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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 to focus students 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 and standards measured by the assessment you chose for analysis.

I have chosen to focus on students' screenplay and soundtrack project from lesson four. In this assessment the learning objectives are for students to write a basic screenplay with a beginning, middle, and end, and choose musical selections from a list to accompany each of the three parts. Students must also use character themes and intend to invoke empathy accurately. Students are to show their understanding of character themes and empathy by explaining how the music they chose serves to function as one of these techniques.

Standards measured are as follows:

National Standards:

4. Composing and arranging music within specified guidelines.
6. Listening to, analyzing, and describing music.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.

Illinois State Content Standards:

25.B.5 Understand how different art forms combine to create an interdisciplinary work (e.g., musical theatre, opera or cinematography).

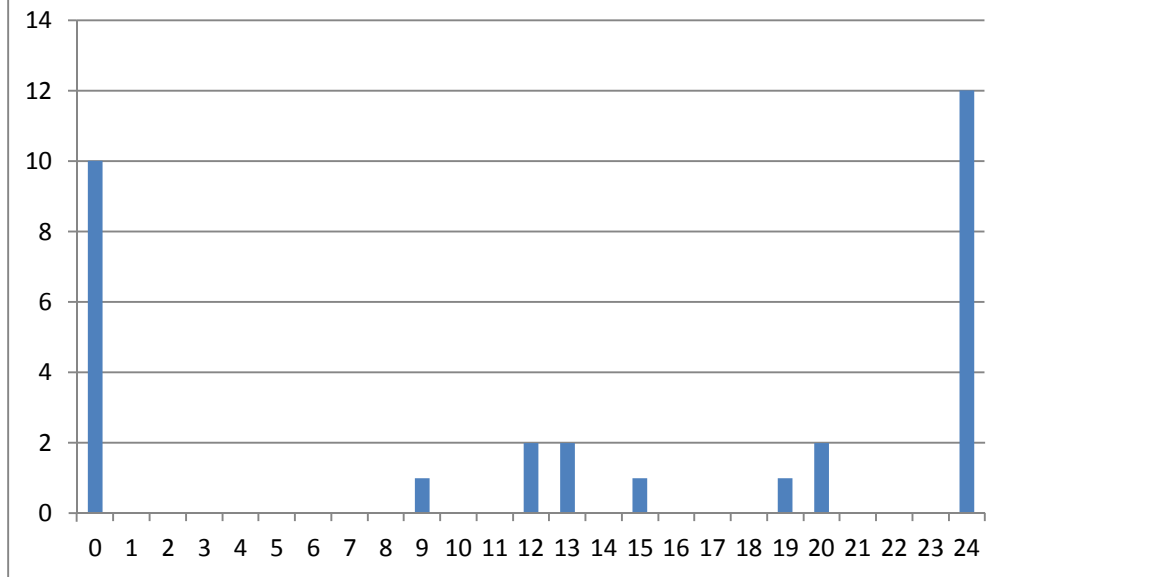
27.A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms

- 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.

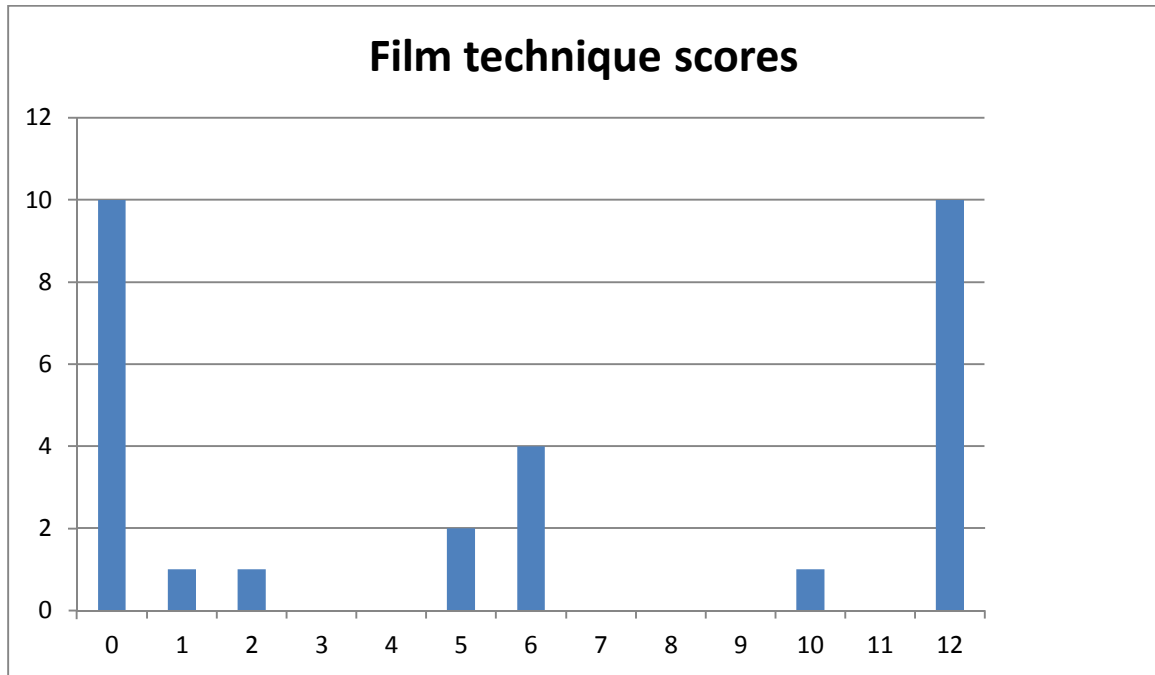
Out of all 31 of my students, I received only 21 projects due to frequent absences in my class. I am still working to have students complete and make up these projects. This first graph shows the spread of the total score among students out of 24 points.

