



# Making Good Choices

Addendum for Elementary Education: Mathematics with Literacy Task 4

*Candidate Support Resource*

Version 01

*Planning*

*Instruction*

*Assessment*

*Analysis of Teaching*

**SCALE**

Stanford Center for Assessment, Learning, & Equity

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## Literacy Task 4: Assessing Students’ Literacy Learning

**For the Literacy Task 4**, you will help choose or adapt a relevant formative assessment of student learning, analyze student work samples, and design and teach a re-engagement lesson focused on student needs. This task is only completed by candidates using the **Elementary Education: Mathematics with Literacy Task 4 Handbook**.

### Key Decisions

<p><b>Literacy Task 4 — Setting the Context</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Does Literacy Task 4 need to be completed in the same classroom that I use for Tasks 1–3?</a></li> <li>• <a href="#">How do I select a class for the Literacy Task 4 context?</a></li> <li>• <a href="#">Do I need to complete a new Context for Learning?</a></li> <li>• <a href="#">How do I choose the central focus for Literacy Task 4?</a></li> <li>• <a href="#">Do I need to teach the learning segment for Literacy Task 4?</a></li> <li>• <a href="#">What kind of student formative assessment should I choose for my assessment?</a></li> <li>• <a href="#">In what format(s) can I submit the focus students’ work samples?</a></li> <li>• <a href="#">What kind of evaluation criteria do I need for the formative assessment?</a></li> <li>• <a href="#">How detailed does my lesson segment overview need to be?</a></li> </ul>
<p><b>Analysis of Student Work—Whole Class</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">What is the focus of the whole class analysis from the formative assessment?</a></li> <li>• <a href="#">How detailed should the whole class analysis be?</a></li> </ul>
<p><b>Analysis of Student Work—Focus Students</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">How do I choose the focus students for the re-engagement lesson?</a></li> <li>• <a href="#">What am I looking for when I analyze the student work of the three focus students from the original learning segment?</a></li> </ul>
<p><b>Re-engagement</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">What does it mean to re-engage students?</a></li> <li>• <a href="#">What should I think about when planning the re-engagement lesson?</a></li> <li>• <a href="#">How much detail do I need to include in the lesson plan for the re-engagement lesson?</a></li> <li>• <a href="#">How do I design and/or choose the assessment for the re-engagement lesson?</a></li> <li>• <a href="#">How will I use the work samples for the re-engagement lesson?</a></li> <li>• <a href="#">How do I determine the effectiveness of my re-engagement lesson?</a></li> </ul>

## Literacy Task 4—Setting the Context

*Does Literacy Task 4 need to be completed in the same classroom that I use for Tasks 1–3?*

Literacy Task 4 can be completed in the same classroom as the Mathematics tasks **OR** it can be completed in a different classroom or fieldwork setting. Regardless of where you complete Literacy Task 4, you must complete the Elementary Literacy Task 4 Context for Learning Information. Be sure to read the handbook for elaborated directions on completing Task 4.

**NOTE:** The order in which you complete the Mathematics Tasks (Tasks 1–3) or the Literacy Task (Task 4) does not matter, but **the entire Elementary Education: Mathematics with Literacy Task 4 (Tasks 1–4)** must be submitted at the same time for official scoring during the same scoring/submission window.

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*How do I select a class for the Literacy Task 4 context?*

Literacy Task 4 can be completed in a fieldwork or student teaching placement. If the placement includes more than one class, select only one class for this task. You may work with the whole class or a group of at least 4 students. When selecting a class or group of students, please note that you will be selecting work samples that show students who have a common struggle related to the essential literacy strategy and related skills. With that in mind, working with a group size that is too small (4–8) usually limits the opportunities to identify three students who share a common struggle. It will be beneficial to work with a heterogeneous group or class of students, allowing you to write a comprehensive analysis and identify the three focus students who share a common struggle.

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*Do I need to complete a new Context for Learning?*

The Context for Learning needs to match the class/group that you are using for your Literacy Task 4. If the class/group is the same class/group included in your Mathematics Tasks 1–3 and you already completed a Context for Learning for Tasks 1–3, you may copy and paste the responses that are not related to mathematics. Please be sure to note and respond to the required literacy-specific prompts.

