1. Analyzing Student Learning
   
a. Identify the specific learning objectives and standards measured by the assessment you chose for analysis.

   The specific learning objective measured by the assessment I chose was to ensure that students understood the concept of culture as a generalized topic, in relation to their own lives, and in terms of the song and dance they were learning in class. This connected with National Standard 7.2.6b; “Identify the context of music from a variety of genres, cultures, and historical periods.”

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.

   ![Student Scores - Assessment 1](chart)

Based on the student scores shown in the chart above, in general, the students were able to successfully understand and write about the various elements of culture. As stated in the evaluation criteria rubric, the scoring for this assignment followed an implemented school scoring system where 3 out of 4 points demonstrates that a student is doing what is expected, or in this case, answered all three questions correctly. 4 out of 4 points would indicate that the student went above and beyond what was expected, or in this case, answered all three questions and the extra credit correction correctly. Of the 24 students that took this assessment,
only two scored below a 3 out of 4, meaning that 92% of the students received a perfect, or perfect plus extra credit score. Of the students that received a 3 out of 4, only two answered the extra credit, which moved their score from a 2 to a 3. I do think it is interesting that so many students who meet the standard of what is expected of them chose not to go above and beyond by attempting to complete the extra credit question. One student who received lower than a 3 attempted the extra credit. For the students who lost points on one of the questions, in most cases, their answers were not specific enough, or were on the right track, but didn’t answer the question exactly. I think the most challenging question for students was the first one, which asked them to define culture. Some students who did not get full credit for this question listed elements of culture that were correct, but did not provide a definition, which seems to be mostly an issue of students correctly interpreting the question.

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 creating, performing, or responding to music/dance/theater by applying

- artistic skills (e.g., self-expression, creativity, exploration/improvisation)
- knowledge (e.g., tools/instruments, technical proficiencies, processes, elements, organizational principles)
- contextual understandings (e.g., social, cultural, historical, global, personal reflection)

Consider what students understand and do well, and where they continue to struggle (e.g., common errors, weaknesses, confusions, need for greater challenge).

I think that it was evident based on the scores on the assessment that the students were comfortable with the information they learned. Most of the knowledge that the assessment asked them to draw from was contextual understandings and knowledge. Students were able to give specific examples, especially for the second question, which asked them to list an element of their culture, or of another classmate. In this lesson, the students were responding to music, rather than creating or performing. I think this helped them gain a better understanding of what they would be doing when they began the creating/performing process. The gained a deep understanding of culture in context of the song and dance they viewed in class. Every student was able to list elements of culture (third question) that they viewed in the video. Artistically, students had the opportunity to interpret the song, and list what they thought the meaning was. While completing the assignment, I noticed that some students had a hard time writing down their thoughts. When they asked for help, and I asked them what they thought the answer was, they were usually correct. However, some students still had a hard time articulating their thoughts in writing. This was especially true for many ELL students in the classroom. Because the ELL students are at so many different levels of language learning, their needs are completely different. I tried to encourage them to do their best with the written answer to improve upon their writing skills.

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

Each focus student used for the student work examples had very different learning needs. I tried to adjust my comments for each student to best focus on their specific needs.

Student 1 is a gifted student who also has an IEP related to selective mutism and extreme anxiety. This student does not speak to adults, and only speaks to a select few students in their classes, with whom they are comfortable. This student thrives on written assessments and individual work. Student 1 is very bright, and picks up on concepts quickly. Student 1 gets nervous when working in groups, or as a class, so I wanted to make sure to address that I was proud of how hard this student was working on overcoming this fear. The class had done some small group discussions during class, and this student participated with their small group by whispering what they wanted to say to a “safe” classmate in their group, or by writing what they wanted to say on paper, and showing it to the group. This is a huge step for this student, so I wanted to be sure to address that I saw them doing it. I didn’t want to intimidate the student by addressing it face to face in class, so I thought writing a short note was more appropriate in this circumstance. This student used vocabulary we learned in class, as well as descriptive writing skills, so I wrote short comments by their answers to reinforce this skill.

Student 2 is an ELL student who moved to the US from Ukraine less than two months before this lesson took place. This student’s English reading and writing skills are still very much developing, so I altered their assessment to have the questions written in both English and Ukrainian. I wanted to make sure that even if the student wasn’t able to write the answer to the question, they were able to make the connection between the words and symbols in the English and Ukrainian languages. This was per suggestion of an ELL teacher this student works with, who meets with the student a few times a week to review all of the materials from classes. This student’s spoken English skills are much stronger than their written English skills, so I also gave the option for this student to speak the answers to me, after they attempted to answer in writing. This student did take that opportunity. I was hoping to video or voice record the interaction between this student and myself while they spoke the answers, but the student felt too nervous to be recorded. I wrote the answers that the student spoke to me on the back of the paper so they could review them with their ELL teacher, and use them as a reference. In addition, this student spoke about their own experiences during class, so I acknowledged this in a short note to the student on the back of their assignment. I think ELL students need as much experience speaking and writing as they can get, so I think positively reinforcing this task is beneficial to them repeating it in the future.