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al scores (out of 24)



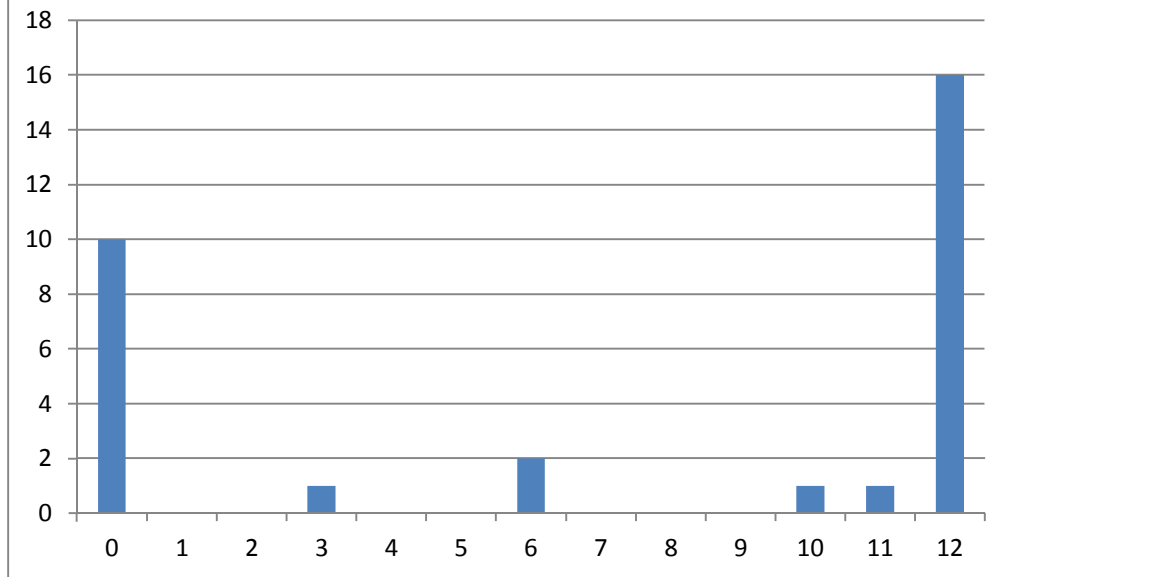
This next chart shows the spread of students' points earned for explaining their use of character themes and empathy (12 points total.)



This final chart shows the spread of students' points earned for the completion of their screenplays (12 points total).

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Display Scores



- 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).

The majority of students who completed all parts of the project received full credit. Students were generally successful with writing their screenplay, since my directions were rather simple and provided a lot of guidance. However, many students received credit for their use and justification of film music techniques when they did not, in fact, make their explanations clear. For example, when asked why their music accomplishes a film technique, many students just described the music or the character or affect involved, but did not link the music's qualities with the qualities of the character or emotion involved. Student responses were thusly more implicit than explicit. Because of this high trend, I still rewarded points to the more implicit answers as long as I could somewhat infer their full links between music and characters or emotions.

