

**Contextual Factors Rubric**

**Teaching Process: The candidate uses information about the learning/teaching context and student individual differences to set learning goals and unit objectives, plan instruction and assess learning.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part I: The Macro Context</b>				
<b>Knowledge of District, Community, and School (RIPTS 1)</b>	Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the district, community, school, and classroom.	Candidate displays a general understanding of the characteristics of the district, community, and school that may affect learning.	Candidate displays a comprehensive understanding of the characteristics of the district, community, and school that may affect learning.	5
<b>Part II: The Micro Context</b>				
<b>Physical Classroom (RIPTS 6)</b>	Candidate displays minimal, irrelevant, or biased knowledge of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling.	Candidate displays a general understanding of the characteristics of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling.	Candidate displays a comprehensive understanding of the characteristics of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling.	4
<b>Knowledge of Characteristics of Class Members (RIPTS 4)</b>	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of class members and how it may affect learning.	Candidate displays a general understanding of characteristics of class members and how it may affect learning.	Candidate displays a thorough and explicit understanding of characteristics of class members and how it may affect learning.	5
<b>Knowledge of Students' Skills And Prior Learning (RIPTS 3)</b>	Candidate displays little or irrelevant knowledge of students' skills and prior learning.	Candidate displays a general understanding of students' skills and prior learning that may affect learning in the current context.	Candidate displays a thorough and explicit understanding of students' skills and prior learning that may affect learning in the current context.	5
<b>Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning (RIPTS 4)</b>	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities).	Candidate displays a general understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities).	Candidate displays a thorough and explicit understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities) for the individual student.	5

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part III: Instructional Implications</b>				
<b>Implications for Instructional Planning and Assessment (RIPTS 4)</b>	Candidate does not provide implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics OR provides inappropriate implications.	Candidate provides general implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics.	Candidate provides specific implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics.	5
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	4

**TOTAL 33/42**  
**Average: 4.71**

Comments:

1. You provide much detail and support your statements well.
2. When writing, consider what you would write in a student’s folder or report. Be careful of subjective words, such as “wonderful.”
3. You could have used the information from the states Education Department

### Learning Goals and Unit Objectives Rubric

**Teaching Process: The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part I</b>				
<b>Learning Goals (RIPTS 2)</b>	Learning goals do not reflect the big ideas and outcomes of the unit. They are less than significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are somewhat significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are significant, challenging, varied and appropriate	5
<b>Part II</b>				
<b>Alignment with National, State or Local Standards (RIPTS 2)</b>	Unit objectives are not aligned with national, state or local standards.	<i>Some</i> unit objectives are aligned with national, state or local standards.	<i>Most</i> of the unit objectives are explicitly aligned with national, state or local standards.	5
<b>Classification of Unit Objectives (RIPTS 5)</b>	Unit objectives are not significant, challenging, or varied.	<i>Some</i> unit objectives are somewhat significant, challenging, and varied.	<i>All</i> unit objectives are significant, challenging, and varied.	5
<b>Clarity (RIPTS 8)</b>	Unit objectives are not stated clearly and are activities rather than learning outcomes.	<i>Some</i> of the unit objectives are clearly stated as learning outcomes.	<i>Most</i> of the unit objectives are clearly stated as learning outcomes.	5
<b>Appropriateness For Students (RIPTS 3)</b>	Unit objectives are not appropriate for the development, pre-requisite knowledge, skills, experiences, or other student needs. Few unit objectives will move students towards meeting learning goals.	<i>Some</i> unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. <i>Some</i> unit objectives will move students towards meeting learning goals.	<i>Most</i> unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. <i>Most</i> unit objectives will move students towards meeting learning goals	5
<b>Part III</b>				
<b>Rationale / Purpose (RIPTS 4)</b>	A superficial statement of rationale is included. The rationale requires more detail to explain why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is superficial or inaccurate.	A statement of rationale is included. The rationale partially explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is clear and somewhat accurate.	A clearly written, rich statement of rationale is included. The rationale explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is rich, insightful and mostly accurate.	5

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	4

**TOTAL** 34/42  
**Average: 4.86**

**Comments:**

1. These are ambitious objectives.
2. The clear description of the student within the Contextual Factors also explains the learning needs.
3. The modifications of the objectives seem to be in the expectations. Consider what interventions you will use.

