

ELEMENTARY LITERACY SAMPLE

NOTES about this TPA Example

- 7TH grade reading class in a K-8 school. This is the upper grade-level end of what is accepted in the elementary assessment.
- The first page is a summary written based on the candidate's submission
- The assessing student learning task description is from a prior version of the TPA, not the current prototypes
- The Candidate Response begins with the chart of class assessment data
- Student work samples are real student responses, but have been re-written for clarity in this sample
- The rubrics at the end are also prior versions and not the current prototype version. The evidence and rationale provided would still support this candidates' score as exemplary on the 4 point rubric scale.

Sample PACT Assessment Task

To understand the Assessment task, you need some information that appeared earlier in the Context for Learning and Planning Instruction & Assessment Task. Below is a summary of pertinent information.

Summary of Context for Learning Task:

The candidate is teaching a reading class to 30 seventh grade students in a charter middle school. The students are grouped by ability and are reading at high school level, according to Lexile scores. According to the candidate, the students excel at analyzing characters, but struggle with remembering details and analyzing figurative language. They tend to be critical thinkers who are able to grasp abstract concepts like main idea and theme, but occasionally gloss over and forget some of the individual events in a story. As a result, they are not, as a group, proficient with understanding the role that each event plays in the overall plot.

As a whole, the class has advanced skills in English language development. While there are some students whose primary language is Spanish, they are fluent English speakers and can generally comprehend and write text in English.

Summary of Instructional Focus and the Assessment Being Analyzed:

The students will be reading *To Kill a Mockingbird*. The candidate plans to challenge students by asking them to identify events that advance the plot and to describe how each event foreshadows a future event. The figurative language and some of the vocabulary are also expected to be challenges. The learning segment is centered around the five parts of a plot: exposition, rising action, climax, falling action, and resolution.

As they read a selection, students complete a graphic organizer to help them analyze what they read. They select and record a few key events and describe how they advance the plot, reveal a character's personality, set the mood, and/or establish theme.

The remainder of the materials are the directions, the candidate's response, and the completed scoring rubrics for the Assessment Task.

Task 4. **Assessing Student Learning**

Purpose

The Assessment of Student Learning task illustrates how you diagnose student learning needs through your analysis of student work samples. It provides evidence of your ability to 1) select an assessment tool and criteria that are aligned with your central focus, student standards, and learning objectives; 2) analyze student performance on an assessment in relation to student needs and the identified learning objectives; and 3) use this analysis to identify next steps in instruction for the whole class and individual students.

Overview of Task

- Summarize and analyze meaningful patterns in whole class performance on a selected student assessment from the learning segment.
- Demonstrate a variety of student performances for the assessment using three student work samples.
- Analyze the performance of two individual students and diagnose individual learning needs.

What Do I Need to Do?

- ✓ Provide a copy of the directions/prompt for the assessment, if these are not apparent from the student work samples.
- ✓ Collect student work from your entire class. Analyze the student work to identify patterns in understanding across the class.
- ✓ Provide **any evaluative criteria (or rubric)** that you used to assess the student work. Evaluative criteria are categories that you use to assess student learning.
- ✓ Select three student work samples which together represent what students generally understood and what a number of students were still struggling to understand. At least one of these students should be an English Learner¹. If multiple drafts of the assessment were collected, you may include all drafts as the work sample.
- ✓ Label these work samples as “Work Sample A”, “Work Sample B”, and “Work Sample C”. If your students use invented spelling, please write a translation directly on the work sample.
- ✓ Respond to each of the prompts in the Assessment Commentary.

¹ If you do not have any English language learners, select a student who is challenged by academic English. Examples may include students who speak varieties of English or special needs learners with receptive or expressive language difficulties.

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Assessment Commentary

Write a commentary of about **five single-spaced** pages that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. Identify the specific standards/objectives for this student assessment. You may just cite the appropriate lesson(s) in the **Overview of Plans for the Learning Segment** if you are assessing all of the standards/objectives listed for the lesson(s).
2. How do the evaluative criteria (or rubric) measure student proficiency for your standards/objectives? Evaluative criteria are categories that you use to assess student learning. Examples of evaluative criteria include decoding errors during oral reading, use of supporting detail in a paragraph, use of appropriate adverbs to move a story through time.
3. Create a summary of student learning across the whole class relative to your evaluative criteria (or rubric). Summarize the results in narrative and/or graphic form (e.g., table or chart). (You may use the optional chart provided following the Assessment Commentary prompts to provide the evaluative criteria and descriptions of student performance.)
4. Discuss what most students appear to understand well, and, if relevant, any misunderstandings, confusions, or needs (including a need for greater challenge) that were apparent for some or most students. Cite evidence to support your analysis from the three student work samples you selected.
5. From the three students whose work samples were selected, choose one English Learner and one other student. For these two students, describe their prior knowledge of the content and their individual learning strengths and challenges (e.g., academic development, language proficiency, special needs). What did you conclude about their learning during the learning segment? Cite specific evidence from the work samples. You may also cite specific evidence from the work samples or from other classroom assessments relevant to the same evaluative criteria (or rubric).
6. Based on the student performance on this assessment, describe the next steps for instruction for the class. If different, describe any individualized next steps for the two students whose individual learning you analyzed. These next steps may include feedback to students, a specific instructional activity, or other forms of re-teaching to support or extend continued learning of objectives, standards and/or central focus for the learning segment. In your description, be sure to explain how these next steps follow from your analysis of the class or individual student performances. (TPEs 2, 3, 13)

