focus for five minutes. The learner demonstrated an ability to not only

achieve his goals but also to exceed them. The Repetition of the instructions helped the learner but so did the Embedded Instruction Approach I used, which was Activity Based Instruction (evidence based approach) and Differentiation. The instruction was based off of the learner's interests and the learner's skills were taught within a variety of activities. As the learner has shown that learning spatial concepts is easier for him without having the peers and while using materials that the learner is interested in. The learner has shown through his gains that continued instruction should follow the same routines for the learner.

The lessons were great for this learner. The teacher had stated that the learner has a difficult time with group work, partially due to his earlier life experiences and the learner showed this through his first lesson with the classroom. The lessons still took place in the classroom with peer distractions and the learner was still able to achieve his goals.

My next step would be to continue the learning segments while allowing the learner to pick a peer to work with. I would have the children pick out the materials together, for us to use during our sessions. I feel that this would be a good goal for the learner to work towards. I would also continue our lessons and add in new spatial concepts until the learner has mastered all the concepts. Our final goal would be for the learner to apply his mastered skills with the classroom in a group session. ]

- b. 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.

[The learner has shown mastery in the spatial concepts and time spent on the teacher directed activity. The learner has not demonstrated mastery on all spatial concepts so the learner has not yet achieved his IEP goal. While the student has demonstrated an ability to maintain attention for more than five minutes he has not done this through all domains, such as circle time.

I mentioned above that a goal for the learner would be to demonstrate an ability to apply his learned skills with the group during circle time as well as being able to participate in circle time for five minutes without prompting. This would help the learner to feel more confident when working with all of the peers. ]