Suzanne Ward-Smith

September 26, 2010

### Teacher Candidate Work Sample

#### **Contextual Factors:**

##### **I. School/District Factors**

The public school at which I work is called City Elementary School (\*pseudonym), located in the state of Massachusetts. This district is a suburban, residential community located about five miles outside of Rhode Island's capital city of Providence. Currently, the district has two elementary schools located in the central part of town and the other school located on the southern end of town. This district used to have another elementary school on the northern end of town; however in 2006, the town ran into a budget crisis and after a town vote, the school department laid off many staff and was forced to close the school. Due to the closing of another elementary school in the district, class sizes have been substantial at the elementary schools to host the additional students that were redistricted throughout town. Currently, each elementary school in town services students in kindergarten through grade 5 (\*refer to chart to see student breakdown by grade/race). The other elementary school in the district on the south end also has a preschool program, in addition to the Stars program, which services students with severe to profound learning disabilities. In addition to the elementary schools in town, there is one junior high school that services students from grades 6 through 8 and the local high school, housing grades 9 through 12. All elementary schools in the district are led by a building principal. Also, the junior high school and high school have a principal and a vice principal. One superintendent oversees all the schools and makes sure that everything is running as smoothly as possible.

The school at which I work is a wonderful school, as it is in a tight-knit community in which most parents are actively involved in the education of their children and supportive of teachers. Currently at this school, there are three classrooms for each grade level, each with one general education teacher and one special education teacher who floats between the three classrooms, depending on the needs in each room. As mentioned previously, class sizes are large, especially in the upper elementary grades, so that ratio of student to teachers is approximately 28: 1 in grades 3, 4, and 5. Therefore, because the needs of students are extremely broad, general education teachers actively follow the RTI (Response to Intervention) process in tracking students' classroom performance from grade-to-grade to assist in making sure students are making progress, and if not, doing what is necessary to help these children succeed. General education teachers at this school get much support from instructional aides, the special education teachers (if applicable), and the recently added position of a differentiation teacher. Therefore, having extra assistance assures success for all.

Test scores provide a good glimpse of the success of the town's efforts in educating their students. In particular, the school at which I work is among the district's higher performing schools. According to the *GreatSchools* website, it is among the few public elementary schools in Massachusetts to "receive a distinguished *GreatSchools* rating of 9 out of 10". The district in which I work has students take the MCAS (Massachusetts Comprehensive Assessment System) yearly and are tracked on a growth model to determine success from year-to-year. The MCAS is a standards-based test, which means it measures specific skills defined for each grade by the state of Massachusetts. Starting in grade 3, students take the MCAS in the spring in the areas of reading and mathematics. Students in grade 4 are also required to take the long composition component of the MCAS to ensure success in writing. Likewise, students in grade 5 also take the science component.

The grade 10 MCAS is a graduation requirement for students at the local high school. The goal for the district is for all students to score at or above proficient on the test. According to the *GreatSchools* website, in 2009, the percentage of students at the school at which I work in grade 4 (the grade level at which I work, just to use as an example) that achieved proficiency or higher was 83% for English Language Arts and 55% for Math. The state average for English Language Arts was 53% in 2009 and the state average for Math was 48% ([www.greatschools.org](http://www.greatschools.org)). In both academic areas, the school at which I work performed above the state average. As with all the results from the state testing, one can see that the town's staff prepares their students for success as evident by the testing. The school system provides the type of learning atmosphere that encourages hard work in order for the student to do well on these tests.

I believe that this district is a quality school district. In particular, \*City Elementary School is a terrific school at which to work. As the mission states, "The mission of City Elementary School, in partnership with children and families, is to maintain a safe, nurturing environment in which responsibility, mutual respect and high academic standards are achieved." Truly, I believe the staff, parents, and district members all work together to ensure the success of the schools and the children. The taxpayers' money supports a system that promotes high standards for most students. While there will always be some students that "fall through the cracks" of any system, the town prepares most students with the means for furthering education after high school. The tax money that is provided to the schools within the district is appropriately used and offers students a wide breadth of supplies, books, technology, and staff members all of which enhance learning.

**Charts:**

**Enrollment by Race/Ethnicity (2009-10)**

Race	% of School	% of District	% of State
American American	0.6	0.9	8.2
Asian	1.3	1.9	5.3
Hispanic	1.5	2.5	14.8
Native American	0.0	0.0	0.3
White	95.3	93.1	69.1
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Race, Non-Hispanic	1.3	1.6	2.2

**Enrollment by Gender (2009-10)**

	School	District	State
Male	225	1,065	491,377
Female	243	1,089	465,676
Total	468	2,154	957,053

**Enrollment by Grade (2009-10)**

District	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	CT	Total
District	34	116	148	171	155	164	163	178	183	200	162	171	144	165	0	-	2,154
City Elementary School	0	57	82	80	79	85	85	0	0	0	0	0	0	0	0	-	468

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=02650015&orgtypecode=6>

**II. Description of Service Provision**

My placement for my internship is at \*City Elementary School in a grade 4 general education classroom. I am the general education teacher in a class of twenty-eight students of mixed ability. Students in my class are between the age of nine and ten years old. This year, my classroom currently includes six students on Individual Education Plans, with two referrals in place for students that are not demonstrating grade level competencies and thus may also qualify for services. In addition to academic needs within my classroom, I also have students with severe medical needs. Currently, I have two students that are Type I diabetics, one with an insulin pump. Likewise, I also have one student with a seizure disorder. Due to the academic,



social/emotional, and medical needs, I work closely with many individuals in our school building.