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Candidate Response

Evaluative Criteria	Characteristics of Student Work		
	Below Standards	Meets Standards	Exceeds Standards
The student summarizes each event of the chapter in their own words.	The student accurately summarizes zero to three (0-3) events from the chapter OR The student copies events verbatim from the text instead of summarizing OR The student's summaries are illegible or unrelated to the chapter. 67% of class	The student accurately summarizes four to six events from the chapter AND The summaries are written in the student's own words. 33% of class	The student accurately summarizes more than six events from the chapter AND The summaries are written in the student's own words AND The summaries include inferences made by the student about the characters or plot. 0% of class
The student appropriately analyzes each event (by marking whether the event "advances the plot," "establishes theme," "sets a mood," "defines a character," or "other.")	The student does not make any markings to indicate the author's purpose for events OR The student's markings seem to have no logical relation to the events. 27% of class	The student's markings re generally logical, but they demonstrate some confusion (for instance always marking "sets the mood" even when an event does little to set a mood). OR The student only marks one purpose for each event. 60% of class	The student marks multiple purposes for some events AND The student's analysis of each event is logical, and demonstrates an understanding of each of the four listed purposes of events. 13% of class
The student identifies events that advance, or could reasonably advance, the plot. The student explains how this event could advance the plot by influencing the central conflict of the story (the court case).	The student does not mark any events that advance the plot OR The student marks some events as advancing the plot, but does not provide an explanation as to how those events advance the plot OR The student's explanations are unrelated to the central conflict of the story. 73% of class	The student marks at least one event that could reasonably advance the plot AND The student explains how this event could impact later events, BUT the student only indirectly or generically relates to the central conflict of the story. 20% of class	The student marks at least one event that could reasonably advance the plot AND The student specifically explains how this event could impact the court case. 7% of class

This assessment measures students' ability to "Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s)."¹² I

² California Department of Education, English-Language Arts Standard 3.2 For Literary Response and Analysis

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used a rubric that divided this skill into three smaller skills, which I will discuss individually. Overall, the majority of the students were proficient at analyzing the purpose of events, with one very critical exception: students found it difficult to explain how events advanced the plot towards the novel's central conflict, which was the main objective of the learning segment. Part of the problem was that students were not expected to analyze as many events as they should have. This lesson will need to be re-taught with clearer expectations, more specific feedback given to students along the way, and new strategies to engage them.

The first category in the rubric measured students' ability to summarize each event of a chapter in their own words. This skill is crucial because students will not be able to identify events that advance the plot if they cannot first correctly identify and sequence the events of a story. My initial concern was that students would either identify every tiny detail as an "event," or that they try to summarize the whole chapter into one, broad event. Both of these pitfalls would be unproductive for the task of identifying events that advance the plot: the first would keep students stuck on analyzing one page for hours, until they lost track of the narrative; the other would make them less critical readers, because they would only stop to analyze the text after every chapter. I warned the students against summarizing events too often or not frequently enough, and gave a rough estimate that they would do well to summarize every page or page-and-a-half as one event. I did not require them to write down a minimum number of events, because I did not want them to quickly jot down that number of details from the beginning of the chapter, and then stop summarizing after that. In retrospect, I realize that my strategy with them was misguided. I did not need to worry about them harping on details or packing pages of information into a single summarizing sentence. Almost every single event summary encapsulated the main occurrence that took place in about a half-page to a page-and-a-half worth of information.

Only a few individual students wrote down events that were too detailed or too broad. For instance, one student (*not* one of the three whose work was selected as a sample) listed "Scout apologized to her Aunt" as an event, which really was just one brief action that was part of a larger event: Scout argued with Aunt Alexandra about whether she could go to Calpurnia's house. Also, I did not need to worry about students copying down the text verbatim for their summaries, which would have been a warning signal that they did not really understand what had just occurred in the text. Almost all students expressed their summaries in their own words.