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### *How do I choose the central focus for Literacy Task 4?*

Literacy Task 4 requires you to describe a learning segment and select a formative assessment based on an essential literacy strategy and related skills for comprehending or composing text. The central focus for this task will be the subject-specific content you are teaching as it relates to the strategy and related skills. For example, the central focus is interpreting the characters, specifically the roles they play, in *Sarah, Plain and Tall*.

Choose a specific essential literacy strategy and related skills for comprehending or composing text that students **have not yet mastered**. This strategy and related skills can be taught through any literacy topic that relates to your students' learning needs and should include learning tasks that will allow students to develop the strategy and related skills. Prior to teaching your re-engagement lesson, the students will participate in the learning segment, and you will select a formative assessment to analyze.

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### *Do I need to teach the learning segment for Literacy Task 4?*

The Literacy Task 4 learning segment can be taught by either you **OR** the cooperating teacher. Task 4 is designed to occur either when the candidate has primary responsibility for literacy instruction in the task **OR** when the candidate is teaching occasional lessons. Therefore, the learning segment should be taught by whomever has the primary responsibility for literacy instruction at that time. If you are *not* teaching the learning segment and/or lesson, you must be involved in choosing and/or adapting the formative assessment that will be used to complete Task 4. Regardless of whether or not you teach the learning segment and/or the lesson in which the formative assessment is given, **you must teach the re-engagement lesson.**

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### *What kind of student formative assessment should I choose for my assessment?*

The formative assessment that you choose should provide student work on developing literacy learning across the class related to the essential literacy strategy and related skills at a point in the learning segment. An assessment at the end of the learning segment will usually provide the strongest evidence of student learning, but you may choose any formative assessment from any point within the learning segment. You want to make sure that the students have the opportunity to show their use of the essential literacy strategy and related skills on the assessment. Formative assessments might ask students to provide retellings or summaries, quick writes, writing samples, reading responses, journal entries, graphic organizers. **The formative assessment must show the work of individual students, not group work.**

The formative assessment should be challenging enough that it will allow at least some of the students in the class to show areas of need (struggle, misconception, and/or misunderstanding). Because you will be selecting three focus students who have an area of need related to the essential literacy strategy and related skills for comprehending or composing text, **make sure that the formative assessment will show differences in student skills and understandings related to the central focus.**

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### *In what format(s) can I submit the focus students' work samples?*

Focus student work samples must capture students' actual work. Student work samples can be submitted in written and/or video form. If the assessment allows students to write a response that shows their use of the essential literacy strategy and related skills, then you will collect written samples of student work for analysis. After analysis and selection of the three focus students, you may upload the written work sample for each of the three focus students. If it is necessary to capture the students' actual work as a video recording (e.g., retelling, character analysis during a small group literature discussion, a student's explanation of his/her drawing of part of a story), you will upload video clip(s) showing each student's oral work sample. You may also upload any written work that accompanies the video evidence (e.g., an anecdotal record of an observation during literature discussion, a student's picture of the setting, a series of pictures that a student glued down prior to an oral retelling). Regardless of the type of evidence you have for a focus student work sample, make sure that it shows actual student work, and not just a teacher record or anecdotal notes of the assessment.

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### *What kind of evaluation criteria do I need for the formative assessment?*

You need to define evaluation criteria **specific** to the essential literacy strategy and related skills for comprehending or composing text that you are assessing. When listing the evaluation criteria, think about the specific **skills and understandings** that students need to be successful on the formative assessment. You will analyze the formative assessment results based on the specific evaluation criteria that you identify. The evaluation criteria should go beyond counting the number of correct responses that a student has and should list specific skills and understandings, such as: *"Identifies the characters, setting, and main events in the story they read; can write a complete sentence when describing the character; can sequence the events of the story."*

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### *How detailed does my lesson segment overview need to be?*

In contrast to the lesson plans you created for the Elementary Mathematics learning segment (Task 1), your overview of the lesson segment for Literacy Task 4 should be **brief**, with just enough detail so that the scorer can understand what the learning segment entails. You do not submit lesson plans for Task 4. **Be sure to address all sections of the Elementary Literacy Task 4 Learning Segment Overview template**, while making sure that your completed overview is no longer than **2 pages in length**. It is best to **keep your overview simple**.

