

Edtpa Task 3 Assessment Commentary

edTPA

Elementary Education - Literacy
Task 3: Literacy Assessment Commentary

TASK 3: LITERACY ASSESSMENT COMMENTARY

Respond to the prompts below (no more than 10 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. Attach the assessment you used to evaluate student performance (no more than 5 additional pages) to the end of this file. If you submit feedback as a video or audio clip and your comments cannot be clearly heard, attach transcriptions of your comments (no more than 2 additional pages) to the end of this file. These pages do not count toward your page total.

1. Analyzing Student Learning

- a. Identify the specific learning objectives measured by the assessment you chose for analysis.

[Students will be able to compose a Quick Write that integrates emotions and feelings into their story based upon what was learned through reading the mentor text *Koala Lou* by Mem Fox and identifying the craft move that she used with at least 75% of the class receiving a score of a 3 on the Quick Write rubric.]

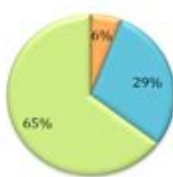
- b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted in Literacy Assessment Task 3, Part D.

[■ Score: 0 ■ Score: 1 ■ Score: 2 ■ Score: 3

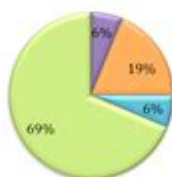
Writing Conventions



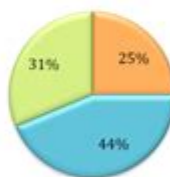
Brainstorm/Practice



Integration/Activity



Organized/Neat



[These pie graphs display the percentage of students who received a score of a 3, the percentage of students who received a score of a 2, the percentage of students who received a score of a 1, and the percentage of students who received a score of a 0 for each of the four categories listed in the evaluation criteria. The students were graded on writing conventions, their brainstorm or practice page, whether they were able to integrate the writing strategy into their own writing or were able to complete the writing activity, and finally on their overall organization and neatness.]

- 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

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1 of 7 | 10 pages maximum
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edTPA Task 3 Assessment Commentary is a critical component of the edTPA, a performance-based assessment designed to evaluate the teaching effectiveness of aspiring educators. Task 3 focuses on the assessment of student learning, where candidates must demonstrate their ability to evaluate and analyze student performance based on the instructional strategies employed in their lessons. This article will delve into the intricacies of Task 3, providing insights into what it entails, its significance, and how to effectively approach the assessment commentary.

Understanding the edTPA and Its Components

The edTPA, developed by Stanford University, is a portfolio-based assessment used primarily in teacher preparation programs across the United States. It consists of three tasks:

1. Task 1: Planning for Instruction and Assessment
2. Task 2: Instructing and Engaging Students in Learning
3. Task 3: Assessing Student Learning

Each task assesses different competencies, with Task 3 specifically focusing on how well candidates can assess and analyze student learning outcomes.

The Importance of Task 3 Assessment Commentary

The assessment commentary for Task 3 plays a vital role in reflecting a candidate's understanding of student learning and instructional effectiveness. Here are several reasons why this commentary is essential:

- **Demonstrates Analytical Skills:** Candidates must analyze assessment data to identify trends, strengths, and areas for improvement in student learning.
- **Promotes Reflective Practice:** Writing the commentary encourages candidates to reflect on their teaching practices and the impact they have on student learning.
- **Showcases Differentiation:** Candidates need to discuss how they differentiated instruction to meet the diverse needs of their students.
- **Informs Future Instruction:** The insights gained from analyzing student performance can guide future instructional planning and help improve teaching strategies.

Components of Task 3 Assessment Commentary

The Task 3 commentary is divided into several sections, each requiring specific information and analysis. Understanding these components is crucial for successful completion.

Section A: Analysis of Student Learning

In this section, candidates must provide a detailed analysis of student performance based on the assessments used during their lesson. This includes:

- **Data Presentation:** Present quantitative and qualitative data that reflects student understanding and performance. This can include test scores, project results, or observational notes.
- **Identification of Trends:** Highlight any patterns observed in the data, such as common misconceptions or areas where students excelled.
- **Classroom Context:** Describe the context of the classroom, including student demographics and how they may have influenced learning outcomes.