The main problem was that students simply did not write down enough events. I did not inform them of the minimum number of events I have required in order for them to "meet the standards," as I discussed earlier. I now realize that this was a mistake.

Many of the students only listed three or four events, and because zero to three events is considered "Below Standards," a majority of the class did not meet the standard for this category. No student exceeded the standard by listing more than six events in the relevant chapter. I believe that to be critical readers, my students must stop and think about a novel at the end of almost every page; this is especially true with To Kill a Mockingbird, which frequently and densely packs in to its narrative events that foreshadow, events that progress a character's development, and events that build on the theme. Most chapters in To Kill a Mockingbird are approximately nine pages (including the chapter that they analyzed for this assessment), which

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means that if students listed three events, then they only stopped to analyze the text once every three pages. I consider this to be inadequate for mastering our objective, and I believe it is a reflection of my unclear expectations.

The student work samples demonstrate how students were able to both summarize an appropriate length of text when listing each event, while also writing down an insufficient number of events. Simply put, the students omitted events from the chapter in their analyses. In Work Sample A, for instance, the student's first event is "Aunt Alexandra tells Scout that she can't go to Cal's [Calpurnia's] house," which becomes the focus of the dialogue and the action on page 136 of the novel. The next listed event, "Dill came back and was found by Scout and Jem," summarizes the action that takes place on pages 139 through 140. The student then describes how "Jem told that Jem had ran [*sic*] away to their house," which actually contains a careless mistake; Jem in fact told Atticus that *Dill* had run away to their house. Still, this event otherwise accurately summarizes what occurs on page 141. The student concludes the chapter analysis with the following event: "Jem and Dill have a conversation about why people should run away and lastly they get on the subject of Boo Radley," which is an accurate description of the remainder of the chapter. The student's summaries are, with one exception, well written synopses of approximately a page worth of information each.

The problem is that the summaries do not cover events throughout the whole chapter. The student leaves out events at the beginning of the chapter, when Scout reflects upon the fact that the town is gossiping about her family. The student's summaries also skip over pages 137 to 138, when Atticus and Aunt Alexandra argue about whether or not to keep their African-American maid; Jem tells Scout to leave her aunt alone, because Atticus is stressed about the trial; and Scout and Jem fight. All of these events are ripe for analysis, and the student could very reasonably have interpreted any of them as foreshadowing a later event that relates to the court trial. Whereas the student may have purposely omitted these events, feeling that they were less crucial to the story, it is still important for students who are learning this to skill to practice identifying each event that they come across. This student barely meets the standards for the first category of the rubric, but does not exceed those standards.

Work Sample B contains omissions also, although of different parts of the chapter. The first event that Work Sample B describes is similar to the first event listed in Work Sample A: "When Scout tells Atticus about the time she went to church with Calpurnia, the Aunt Alexandra comes in and starts talking 'stuff' about it." The student then skips to an event on pages 137 to 138: "Jem tells Scout to try not to antagonize Aunt Alexandra because then it will go onto their father's hands and he has too much on his head, considering the case." This is a wonderful summation of this scene that demonstrates a complete understanding of Jem's logic about why Scout should be considerate of her Aunt. Finally, the student writes, "Jem and Scout find Dill under Scout's bed." The three events that Work Sample B lists for Chapter 14 are all important events, and they utilize original vocabulary and inferences in the summaries. However, only three events are listed, and much of the chapter is simply not included. No matter how strong this student's analyses of these events are, three events are not enough to provide a critical look at how Chapter 14 advances the plot. The student scored below the standard on this category.

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The student who produced Work Sample C clearly struggled with or did not fully understand this assessment. The student has included only one event: “The Finches didn’t hear Aunt Alexandra talk about the Finches anymore but they still heard it from the rest of the town.” Although this line is not taken verbatim from the text, it is a fairly close paraphrase of the beginning of the chapter. Although most of the class did not struggle quite as much as this student, Work Sample C represents a contingent of the class who listed only one or two (generally two) events. This work is below the standard for the category “The student summarizes each event of a chapter in their own words.” No matter how strong the student’s analysis is, it will be very difficult for the student to determine which events in the novel advance the plot, simply because the student struggles so much with event identification and summarization.

This ‘assessment’ will not count towards the students’ grades, because so many students were unclear about my expectations. My next step is to reassign this activity, but to explicitly tell the students how many events are necessary to meet and exceed the standards. I will also explain to the class that there should be no “gaps” in storytelling; every page of text should be represented in some way in their event summaries. I will add on this requirement to the rubric for meeting the standard. Since almost the entire class was able to accurately summarize events of the appropriate length, I will not teach this skill to the class, but rather I will provide individualized support for those students who need it. For these students, I will read a few pages of a chapter together with them, and then stop and discuss what just happened in the story. I will ask them to retell the passage in their own words, and if they are confused, we will re-read the section, or if necessary we will work with a smaller chunk of text and then build up. My belief is not that most of my students do not know how to summarize events from an entire chapter, but rather that they chose not to because I was not clear with my expectations. Next time that will change.