Only a few students, one of whom I will call %student one,+gave full explanations for their film technique usage. This student showed that he understood the knowledge of film music techniques by using them accurately and justifying his usage with sound explanations. For example, when asked how his first selection of music accomplishes empathy, he says that the characters are %curious+and that %we [the audience] are also curious to see what's going to

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ar and also showed his contextual understanding of

Another student, student one, who normally performs very well in class, showed the trend of the majority, which was to still display his aforementioned knowledge and contextual understanding, but in a more implicit and unclear way. I was able to infer her intentions, since she had written descriptions of the musical examples in step two. When asked how her first music selection accomplishes a film technique of invoking empathy, she responds "Audience feels the sadness and breakup between the two." This relates her plot point, but does not answer the question by linking the quality of the music to the nature of the scene.

The third student, or student three, is unique in that he is an English language learner. To this point in the learning sequence, he seems to have been understanding content quite well. The obstacle with assessing his work is his incomprehensible handwriting. He seems to use words multiple times, which shows consistent thinking, and I can understand the plot points on his screenplay, but I am unfortunately unable to really discern his grasp on the knowledge and contextual understandings.

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.

In my feedback to student one, I underline the instances where he accurately uses film music techniques by linking the parts of his screenplay to the type of music used according to the definition of the specific film music technique used.

In my feedback to student two, I inform the student that I can somewhat see their thought process, but the way she responds to some of the questions does not clearly show how her choice of music serves as either of the film music techniques. I have also marked the responses in question and annotated them with specific ways their responses can be clearer.

In my feedback to student three, I inform him that his screenplay seems to be cohesive, yet I am unable to discern the reasoning behind his musical choices and plan to assist him in the future through verbal conversation, which is a much stronger skill for him than writing.

- c. How will you support students to apply the feedback to guide improvement, either within the learning segment or at a later time?

Student one's project lacked nothing. I highlighted the fact that he is careful and that his carefulness makes a significant difference in performing quality work. I plan to continue this encouragement and even use his work as an example for the rest of the class when explaining how to write more clear responses. I will urge him to continue this habit.

For student two, as well as the majority of the class who performed similarly, I plan to be encouraging in highlighting thorough and creative screenplays. However, I have told student two to carefully examine the definitions of the terms used and to keep them in mind when doing a project that centers around them. I plan to continue encouraging this habit in future learning segments for the entire class.

For student three, I highlight his thorough story, but also stay positive and supportive when telling him to speak to me later. I plan to speak to him about handwriting to ensure that he has support and direction in improving this skill, but also let him know that I am eager to work with him in the future so that he can display his learning in better ways when necessary.

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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?

The use of the language function, explaining, was the prime obstacle for many students on this assignment. For the students that most clearly understood the vocabulary specific to this assignment, %character theme+and %empathy,+made their understanding clear by using appropriate discourse. That is, when student two indicated that his choice of music for step three evoked empathy, he knew that that empathy is defined as feeling another person's emotions. He explained that in this particular instance, the characters are curious, the music is suspenseful, and in turn we as an audience feel curious.

Other students, like student two, probably had an equal understanding of the vocabulary used, but failed to use the necessary discourse. Their explanations suffered as a result. For example, in student two's response to step three, student two claims that that their music selection evokes empathy because the %audience feels the sadness and breakup of the two.+ The student fails to link the music selection to the scene. This is why I suggest that she examine the definitions of the vocabulary used, as this would help her use appropriate wording and discourse to connect a specific piece of music to a specific scene.

Student three may need more assistance in explaining their reasoning. I can see that he might have some understanding regarding the vocabulary, but I will need to allow him to explain his responses in a more informal way, such as conversing with him.

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).

My biggest mistake in designing this assessment was that I did not provide enough guidance for students to justify their reasoning clearly. In future lessons similar to this one, I plan



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I could have, for example, provided students in this question of how their music selections fit the respective scene. For instance, if a student wants to explain how they invoke empathy with music, I could teach them to use the phrase "This music sounds _____ to me. The characters in this scene feel _____ so I added this music to convey the same feeling to the audience." This extra support would help the entire class to clarify their responses and internalize the prior knowledge used. A large number of students lost points simply for not completing the assignment. It is true that students in my class have been generally unmotivated, so perhaps this guidance would make the assignment seem less overwhelming, allowing students to be more motivated.

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

For this change and application to future teaching, I have referred to Lev Vygotsky's theory of the Zone of Proximal Development, which is defined as an area of learning where a student cannot accomplish a task without the help of a teacher. This area of learning is not too easy, nor too difficult, but appropriately challenging for the student.

Knowing this theory, it seems that I made my assessment too difficult for students in that they were generally unable to clearly explain their musical decisions. Students either responded incorrectly or not at all, possibly because they saw it was too difficult. Providing more guidance would lead my students into the Zone of Proximal Development.