Student 3 has an IEP for a learning disability, and struggles with written work. Student 3 loves to participate in class, and volunteers to answer questions all the time. However, when Student 3 does written work, they struggle to put their thoughts or spoken words into writing. Student 3 is confident in their abilities, but usually feels that their written answers are correct, and doesn’t ask for help. I would never want to diminish the sense of confidence Student 3 has developed, so I always try to keep my feedback as positive as possible, and give an explanation for why an answer was wrong whenever possible. This is shown in the first question, where Student 3 wrote down a few elements of culture, but did not write a definition. I wrote the definition for the student while grading their paper, and also wrote that the student listed good examples of elements of culture, but didn’t put a definition. In addition, on the back, I wrote to the student to encourage them to continue participating in class, and to be sure to read directions carefully before answering a question.
c. How will you support students to apply the feedback to guide improvement, either within the learning segment or at a later time?

I think it is important to review work with students, especially at the middle school level. I have noticed that many students tend to feel disheartened when they receive a poor grade, which impacts their ability to perform positively in the future. When I passed this assignment back, I took the time to go over each answer to ensure that students understood the correct answers, and checked in with individuals who did not perform as well on this assignment to keep them on track, and keep them positively encouraged.

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 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 demands from Task 1) to develop content understandings?

In general, most students were able to develop and use the vocabulary we talked about during class successfully. I would say that the answers of Student 1 were very much the norm for this class. As you can see in Student 1’s answers, they used key words like “tradition” and “holiday,” which the class talked about as being good examples of parts of anyone’s culture. I think these words, that were simple enough for students at all levels of learning to understand helped students make a personal connection to the concept of culture. Not only were they then able to list an example from their culture, but they were able to use their own personal example, or the example of another student in the class to formulate their own definition of culture. This is a high-level thinking task, and shows the extent to which students were able to understand and connect to the instruction being provided.

4. Using Assessment to Inform Instruction

a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction
   - for the whole class
   - for the 3 focus students and other individuals/groups with specific needs
Consider the variety of 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).

In this particular learning sequence, I made sure to do a review of these general concepts that were presented on the first day, to ensure that every student understood them, and retained the information they learned. I didn’t want students to lose sight of the fact that they were learning about culture through music, so I felt that reviewing these general concepts each day was very important. Moving forward, I made sure to accommodate different student learning needs in the following days of the lesson sequence. For the whole class, I did a brief review of the general concepts each day. These concepts were presented differently each day. Sometimes they were given visually, via a PowerPoint slide or handout, other times they were given verbally by myself or between students in small groups, and other times they were written as a self-reflection by each student. For the focus students, and other students who had a certain learning need, I made sure to pair them in groups that would promote their learning in the best way. For example, I paired ELL students with another student who could help them translate in class, and provided them with written work in English and their native language. For students who were advanced, I gave them a leadership role in the classroom to keep them engaged. I usually paired them with a student who had missed a day of class, or who needed an extra review. This helped both students build confidence, and positive in-class relationships. I feel that most students were able to successfully find a way to learn all of the information presented in this sequence, due to the varied way information was presented and practiced, during class time.

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

While analyzing student learning in this segment, I noticed that most students had a good understanding of the general concepts, but were lacking in confidence in their understanding. Either their written work was not as detailed as it usually is, or spoken in-class reflections seemed to lack confidence and enthusiasm towards answering questions and participating in activities that required verbalizing a summary of these general concepts. Since understanding these concepts was absolutely critical to successfully accomplishing this learning sequence, repeating these concepts each day as a review was very important to me. To ensure that students with all different learning styles and needs could successfully review and build their confidence in this subject matter, I presented the material in a different way each day. Personally, a goal of my own was to ensure that I touched upon each component of the Danielson Framework during my lessons, in order to practice methods that are currently considered best practice. To me, the element of Danielson that is most important is the concept of student centered and student directed learning. I ensured that students had as many leadership opportunities as possible in the classroom, and had the opportunity to learn from the experiences of others in the classroom. While I lead each activity, I feel that I served more as a guide, or facilitator, and allowed students to discover the answers to questions that came up during class through conversation, and student-initiated analysis of the materials they were given. After seeing what the students were in need of, I functioned much more to lead them in the right direction of an answer, rather than feeding it to them. This helped students learn how to develop a sense of confidence in the knowledge they had gained, and kept the classroom completely student centered.
ASSESSMENT

Karaguna Exit Slip

Name:______________________ Class Period:________________

What is the definition of “culture?”
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Give an example of an element of your own culture, and/or of the culture of another classmate:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Give an example of an element of Greek Culture you saw in the “Karaguna” video:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(Extra Credit Question: What is the song “Karaguna” about? (answered on the back of the exit slip))