The second category in the rubric measures students’ ability to appropriately analyze each event, by marking whether the event advances the plot, establishes theme, sets the mood, defines a character, accomplishes something else, or has more than one purpose. This skill is important because students must understand what an event *does* accomplish if it does not advance the plot. If the assessment only required students to either mark each event as advancing the plot or to leave it blank, some students would probably just assume that each event does *not* advance the plot if it does not relate directly to the court case, because that is the path of least critical-thought. Analyzing the purpose of each event forces students to move past their first-glance impressions, and to ask why the author would include that scene if it had nothing to do with the court case. Does this event reveal something new about a character? Does it teach the reader a lesson? Does it create a suspenseful atmosphere? After spending the time to answer these questions, students are more likely to invest the mental energy into figuring out whether and how that event might foreshadow later developments in the court case. In short, this requirement on the rubric holds students accountable to their claim that an event does not advance the plot, so that they cannot say this just because it is sometimes the easiest answer.

The majority of the class (60%) met the standards for this category of the rubric. To meet the standards, students must have marked at least one purpose for each event, and their choices must generally have been logical. Students met the standard even if they demonstrated some confusion over what a particular purpose means, such as “sets the mood,” by checking it for each event, even when it did not apply. The problem with checking one of the purposes for each event was

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that it meant students were less critical readers, because they could not distinguish between, for instance, events that clearly set a certain mood and those that did not. However, we did not spend a significant amount of time reviewing what it means for an event to establish the theme, set the mood, or define a character. Therefore, some confusion in this part was acceptable, as was marking only one purpose for each event, as long as the checked purposes logically connected with the event. Thirteen percent of the class exceeded standards by marking multiple purposes for some events, and by demonstrating little or no confusion about what the author's probable intent was with various events.

Work Sample B is representative of the students who exceeded standards for the rubric category that assessed students' abilities to analyze events. This student believes that when Aunt Alexandra disapproves of Scout going to an African-American church with the maid Calpurnia, this event advances the plot and defines a character. The student's reasoning for why it advances the plot is sound (as will be discussed later), and this event does define Aunt Alexandra's character because it provides more evidence that the aunt has racial prejudice. The student believes that the scene where Jem tells Scout to not bother her aunt because Atticus is stressed sets the mood and defines a character. A new mood is certainly set in the house, if tensions are running so high that Scout should just leave people alone, and this scene reveals how Atticus is handling the case as well as Jem's growing maturity. Finally, the student believes that Harper Lee intended both to define a character and advance the plot when she had Jem and Scout find Dill under Scout's bed. At first, this seems like a tenuous argument to make that this defines a character, but the student describes in the explanation that Dill will probably alter the plot because he "is a crazy little boy." Running away and hiding under Scout's bed certainly supports the claim that he is a "crazy little boy." The student's analyses of the three events are sound, and demonstrate that critical thought was given to each one.

Although the directions instructed students to check all purposes of each event that apply, and I repeated those instructions verbally in class, about a third of the class only checked one author's intent for each event. These students generally made logical choices. Work Sample A is a representative example of this. This student seems to recognize both Aunt Alexandra's prejudice and Jem's increasing maturity; the student believes that Harper Lee defines a character when Aunt Alexandra opposes Scout going to Calpurnia's house and when Jem informs Atticus that Dill has run away from home.

The student claims that a theme was established when Jem and Dill have a conversation about why people run away, and why Boo Radley has never run away ("Maybe he doesn't have anywhere to run off to,"³ as Scout suggests). This fits in with the theme of viewing the world through the eyes of others. The student's analyses of the four events all demonstrate sound, critical reasoning, but they are limited to just one conclusion, when in fact each of the events that Student B analyzed accomplished more than one purpose.

Work Sample C demonstrates a similar pattern. The student correctly identifies one purpose of the town gossiping about the Finches, which is that it sets a mood (of anxiety). Although this is accurate, it does not necessarily reveal every role that this event might play in the novel. For instance, depending on interpretation, this event could advance the plot by foreshadowing that

³ Lee, Harper. To Kill a Mockingbird. 1960; p. 144

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the town will have a strong reaction – either positive or negative – in the court case, which could help sway the results. Also, it might define the personalities of people in the town as gossips. Surely, some events do only accomplish one thing in a novel, but if a student consistently can only identify one purpose for each event that occurs, then they have not exceeded this standard. Therefore, both Work Sample A and Work Sample C just met the standards for this category of the rubric.