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## **Analysis of Student Work—Whole Class**

### *What is the focus of the whole class analysis from the formative assessment?*

The analysis of the whole class will allow you to identify the students' use of the essential literacy strategy and related skills for comprehending and composing text related to the central focus. In this analysis, you will **identify a specific literacy strategy and/or related skill where students struggled** (this can be a whole class struggle or a small group struggle).

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### *How detailed should the whole class analysis be?*

You are looking for patterns in the evidence—that is, consistencies among student responses both in terms of what students got right and what they got wrong. When describing student work, you will need to go beyond identifying what the class got right or wrong or listing how many students met a specific criteria and how many did not. **You will need to look at the students' work both for evidence of what they can and cannot do, have learned and understand, and/or struggled with and for evidence of any literacy-related errors, confusions, and partial understandings in relation to the essential literacy strategy and related skills for comprehending or composing text.** You are also looking for consistencies within students' errors (e.g., the same types of mistakes being made).

There are two types of patterns that you should look for: qualitative patterns and quantitative patterns. Quantitative patterns of learning are patterns (consistencies) in the number of similar correct responses or errors across or within student assessments. Qualitative patterns of learning describe the specific literacy skills, understandings and/or misunderstandings, partial understandings, and/or attempts of a literacy skill that underlie the students' use of the essential literacy strategy and essential skills. When discussing patterns of learning across the whole class, be sure to **provide specific, concrete examples from the whole class summary to support your assertions**. Do not merely cite frequencies of student responses or describe general understandings/misunderstandings in their responses—always include examples and evidence from your whole class data analysis. For example,

- Many students showed that they could . . . .
- When looking at the whole class summary, we can see . . . .
- As seen in the whole class graphic summary, many students did not . . . .

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## Analysis of Student Work—Focus Students

*How do I choose the focus students for the re-engagement lesson?*

From the whole class analysis, identify a specific need (struggle, misconception, and/or misunderstanding) that the whole class or a group of students have. Select three student work samples that provide evidence of this specific struggle (e.g., partial attempts, confusions, partial understandings); these three students will be your focus students.

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*What am I looking for when I analyze the student work of the three focus students from the original learning segment?*

You will analyze the three focus student work samples, **specifically looking at evidence of their common struggle, and explain how their struggle is related to the essential literacy strategy and related skills for comprehending or composing text**. For example, if the identified struggle was with writing a concluding sentence, you would look at work samples to see what the students' errors tell you about their use of a conclusion in a narrative. You would point to a specific example of an error in the student work (student didn't describe the resolution of the problem in the plot, but just wrote "The End") and relate it to the skills and understanding needed (be able to write the end of a narrative story).

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## Re-engagement

### *What does it mean to re-engage students?*

A key aspect of effective teaching involves responding to student needs that surface during instruction. Teachers may respond by building upon what students already learned in order to extend/deepen their knowledge or by revisiting a topic taught in the lesson (or a previous lesson) that may not yet be fully understood by the students. When revisiting a topic, effective teachers **use a different approach**, with the assumption that the first approach did not work for all of the students. Teachers of literacy re-engage students by implementing different instructional strategies and using different texts or models while either correcting misconceptions or deepening understandings. For Literacy Task 4, **you must re-engage the students in the area of struggle that you identified in the analysis** of the focus student work samples.

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### *What should I think about when planning the re-engagement lesson?*

For Literacy Task 4, you will **use the student struggles (e.g., misunderstandings, partial understandings) that you identified in your analysis of the three student work samples, set a learning objective, and design a re-engagement lesson**, as described in the handbook, to address those struggles. You may teach the re-engagement lesson to the three students (your focus students) one-on-one, in a small group, or with the whole class. You will then collect work samples from the three students to submit as artifacts (i.e., evidence) that support your analysis of the effectiveness of the re-engagement lesson. **Your instruction during the re-engagement portion of the task must specifically respond to the student needs that surfaced in the original work samples.** As you plan your re-engagement lesson, keep in mind that in the commentary you will need to evaluate the effectiveness of your instruction and how student learning changed.

