

TASK 3: Assessing Student Learning

Assessment Commentary Template

1. Analyzing Student Learning

- a) The specific standards and objectives that were the central focus from the learning segment that are measured by the two assessments chosen for the analysis include students constructing an explanation in determining if a given passage contains the elements of a haiku, as well as the construction of student individual haikus about their personalities. The student generated poems were to contain the specific elements of a haiku; three lines and 5-7-5 syllabication pattern.
- b) Respond to prompts below to create a summary of student learning relative to your evaluation criteria:

1. For the Do Now assessment, students were required to read a teacher generated haiku about nature. After reading the poem, students were to use what they learned about the specific elements of a haiku poem to determine if the poem was a haiku or not. In reading the poem, students should have made connections to the haiku in identifying that the poem contained three lines, depicted imagery about nature, but failed to fulfill the 5-7-5 syllabication pattern. In evaluating student work samples, 0 out of the 3 students were able to answer the question correctly. None of the students was able to identify that the poem did not contain the 5-7-5 syllabication pattern of a haiku poem. Two of the student response contained answers that did not contain reasoning behind their response. Only 1 of the students used the elements from the haiku poem, but it was evident that the student had not identified that line three of the poem contained 7 syllables instead of 5.

For the You Do Assessment, students were required to use all the skills and elements that were pertinent to a haiku poem, to create their own individual poem that was reflective of their personality. Students were given a teacher generated handout that had identified spaces to support the syllables within each of the three lines. In assessing student work, 2 of the 3 students were actually completed and submitted the assignment. The directions were for students to create a poem that was reflective of their personality. One of the poems accomplished that goal, while the other poem was about nature. The student whom constructed the nature poem was also able to fulfill the 5-7-5 syllabication pattern. The personality poem completed the poem with a 5-8-5 syllabication pattern. The third student took his haiku paper and before turning it in, threw his paper in the trash before transitioning to the Special Education Language Arts class.

2. Students were able to identify some of the elements that are specific to the haiku poem. Two of the three students appeared to understand that there was a specific syllabication pattern involved with creating haikus. Students displayed some difficulty using the syllabication process to identify words that contained specific syllables to complete the individual lines within the haiku, as well as to determine if words and phrases completed a specific haiku poem. I feel that there was confusion in the syllabication process and how to determine the amount of syllables in designated words. I feel that students may have been confused with the process involved in completing the Do Now, where they would have to examine all of the elements of the haiku to determine if the poem was in fact a haiku.
3. Common patterns across the class involved the process of determining if the teacher generated poem was a haiku. Most students were able to identify the elements of haiku poems to explain their reasoning, (three lines, from Japan, usually about nature) but forgot or did not know how to determine the amount of syllables in words. In reading the student generated poems, students had difficulty identifying specific words with

specific syllables to fulfill the requirements of each specific line. Students expressed difficulty in using the teacher generated handout with the lines designated to break down the syllables. Students used the lines that were indicated for specific syllables to fill in any words, without thinking about the amount of syllables that were contained in each word.

- c) Respond to prompts below by referencing your understanding of the two focus students:
1. Each of the two students that completed the final individual student generated haiku poem both utilized the concepts and elements of haiku poems. The students completed the three lines, and used the syllables lines to support the syllabication format in each line. For the Do Now assessment, only one of the students utilized all of the elements of haikus to create response and explain if the teacher generated passage was a poem. Both students did not answer the question correctly and identify that the poem was not a haiku because it did not follow the specific syllabication patterns. Although both students were able to create their own individual poem, the directions were for students to create a poem that was reflective of their personality. One student created her poem about nature. In reviewing the student samples, I feel that she would have benefitted from having the directions clearly written on the teacher generated handout or on a separate sheet attached to the handout.
 2. After analyzing each student's work sample, conclusion around their individual learning concludes that they understood the elements and the structure of the haiku poem. Both students expressed difficulty in determining if the teacher generated poem was a haiku, and could have benefited from additional modeling on how to identify and determine the syllables with specific words. It would be beneficial to see how students created an additional haiku poem, possibly as a homework assignment to see if they fully understood the process without the support of the anchor charts that were displayed in the classroom. With the notion that one of the students threw his poem in the garbage while transitioning to his reading class, I wonder about what difficulties he had, especially since I know he takes pride in displaying his work and accomplishments.

2. Feedback to Guide Further Learning

- a) When assessing the Do Now of students, there was a large number of students whom did not answer the question correctly. Thus as a means of re-teaching the essential elements and concepts involved with the haiku poem, the Do Now was discussed as a whole group process. I kept student samples, but realize that if I had assessed their work, distribute the work back to students, then held a whole group discussion on the Do Now so that students could gain feedback on their individual progress as well as get visual support in identifying how the third line of the poem did not fulfill the 5 syllable pattern. When receiving the student generated haiku poems to assess student progress, I received the poems on a Thursday afternoon, leaving four days before I would next see students, when we would have to begin working on limericks. Looking back on the essential feedback component to the learning segment, it would have been beneficial to have had a student rubric attached to the handout so that students could use it to guide their work, as well as to have information on their progress with the activity. If students were given the poem back along with feedback, students could have re-submitted the poem with revisions to assess if students had mastered the syllabication process.
- b) The lack of feedback did not adhere to the notion of having students meet the learning objectives. All work that students submitted needed to be reported to my mentor and he would determine if students would receive the work back. Without feedback, students were unable to gauge their own individual progress with haiku poems. Even with partaking in the whole group corrections or review of the haiku poems, without a visual of their own work, students were unable to gain a sense of their progression with the poems.