Clarifying my expectations will help the majority of the students in the class to succeed the next time this assessment is administered. The students who are exceeding the expectations currently do not need help. The students who only marked one purpose for each event will begin marking multiple purposes when I show them the rubric for the assessment. Some students only met the expectation, and did not exceed it, simply because they did not list enough events to demonstrate that they could effectively analyze those events. Those student's analyses were logical and referenced multiple reasons why Harper Lee would have included those events, but since they only analyzed two events it was impossible for me to see whether they had truly mastered this skill. When I give the assessment again, I will include a sentence quota so that students can fully demonstrate their ability to determine the purposes of events in the book.

Approximately one-fourth of the class is having some difficulty with this skill. They failed to identify any purpose for one or more events; or demonstrated confusion by only marking the option "other;" or they marked nearly all of the same choices for each event, showing an inability to distinguish why an author includes different scenes. Before the next assessment, I will sit down with these students and read a passage from the text with them. We will discuss what they think the reader is trying to accomplish in this passage, and they will defend their beliefs on paper. Until the assessment, these students will be required to provide an explanation for every event, not just for events that advance the plot, and they will receive feedback from me, until I feel confident that they are able to analyze each event in a story.

The third category for the rubric assesses students' abilities to identify events that advance the plot and to explain how those events impact the central conflict of the story. It is necessary that students must explain how events will affect the court case (the central conflict and the climax) in order to meet the standards, because this will teach them to stay connected to the central plotline of the book. Many of the students demonstrated an ability to predict how events might impact later events, but these potential future events were sometimes insignificant events that were part of a smaller subplot instead of being related to the court case. One reason why the students are learning how to identify events that advance the plot is so that the experience of reading becomes more enjoyable, because they are catching the clues that the author leaves along the way that suggest what might happen later; this heightens the suspense and makes the reader more anxious to find out how the conflict is resolved. If the only clues the reader picks up on are ones that lead to a minor plot detail five pages later, the skill has not been useful for them. Instead, if the reader learns how to see events through the lens of whether or not they will affect the primary conflict, then when she or he finally reaches the five-chapter court case, it will be much more meaningful to that student, as will the resolution to the trial after those chapters.

Twenty percent of the class was able to connect the events in Chapter 14 with the trial, but for those twenty percent the connections were vague. For instance, when Dill runs away and comes

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to live with Scout and Jem, Student A reasons that, “Maybe Dill is going to have a part in this [court] case. Why would he just come back?” Although this is a very critical question that demonstrates an understanding that all events in novels have meaning, the student does not attempt to explain specifically how this event might affect the court case. Therefore, Student A, and other students who gave similar responses, met the expectations but did not exceed them.

Another twenty percent of the class provided reasonable predictions about how certain events might influence the story later on, but not in a way related to the court case. For instance, Student B explains that when Aunt Alexandra disapproves of Scout going to Calpurnia’s house, this “advances the plot because it sounds like Aunt Alexandra is gonna [*Sic*] have problems with Calpurnia.” This prediction makes perfect sense, but alone it is not clear how Alexandra arguing with Calpurnia would impact the novel in any major way. At the most, their argument would probably be a short scene that might reveal something about one of their characters, but awaiting this quick altercation does not provide a great deal of suspense to the reader. In other words, this foreshadowed event is not by itself significant in the novel because it does not help the plot progress from the rising action to the climax.

Similarly, when Dill is discovered under Scout’s bed, Student B responds that “It advances the plot because now there’s one more character to the story and Dill is a crazy little boy.” The student does not explain how Dill’s ‘craziness’ might impact the court case. This is important, because if the student thought hard about it and decided that Dill arriving is *not* necessary for the plot to reach its climax, the student might have considered a *different* reason why Dill entered the story again. This might have led the student to realize what some readers have understood, which is that Dill is a symbol for innocence and youth, who adds an important dimension to the theme of the story. The student did not meet the standards for this category of the rubric, but only because the student did not specifically explain how the events would move the plot closer to the climax.

Very few students exceeded the expectation for identifying events that advance the plot. One student responded to the gossip in town about the Finches by saying that “Maybe people will [now] support Atticus and his trial.” This is an example of explicitly explaining how an event in this chapter could influence the court case later on, and it is what I hope all of my students will be able to accomplish eventually. The rest of the students, however, did not meet the expectations because they did not identify any events that advance the plot, or they did not provide a reasonable explanation about how that event would advance the plot. Student C, for example, did not see one event listed in the summary of events as accomplishing anything but setting the mood. These students did not master the objective of identifying events that advance the plot, and explaining how those events foreshadow future events.