**There are a number of approaches for re-engagement, but whatever approach is chosen should be driven by the analysis of student learning depicted in specific examples in the three focus students' original work samples.**

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### *How much detail do I need to include in the lesson plan for the re-engagement lesson?*

The lesson plan for the re-engagement lesson should provide enough detail that the scorer can see that the lesson

- 1) deals with the same struggle identified during the analysis of the focus student work; and
- 2) uses a different approach than the original lessons in the learning segment overview.

The re-engagement lesson plan must include a learning objective/goal, the related content standards, the strategies and learning tasks to engage students, the representations or materials to be used, and the assessment(s) to monitor student learning during the re-engagement lesson.

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### *How do I design and/or choose the assessment for the re-engagement lesson?*

The assessment for the re-engagement lesson must show individual student work that relates to the identified area of struggle. Students should have an opportunity to show new learning specifically related to the area of struggle. The assessment should provide opportunities for students to demonstrate use of the essential literacy strategy and/or related skill for comprehending or composing text. Formative assessments might ask students to provide retellings or summaries, quick writes, writing samples, reading responses, journal entries, graphic organizers. **Student work samples** can be submitted either as written samples or video clips and must show actual student work; they cannot just be candidate notes taken during an assessment or a transcription of a student response.

Focus student work samples must capture students' actual work. Student work samples can be submitted in written and/or video form. If the assessment allows students to write a response that shows their use of the essential literacy strategy and related skills, then you will collect written samples of student work for analysis. After analysis and selection of the three focus students, you may upload the written work sample for each of the three focus students. If it is necessary to capture the students' actual work as a video recording (e.g., retelling, character analysis during a small group literature discussion, a student's explanation of his/her drawing of part of a story), you will upload video clip(s) showing each student's oral work sample. You may also upload any written work that accompanies the video evidence (e.g., an anecdotal record of an observation during literature discussion, a student's picture of the setting, a series of pictures that a student glued down prior to an oral retelling). Regardless of the type of evidence you have for a focus student work sample, make sure that it shows actual student work, and not just a teacher record or anecdotal notes of the assessment.

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### *How will I use the work samples for the re-engagement lesson?*

You will submit the re-engagement lesson assessment work samples from each of the three focus students. The work samples will be used to provide evidence for your evaluation of the effectiveness of the strategies you used during the re-engagement lesson. You will analyze the work samples to identify new evidence to determine students' skills and/or understandings related to the identified learning objective/goal. These samples should **provide new evidence of the three students' literacy understanding in the area in which they were previously struggling.**

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### *How do I determine the effectiveness of my re-engagement lesson?*

You will evaluate the effectiveness of the re-engagement lesson based on the instructional decisions you made. Explain how your instructional decisions impacted student learning related to the essential literacy strategy and/or related skills and cite evidence from the student work samples. In your analysis of the three students' work samples from the re-engagement lesson, determine what the students now understand in comparison to the formative assessment. Think about whether student learning related to the area of struggle stayed the same or partially improved, or if students mastered the content. Use specific examples from both their original work as well as their re-engagement work as evidence of what they knew and could do then and what they now know and can do.

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<b>Literacy Task 4 Key Points</b>	
<b>What to Include</b>	<b>What to Avoid</b>
<ul style="list-style-type: none"> <li>• A blank copy of the actual assessment from the original learning segment</li> <li>• A graphic (table or chart) or narrative summary of the performance of the class on the assessment from the original learning segment (included in commentary)</li> <li>• 3 student work samples from the original formative assessment <b>AND</b> 3 work samples from <b>the same focus students</b> from the re-engagement lesson</li> <li>• Specific evidence from student work samples to support your evaluation of the re-engagement lesson</li> <li>• The Literacy Assessment Commentary</li> </ul>	<ul style="list-style-type: none"> <li>• Including fewer than 3 lessons in your learning segment overview and not including your re-engagement lesson in the learning segment overview</li> <li>• Significant content inaccuracies in your analysis</li> <li>• Targeted learning objective/goal for the re-engagement lesson that is not aligned with the identified area of struggle</li> <li>• Citation of evidence of student learning that is not aligned with the student work samples</li> <li>• Re-teaching, without any changes, the original lesson as your re-engagement lesson</li> </ul>