- c) Opportunities for students to apply feedback to improve their work within the learning segment or at a later time were not provided for students. I held onto student assessments to be able to submit grades to my mentor, once all grades were submitted on Thursday, the following week began with students studying a new style of poetry, which was a limerick. Students should have been given immediate feedback to monitor their progress. Students were given feedback as a whole, when on the third day of instruction; I took some additional time to address the mistakes that were made with the DO NOW. I used the elmo to display the syllabication process in determining if the poem was a haiku or not. Students would have benefitted from having their own individual Do Now at their discretion to make individual corrections to their responses but also to participate in the group process of identifying the specific syllables within the given words. Given a teacher generated rubric, students could have used the rubric to guide the development of their poem, as well as receive feedback on their progress. Students could have then taken the feedback from the rubric home to work on the haiku and make revisions

3. Using Assessment to Inform Instruction

- a.) The assessment activity helped to make meaningful decisions about student learning because it allowed an opportunity for students to create a written response about how they would analyze a given passage to determine if it was a haiku poem or not, based upon what they had learned about the elements of a haiku. I feel that the Do Now may have been more beneficial to student learning after more instruction and explicit modeling on the syllabication of words to fulfill the syllabication patterns of each one of the lines. I feel that the assessment activity that involved students creating their own haiku poems should have had additional directions written at the top of the hand out or on an attached sheet to guide student work. Along with explicit directions, attaching a student rubric that would indicate that the poem had to contain three lines, follow the 5-7-5 syllabication pattern, as well as be reflective of their individual personalities, would have supported the development of their poems.
- b.) Instruction for the whole class would be to discuss the significance of the syllabication process that is relevant to haiku poems. Students need further modeling and explicit demonstration on how to identify syllables in specific words, as well as to create word banks that are reflective of the number of specific syllables to have a visual support of words that could contribute to the development of their haiku poems. Reflecting on the notion that one of the identified students threw out their haiku poem; his anguish indicates that students needed more guided practice before completing the task on their own. Students would have benefited from more practice with simpler haiku poems. Students would have benefited from having more whole group practice on strategies that they could utilize to identify the syllables within words. It would have been beneficial to create large anchor charts where students could see how words are broken down based upon the amount of syllables that they had. As a whole, students would benefit from just having two days of instruction for the specific style of poetry. Students needed additional practice in mastering the syllabication process before being able to construct their own haiku poems.
- c.) Individualize steps for the two focus students would be to have a teacher student conference about their individual haiku poems. Additional practice developing other types of haikus given specific themes and or subjects would allow for me to gauge if students can identify words that would be relevant, as well as their ability to follow the required syllabication patterns. In regards to the student whom threw away his haiku poem, further instruction with haikus would include time for independent practice, partner work to manipulate words and phrases to complete the syllabication patterns, as well as time for individual conferences, so as to be able to identify what specific difficulties he was experiencing with the haiku. It would also have been beneficial to give an overall assessment with students indicating their level of comfort with the poems, and what elements they felt they needed the most support with.
- d.) These steps follow from my analysis of student performance, because as a whole most students displayed difficulty with the syllabication pattern of the haiku poems. With additional modeling/demonstration and guided practice with how to identify syllables in specific words, and

words that contained a designated amount of syllables, students would be more comfortable in participating in partner activities where they could manipulate words and phrases. I think that in providing simpler poems to examine, students may have felt more comfortable in working with haiku poems, if the majority of the initial poems they could practice with, contained one syllable words and then progressed into 2-3-4 syllable words once they were more comfortable with the syllabication process. Students would have benefitted from additional practice before having to complete their individual poems.

4. Evidence of Academic Language-

- a) Student work samples were able to provide evidence that they experienced difficulty in trying to analyze a teacher generated passage to determine if it was a haiku or not. Students used the support of the anchor charts to provide responses in their explanation using essential vocabulary that described the elements of haikus, but missed the key element of syllabication. With the large number of students that used the teacher generated handout with blank lines to remind them of the syllabic patterns, students clearly indicated that their strengths were not reflective of being able to identify words with specific syllables, nor the amount of syllables with words. Students would have benefitted from more explicit and guided practice on the breakdown of words, as well as benefit from anchor charts that contained words banks of words with specific amounts of syllables to guide their development of haiku poems. The language demand required students to be able to manipulate words to fulfill individual syllabic patterns to create words and or phrases that would describe specific themes and or events. Students displayed difficulty in identifying a wide range of vocabulary words and repeated the same words within their poems.
- b) My language support did not provide the significant amount of scaffolding in order to promote the appropriate language development in students with varied language levels. In trying to promote the notion of specific syllabic patterns, I feel that I omitted the essential process of supporting students in identifying a wide range of vocabulary that could be utilized to create their own phrases for their poems. I feel that although students had some prior experience with syllables during their differentiated reading groups, they needed more explicit modeling and practice to gain an understanding of the fact that syllables were units of sounds that are related to the amount of vowels within a word.