On a day-to-day basis, I have the special education teacher in my room to co-teach certain subjects throughout the day (in class support). She splits her time between my room and a grade 3 classroom; therefore, we arrange our schedule so she can be present for my mathematics block, as well as my reading/grammar block. During these times, we work together in various arrangements. We alternate teaching or leading the lesson, work with smaller groups, and also support individual students who are demonstrating difficulty. We have made it a point to assist all the individuals in the classroom, instead of her strictly working with the students that have IEP's. To me, that is the most effective approach. The special education teacher modifies my classroom tests to make them appropriate for the students in my classroom who need accommodations/modifications and also pulls a group of students for extra reading support. During this time, she works with them with the Orton-Gillingham program. It is great having the special education teacher in my classroom, as working with twenty-eight students of various learning abilities can be extremely challenging at times. She shares the responsibility that I have as the general education teacher, but also supports the classroom environment so that all students are benefitting.

When the special education teacher is unable to be in my classroom (due to working in third grade), I have an instructional aide present. The instructional aide supports writing for my workshop time and assists those students with goals for writing, as well as other students in the classroom who need assistance. Likewise, the aide also helps me check planners at the end of the day to ensure that every student has homework written down properly and most importantly, that students with organizational goals in my classroom have everything that they need in order to best complete their homework when they go home (books, planners, notebooks, worksheets, etc.). The aide that is in my classroom this year also worked in my room

last year. Therefore, she is familiar with my routines and classroom set-up. She is extremely helpful, and I am so lucky to have her working with me. She truly goes above and beyond in helping out with whatever is needed at the time.

Throughout the week, I have students that are pulled out for various reasons. Currently, I have one student on an IEP who receives services from the occupational therapist at my school two times a week. Likewise, I also have four other students, all of whom are on IEP's that are pulled out for counseling with our school adjustment counselor. Similarly, once a week the school adjustment counselor and I co-teach Second Step together to address problem solving techniques with the children and broach other classroom concerns, such as bullying and other issues related to social components in the students' lives.

Last, but not least, the school nurse and I work together constantly to discuss the medical needs within my classroom. The two students who receive care for their diabetes require much time outside of the classroom to test their blood sugar level. Currently, both of the children in my classroom test twice a day on a typical day. However, since the start of the school day, they both have been having other visits during the day due to feeling of being too high or low. If one of the children is testing too high or too low, the school nurse needs to regulate how to adjust the levels and will keep the child out of the classroom until the child is back to normal levels. Therefore, the school nurse and I are constantly communicating over the phone throughout the day to make sure we are both on the same page. Both of the children in my class with diabetes are extremely responsible and are in tune with their bodies and how they feel. They both are pretty good about knowing when their blood sugar is "off". However, it is important for me to regulate time and make sure these students are having their juice and snacks at their designated times throughout the day to make them as healthy as possible during school time.

Overall, much of my day is spent collaborating with other staff members in my school. At times it can be difficult, as we all have differing schedules and sometimes

it can be challenging finding the time to meet, but we all make the time to sit down. Even if it is just for a few minutes to make sure we are on the same page and updated on new information, we make sure to communicate, as the children are our number one priority.

### **III. Diversity of Students with Special Needs involved in the Unit**

For my Teacher Candidate Work Sample (TCWS), I plan on working with all twenty-eight of my students in my classroom on my unit and teaching them the skill; however, I plan on individualizing this unit for one particular student in my classroom. The student who I am choosing to work with for this unit is new to the district and came in to fourth grade on an IEP, with goals for reading and writing. This student has exhibited a delayed achievement in reading comprehension and written expression and could benefit from some individualized support/instruction. Therefore, I would like for this student to demonstrate his understanding of a variety of questions from a text in an efficient, effective, and accurate manner. I think that if this student receives the help and individualized instruction, then he will be able to use the skills when completing reading activities independently.

As observed in the initial weeks of school and in looking at his past records, DC (\*child selected for TCWS) is an extremely hard-working student who benefits from kinesthetic learning opportunities. He is diagnosed with ADHD and also just recently was diagnosed with dysgraphia. Dysgraphia is a learning disability that affects DC's writing abilities. Likewise, this disability also manifests itself into his spelling, poor handwriting, and DC often has trouble putting thoughts on paper. We have had DC use an Alpha Smart computer to assist in his written abilities; however, his mother mentioned her concern with assisting DC with reading comprehension. It is clear that DC can read appropriately at grade level when reading orally; however, when it comes to comprehension and expressing his ideas in writing, DC demonstrates much difficulty. This is where I would like to see DC gain confidence and learn the appropriate skills to help him succeed in the classroom.