There are two next steps that I need to take. First, I need to be much clearer with my expectations on this assignment. Many of the students in my class have the ability to master this skill right now, and I base that comment on two observations. First, in class discussions, a number of students have proven themselves both capable and eager to offer their brilliant analyses of events and to predict how events might foreshadow a change with the court case. Second, sixty percent of the class met the expectations for analyzing events. The class as a whole fell short in terms of listing an appropriate number of events, and in terms of taking the time on paper to make the connections to the court case. I believe that student motivation is a large factor here, which is

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fuelled not only by interest level in the activity but also by the accountability that the student has to the teacher. Therefore, my next step is to hold students accountable by explicitly telling them that I expect them to represent every page from the chapter in their summaries, and that I expect them to make clear connections to the climax of the story (the trial) when claiming that an event advances the plot. I also plan to liven up the activity by offering additional ways to demonstrate their knowledge, such as drawing the events on large pieces of paper, and working in small groups. I believe that if they are given clear expectations and are excited about learning, over half of my class could today exceed the standards for this activity. They just need to be as motivated about writing their thoughts down as they are about verbally discussing them.

Students like Asia (Student A) will benefit greatly from this next step. Asia excels when she is given clear expectations but sometimes falls short when she is not. Her two glaring strengths are her ability to think outside of the box and her ability to articulate her ideas. Her critical thinking shines when she rhetorically asks on the assessment, “Why would [Dill] just come back?” On the earlier assessment that students completed for Chapter 13, Asia analyzed the event of Aunt Alexandra moving in to Atticus’ house by saying, “If Aunt doesn’t like Negroes, then she won’t respect or support Atticus’ case.” If anyone can creatively think up a reason of how one event might foreshadow a future event, Asia can. However, she does need certain types of support.

Asia has made huge academic gains since she began at KIPP in fifth grade, and her academic accomplishments today (such as having a 4.0 on her last report card) give her a great deal of pride. At the same time, she is very popular, and if she feels that a class is easy for her, she sometimes stops trying and prefers to talk with friends instead. She recognizes this and is not proud about it, but finds it hard to resist this temptation when she is bored. She very much needs to be challenged, and needs to be recognized for her successes. The fact that the quality of her work *diminished* between lesson two and lesson three seems to demonstrate that she will sometimes put in the minimal level of effort when she is allowed to. But I also know that she, like so many of my students, love to be held to high expectations, even if they do not always automatically hold themselves to those high expectations. For these students, I will explain exactly what I want them to produce, and then allow them to create something (like a drawing of the events) that can be displayed, so that they can feel proud about their academic achievement. This will especially be beneficial for Asia and others who love to talk, because they will surely have to explain to the class what their drawings represent.

Elizabeth (Student C) represents another, smaller group of students in my reading class. She was placed in a class with students of lower reading abilities initially, and then got moved to my class after being retested. She struggles with some of the material that we read. She is not officially an English learner, but she has trouble with some of the academic language. She can make her way through a text, but it takes her a bit longer. Unfortunately, she does not always make it clear what she is having difficulty with because she is exceedingly quiet. She, like most of the students who are at the lower end of my class in terms of reading ability, rarely shares a thought in class, and always just listens respectfully. Her test scores are consistently lower than the students who participate more. On the assessment for Chapter 13, she provided four very short summaries of events, none of which she claimed advanced the plot. Two of these events we discussed as a class. In short, she provided roughly the same amount of effort on both assessments, and she never demonstrated mastery of the objective.

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Elizabeth is similar to Asia in that she will sometimes do the least amount of work possible unless she is pushed to excel. Unlike Asia, however, the problem is not that she feels like the content is unchallenging. Instead, Elizabeth is not used to achieving success in my class, or to being recognized for success. She does not fully understand yet what types of events advance the plot of To Kill a Mockingbird, but it is essential that she learns this so she can contribute to the class conversations and feel successful. For students like Elizabeth and others who are struggling with the text, I will sit down with them as a group and provide more direct instruction on how to accomplish our objective.

So the “first next” step is to challenge Asia and others by allowing them to work in small groups to identify as many events as they can using materials they will enjoy. While that group is working on their projects, the second “next step” is to sit down with the students who are struggling and re-teach the concepts that we covered in this learning segment. Hopefully, a smaller group will encourage some of the shy students to share their thoughts, which will help everyone master the standards given to us by the state of California.

To Kill a Mockingbird: Event Analysis

Chapter #: 14

Name: Student A

Date: 5/12/2006

Subject/Homeroom: SS/

Summary of Events

Directions: Summarize each event of the chapter in a separate "event's box," using the blank space at the top. Then, determine the purpose of each event (for instance, whether it advances the plot, establishes theme, etc.). If an event advances the plot, then in the lines at the bottom of the box, describe how it explains past or present action(s) or foreshadows future action(s).

