

### Score of 5 for Rubric 15 (Task 3, Prompt 4ab)

**4a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction to impact student learning:**

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

**[Whole Group]:** Based off the results of my analysis in prompt 1 b and c, I will be able to move on to the next unit as long as I target similar objectives that involve evaluation and incorporation of text-evidence in the lessons to come. In other words, I will continue to **scaffold** students into sufficiently evaluating text-evidence. A majority of students met (mastery OR satisfactory) both objectives: 1. TLW evaluate the effectiveness of an argument; 2. TLW justify their claims with evidence. In other words, the majority of students successfully or satisfactorily **interpreted and responded to complex text by evaluating the elements** of an argument presented in a text to **determine the effectiveness** of several arguments with **support from text-evidence**. However, since only 29%-33% of students **mastered** the objectives, **my next steps** will incorporate remediation related to the objectives assessed during this unit *with* new skills and concepts.

**Special Groups:** For the 29%-33% of students identified as needing improvement in prompt 1 b and c, my **next steps** will address objective remediation as a part of the feedback process as well as the whole-group remediation mentioned above. This **targeted group** will receive a remediation activity attached to their feedback that addresses the areas they need improvement in. Most of the students falling in this group will receive an activity related to one out of the three patterns of learning mentioned in prompt 1.C. My **next steps** will have students review the basic processes involved in **interpreting and responding** to the effectiveness of an argument. However, there are a **few** in that category that simply misunderstood directions or did not complete the assessment. For the **group of students** that failed the assessment because of a misunderstanding of expectations, my **next steps** will incorporate a lesson on breaking down and comprehending a writing rubric. Review of important academic and content related vocabulary will *also* be helpful for all the students included in the percentage that did not meet the **objectives**.

**Focus Students:** **Focus Student 1** demonstrated the **first pattern of learning** by incorrectly selecting the wrong argument as the most effective one. This student clearly demonstrated their comprehension of the argument and the elements involved in an effective argument. **Focus student 1 met the objectives but needs to analyze the mistake made in her assessment.**

Therefore, **my next steps** will begin as soon as the student receives her feedback. At the back of the student's work sample I will attach a handout that will push the student to review the differences between the argument she selected as the most effective with the argument that is actually the most effective. This activity will push the student **to interpret and respond to the differences and similarities between each complex text** based on craft and evidence.

**Focus Student 2** demonstrated the **second pattern of learning** by inadequately selecting and evaluating text-evidence. In order to support this student's progress towards meeting the objectives assessed, **my next steps** will incorporate **direct instruction** and **modeling** on the process of selecting and evaluating text-evidence. My next steps will also include me attaching a handout to the focus student 2's work sample and feedback. This handout will include examples of text-evidence incorporated in strong writing samples as well as requiring the student to evaluate an example of evidence in a short response.

**Focus Student 3** demonstrated the **third pattern of learning** by analyzing the content of each argument instead of the craft, or parts of an argument. My **next steps** will begin by having the student watch 2 YouTube videos about analyzing the craft of an argument. Then **Focus Student 3** will be assigned to write an analytical summary that details the strategies found within the most effective argument. Moreover, **my next steps** will continue to emphasize the difference between content and craft in relation to future objectives and standards studied.]

**4b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.**

[**Whole Group:** Since the majority of students were identified as either satisfactory or mastery, I know that I can move on to the next unit as long as I continue addressing evaluation and text-evidence skillsets. By continuing to **scaffold** students through these higher order methods of thinking, I meet them at their zone of proximal development as described in "The Zone of Proximal Development in Vygotsky's analysis of learning and instruction." Scaffolding will support students while they practice difficult concepts and skills related to evaluating and supporting their writing with sufficient text evidence. I will be able to meet them where they need me while still challenging them with new and difficult concepts.

**Special Groups:** My **special groups**, those that **did not meet the objectives** and need remediation, will receive **differentiated practice** activities that review

an objective they did not meet. It is clear they did not have enough practice with the objective, and need review designed for them. In *Classroom Instruction that Works*, Marzano discusses the importance of incorporating adequate **practice** time in the classroom, “mastering a skill requires a fair amount of focused practice.” Furthermore, since the review activities will be **differentiated**, I will be able to support each different type of learner making sure everyone has a chance to demonstrate their learning (Tomlinson).

**Focus Student 1:** My **next steps** designed for **Focus Student 1** will remediate her mistake by having her **compare and contrast** the argument she chose with the correctly placed argument. According to Marzano, The process of comparing and contrasting the strategies inside each argument will enhance her existing mental representation or abstract schema for the information, increasing the likelihood that she will make connections when she encounters other arguments and will be able to make sense of it. Therefore, by having her call on her schema, there’s a better likelihood of her understanding her mistakes and using them to support future learning (Marzano).

**Focus Student 2:** Since **Focus Student 2** demonstrated a common and expected pattern of learning, my **next steps towards remediation** will be incorporated in whole-class direct instruction as well as **modeling**. The analysis of student work assures me that modeling will further support student mastery of objectives because they need more contact with expert work and the process of learning. In Chapter Four of *Classroom Strategies for Interactive Learning*, Buehl justifies the use of modeling by stating that it positions students to become independent learners over time. For example, “A think-aloud provides students with a window into the wisdom and strategy employed by an accomplished thinker during reading, allowing them to create a mental model of effective practices” (Buehl).

**Focus Student 3:** **Focus student 3** has an IEP and learns better from visual and verbal instruction. Therefore, by selecting two videos that review the craft involved in arguments will support her learning needs. According to Slavin in *Educational Philosophy Theory and Practice*, “Technology is increasingly being used in the classroom to combine text and visual content. This multimedia approach has been found to enhance students’ learning as long as the text and the images correspond and directly support each other (Slavin). The selected videos incorporate images that will assist the learner’s comprehension of the content presented in the video. Since she is already familiar with the content, the videos have a high chance of supporting her remediation of the objectives.