Section B: Implications for Future Instruction

Candidates must discuss how their assessment of student learning will inform future instructional decisions. This section includes:

- **Setting Goals:** Based on the analysis, set specific and measurable goals for future instruction.
- **Adjusting Strategies:** Explain how lessons will be modified to address identified weaknesses in student understanding.
- **Continued Assessment:** Discuss the importance of ongoing assessment and how it will be integrated into future teaching practices.

Section C: Reflection on Student Engagement

This section focuses on how students engaged with the learning process. Candidates should consider:

- **Student Reaction:** Reflect on how students responded to assessments and instruction. Were they motivated? Did they show interest in the material?
- **Engagement Strategies:** Discuss specific strategies used to engage students and how these impacted their learning.
- **Feedback Mechanisms:** Examine how feedback was provided to students and its role in fostering their understanding.

Tips for Writing an Effective Task 3 Commentary

Writing an effective edTPA Task 3 assessment commentary can be challenging. Here are some tips to help candidates craft a strong commentary:

- **Be Specific:** Use clear and precise language to describe student performance and instructional strategies. Avoid vague statements.
- **Use Evidence:** Support claims with evidence from assessments, student work, and classroom observations.
- **Reflect Deeply:** Go beyond surface-level analysis. Consider the implications of student performance and how it relates to pedagogical theories.
- **Structure Logically:** Follow the structure outlined in the edTPA guidelines. Use headings and subheadings to organize content effectively.
- **Practice Clarity:** Write clearly and concisely. Ensure that your commentary is easy to read and understand.
- **Seek Feedback:** Before submission, seek feedback from peers, mentors, or instructors to gain different perspectives on your commentary.

Common Challenges and How to Overcome Them

Candidates may encounter several challenges when completing the Task 3 commentary. Here are some common issues and strategies to address them:

Challenge 1: Data Overload

With a variety of assessments and student data, candidates may feel overwhelmed.

Solution: Focus on the most relevant data that directly relates to the learning objectives. Prioritize key findings that illustrate student understanding.

Challenge 2: Balancing Objectivity and Subjectivity

It can be difficult to maintain a balance between objective analysis and personal reflection.

Solution: Base reflections on evidence and data while also integrating personal insights about instructional effectiveness and student engagement.

Challenge 3: Limited Time

The edTPA process is time-consuming, and candidates often feel pressed for time.

Solution: Develop a timeline to allocate specific time blocks for each section of the commentary. Break the task into manageable parts to avoid last-minute rushes.

Conclusion

In summary, the **edTPA Task 3 assessment commentary** is a vital opportunity for candidates to showcase their understanding of student learning and instructional effectiveness. By focusing on the analysis of student performance, reflecting on instructional practices, and planning for future improvements, candidates can demonstrate their readiness to enter the teaching profession. With careful preparation and attention to detail, aspiring educators can excel in this important assessment.

Frequently Asked Questions

What is the purpose of the edTPA Task 3 assessment commentary?

The edTPA Task 3 assessment commentary is designed to help teacher candidates reflect on their instructional practices, analyze student learning, and demonstrate their ability to assess and support student progress.

What key components should be included in the edTPA Task 3 commentary?

The key components include a description of the learning segment, analysis of student work, assessment strategies used, and reflection on how the assessment informs future instruction.

How can candidates effectively analyze student work in Task 3?

Candidates can effectively analyze student work by identifying learning objectives, assessing student responses against those objectives, and providing specific examples that illustrate student understanding or misconceptions.

What are common challenges candidates face when completing Task 3?

Common challenges include difficulty in selecting appropriate assessments, providing clear analysis of student work, and articulating reflective insights that connect assessment data to instructional decisions.

How does the edTPA Task 3 commentary differ from other tasks?

Task 3 specifically focuses on assessment and analysis of student learning, while other tasks may emphasize lesson planning or instructional strategies, making it uniquely centered on evaluating student progress.

What strategies can candidates use to improve their Task 3 commentary?

Candidates can improve their commentary by thoroughly understanding the rubric criteria, using clear and concise language, providing specific evidence from student work, and reflecting deeply on instructional adjustments.

How important is reflection in the edTPA Task 3 commentary?

Reflection is crucial in Task 3 as it demonstrates a candidate's ability to think critically about their teaching practices and student learning, and it informs future instructional planning.

What resources are available for candidates preparing for

Task 3?

Resources include edTPA preparation workshops, online webinars, sample commentaries, rubrics, and feedback from mentors or peers who have completed the edTPA process.

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