<p>This event... (check all that apply)</p> <p><input type="checkbox"/> advances the plot <input type="checkbox"/> establishes theme <input type="checkbox"/> sets the mood <input checked="" type="checkbox"/> defines a character <input type="checkbox"/> other</p>	<p>• Aunt Alexandra tells Scout that she can't go to Dill's house -</p> <p>If this event advances the plot, describe how it does so below:</p> <hr/> <hr/>
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<p>This event... (check all that apply)</p> <p><input checked="" type="checkbox"/> advances the plot <input type="checkbox"/> establishes theme <input type="checkbox"/> sets a mood <input type="checkbox"/> defines a character <input type="checkbox"/> other</p>	<p>• Dill came back and was found by Scout and Jem.</p> <p>If this event advances the plot, describe how it does so below:</p> <p><u>Maybe Dill is going to have a part in this case, why would he just come back?</u></p> <hr/> <hr/>
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<p>This event... (check all that apply)</p> <p><input type="checkbox"/> advances the plot <input type="checkbox"/> establishes theme <input type="checkbox"/> sets a mood <input checked="" type="checkbox"/> defines a character <input type="checkbox"/> other</p>	<p>• Jem told that Jem had run away to their house</p> <p>If this event advances the plot, describe how it does so below:</p> <hr/> <hr/>
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(Continues on back)

To Kill a Mockingbird: Event Analysis

Chapter #: _____

<p>This event... (check all that apply) <input type="checkbox"/> advances the plot <input checked="" type="checkbox"/> establishes theme <input type="checkbox"/> sets the mood <input type="checkbox"/> defines a character <input type="checkbox"/> other</p>	<p><i>“ Sem and Dill have a conversation about why people should run away and lastly, they get on the subject of Boo Radley.”</i></p> <p>If this event advances the plot, describe how it does so below:</p> <hr/> <hr/>
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<p>This event... (check all that apply) <input type="checkbox"/> advances the plot <input type="checkbox"/> establishes theme <input type="checkbox"/> sets a mood <input type="checkbox"/> defines a character <input type="checkbox"/> other</p>	<p>If this event advances the plot, describe how it does so below:</p> <hr/> <hr/>
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<p>This event... (check all that apply) <input type="checkbox"/> advances the plot <input type="checkbox"/> establishes theme <input type="checkbox"/> sets the mood <input type="checkbox"/> defines a character <input type="checkbox"/> other</p>	<p>If this event advances the plot, describe how it does so below:</p> <hr/> <hr/>
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<p>This event... (check all that apply) <input type="checkbox"/> advances the plot <input type="checkbox"/> establishes theme <input type="checkbox"/> sets a mood <input type="checkbox"/> defines a character <input type="checkbox"/> other</p>	<p>If this event advances the plot, describe how it does so below:</p> <hr/> <hr/>
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(Continues on back)

To Kill a Mockingbird: Event Analysis

Chapter #: 14

Name: Student B

Date: May 18, 2006

Subject/Homeroom: Reading/

Summary of Events

Directions: Summarize each event of the chapter in a separate "event's box," using the blank space at the top. Then, determine the purpose of each event (for instance, whether it advances the plot, establishes theme, etc.). If an event advances the plot, then in the lines at the bottom of the box, describe how it explains past or present action(s) or foreshadows future action(s).

<p>This event... (check all that apply)</p> <p><input checked="" type="checkbox"/> advances the plot</p> <p><input type="checkbox"/> establishes theme</p> <p><input type="checkbox"/> sets the mood</p> <p><input checked="" type="checkbox"/> defines a character</p> <p><input type="checkbox"/> other</p>	<p>When Scout tells Atticus about the time she went to church with Calpurnia, Aunt Alexandra comes in, and starts talking "stuff" about it.</p> <p>If this event advances the plot, describe how it does so below:</p> <p><u>It advances the plot because it sounds like Aunt Alexandra is gonna have problems with Calpurnia</u></p>
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<p>This event... (check all that apply)</p> <p><input type="checkbox"/> advances the plot</p> <p><input type="checkbox"/> establishes theme</p> <p><input checked="" type="checkbox"/> sets a mood</p> <p><input type="checkbox"/> defines a character</p> <p><input type="checkbox"/> other</p>	<p>Jem tells Scout to try not to antagonize Aunt Alexandra because then it will go onto her father's hands and he has too much on his head, considering the case.</p> <p>If this event advances the plot, describe how it does so below:</p> <hr/> <hr/>
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<p>This event... (check all that apply)</p> <p><input checked="" type="checkbox"/> advances the plot</p> <p><input type="checkbox"/> establishes theme</p> <p><input type="checkbox"/> sets a mood</p> <p><input checked="" type="checkbox"/> defines a character</p> <p><input type="checkbox"/> other</p>	<p>Jem and Scout find Dill under Scout's bed.</p> <p>If this event advances the plot, describe how it does so below:</p> <p><u>It advances the plot because now there's one more character to the story and Dill is a crazy little boy.</u></p>
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(Continues on back)

To Kill a Mockingbird: Event Analysis

Chapter #: 14

Name: Student C

Date: May 12, 2006

Subject/Homeroom: Social Studies

Summary of Events

Directions: Summarize each event of the chapter in a separate "event's box," using the blank space at the top. Then, determine the purpose of each event (for instance, whether it advances the plot, establishes theme, etc.). If an event advances the plot, then in the lines at the bottom of the box, describe how it explains past or present action(s) or foreshadows future action(s).

<p>This event... (check all that apply) <input type="checkbox"/> advances the plot <input type="checkbox"/> establishes theme <input checked="" type="checkbox"/> sets the mood <input type="checkbox"/> defines a character <input type="checkbox"/> other</p>	<p><i>The Finches didn't hear Aunt Alexandra talk about The Finches any but they still heard it from the rest of the town.</i></p> <p>If this event advances the plot, describe how it does so below:</p> <hr/> <hr/>
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<p>This event... (check all that apply) <input type="checkbox"/> advances the plot <input type="checkbox"/> establishes theme <input type="checkbox"/> sets a mood <input type="checkbox"/> defines a character <input type="checkbox"/> other</p>	<p>If this event advances the plot, describe how it does so below:</p> <hr/> <hr/>
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<p>This event... (check all that apply) <input type="checkbox"/> advances the plot <input type="checkbox"/> establishes theme <input type="checkbox"/> sets a mood <input type="checkbox"/> defines a character <input type="checkbox"/> other</p>	<p>If this event advances the plot, describe how it does so below:</p> <hr/> <hr/>
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(Continues on back)

Sample PACT Assessment Task

ASSESSMENT		ANALYZING STUDENT WORK FROM AN ASSESSMENT	
EL6: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> The criteria/rubric and analysis have little connection with the identified literacy standards/objectives. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Student work samples do not support the conclusions in the analysis. 	<ul style="list-style-type: none"> The criteria/rubric and analysis focus on what students did right or wrong in relationship to identified literacy standards/objectives. The analysis of whole class performance describes some differences in levels of student learning for the content assessed. 	<ul style="list-style-type: none"> The criteria/rubric and analysis focus on patterns of student errors, skills, and understandings to analyze student learning in relation to literacy standards/objectives. Specific patterns are identified for individuals or subgroup(s) in addition to the whole class. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> The criteria/rubric and analysis focus on partial understandings as well. The analysis is clear and detailed.

Key evidence that supports the assigned score:

Assessment was scored on a three point scale for three evaluative criteria, representing sequential abilities in analyzing plot. Candidate is able to look at patterns of errors (not describing enough events, missing key events, providing plausible explanation of role of events in advancing the plot) and make observations of misunderstandings (too broad or too detailed events) and partial understandings (identifying only one purpose).

Beyond Level 3: While overly wordy, the analysis is not inflated with “fluff”, but does contain accurate, nuanced, detail about student achievement illustrated with quotations from student work. The discussion of partial understandings is particularly well done.

Score: 4

Sample PACT Assessment Task

ASSESSMENT		USING ASSESSMENT TO INFORM TEACHING	
EL7: How does the candidate use the analysis of student learning to propose next steps in instruction?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Next steps are vaguely related to or not aligned with the identified student needs. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Next steps are not described in sufficient detail to understand them. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Next steps are based on inaccurate conclusions about student learning from the assessment analysis. 	<ul style="list-style-type: none"> Next steps focus on improving student performance through general support that addresses some identified student needs. Next steps are based on accurate conclusions about student performance on the assessment and are described in sufficient detail to understand them. 	<ul style="list-style-type: none"> Next steps focus on improving student performance through targeted support to individuals and groups to address specific identified-needs. Next steps are based on whole class patterns of performance and some patterns for individuals and/or subgroups and are described in sufficient detail to understand them. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> Next steps demonstrate a strong understanding of both the identified content and language standards/objectives and of individual students and/or subgroups.

Key evidence that supports the assigned score:

Candidate realized students needed to identify and write about more events. He realized that expectations were not clearly set, and will change this in future lessons. Also plans to include additional ways to demonstrate knowledge. Will use selected small groups for collaboration and reteaching. Has a strong understanding and clarity of objectives.

Beyond Level 3: This is a clear, strong, and detailed set of next steps, illustrating a strong understanding and clarity of objectives that tips it into Level 4.

Score: 3