\*Refer to chart below

Student Initials	Primary areas of greatest academic need	Brief description of the difficulty	Current level of performance and source of information	Student strengths or learning preferences
DC	* Reading Comprehension  * Written expression/writing	* omission of, or glossing over detail * difficulty distinguishing significant information from minor details * lack of concentration during reading * trouble remembering or summarizing what is read ----- * Unfinished or omitted words in sentences * Difficulty organizing thoughts on paper * Difficulty with syntax structure and grammar * Large gap between written ideas and understanding demonstrated through speech.	*DRA ( <i>Developmental Reading Assessment</i> )  *Level 38  *Instructional fluency, Instructional comprehension	*DC benefits from graphic organizers when writing  *DC is able to use a Alpha Smart or dictation software to assist with writing. He enjoys typing and using the computer; however typing takes him a long time  *DC likes reading books with his mother at home and seems drawn to science fiction books  *DC prefers orally retelling a story, versus writing

#### IV. Learning Goals

- **Goals for Class**

In this unit, students will identify and/or explain stated or implied main ideas and relevant supporting details from text. In other words, students will gain an understanding of the *ACE* (Answer-Cite-Expand) method of developing and evaluating short answer, extended written/oral responses.

- **Objectives for 4<sup>th</sup> Grade Class**

1. Students will be able to answer comprehension questions in at least 3 complete, detailed sentences.

2. Students will support their answers with information from the text, using direct quotations from the text. Student will use at least two examples from the text to support their answer, more if possible.
3. Students will extend their answer by:
  - a) Backing up the information from the text with their own personal experience or prior knowledge they have about the topic.

OR

- b) Explaining why this information is important or significant. (This means,... In other words,... I know this because..., etc.)

In other words, students will learn how to answer comprehension questions, following the "ACE" answering method. Answers to this model will not always be written and can be oral. The most important part is that students are responding to text accurately and are finding evidence from the book to support their answers:

- **A=** Answer the comprehension question by restating the question in the answer.
  - **C=** Citing particular supporting evidence from the text that relates to the question being asked.
  - **E=** Extend the answer. In this last component of this model, students work on expanding upon their answer by applying more supporting detail or providing a personal connection/feeling/opinion to the question/answer.
- \*See table chart below for clarification for individual student**
- **Standards**

\*The unit's objectives are linked to the following Grade Level Expectations (GLE)

- **W-4-11.2** Demonstrates the habit of writing extensively by sharing thoughts, observations, or impressions

- **W-4-1.2** Students demonstrate command of the structures of sentences, paragraphs, and text by using the paragraph form: indenting, main idea, supporting details
- **W-4-3.3** In response to literary or informational text, students make and support analytical judgments about text by using specific details and references to text to support focus
- **R-4-7.2** Using information from the text to answer questions related to explicitly stated main/central ideas or key details
- **R-4-7.3** Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing)
- **R-4-13** Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text.
- **R-4-16** Generates a personal response to what is read through a variety of means

## Part I: Learning Goals for Selected Student

## Learning Goals:

- Student will gain an understanding of the **ACE** (Answer-Cite-Expand) method of developing and evaluating short answer, extended written/oral responses. This student will develop strategies in identifying the ACE Strategy as a personal action step for improving his personal learning processes.

## Part II: Unit Objectives

	Related Content Standards (state and/or SPA)	Domain/Level/Classification/Other
<b>Objective 1:</b> When asked a question about a reading selection orally or in writing, DC will be able to respond accurately to the question in <b>at least 3 complete sentences.</b>	<b>ENGLISH/ LANGUAGE ARTS</b> Standard 2: Response to Text  Standard 3: Creation and Presentation of Text	Cognitive domain; level-comprehension  level-synthesis
<b>Objective 2:</b> When asked a question about a reading selection orally or in writing, DC will be able to support his answers with information from the text, locating <b>at least one</b> specific citation from the text.	<b>ENGLISH/ LANGUAGE ARTS</b> Standard 2: Response to Text	Cognitive domain; level-comprehension
<b>Objective 3:</b> When asked a question about a reading selection orally or in writing, DC will be able to extend his answer by: a) Backing up the information from the text with his own	<b>ENGLISH/ LANGUAGE ARTS</b> Standard 2: Response to Text	Cognitive domain; level-recall  level-comprehension

<p>personal experience or prior knowledge he has about the topic.  <b>OR</b>                  b) Explaining why this information is important or significant.</p>		
<p><b>Objective 4:</b>                  At the end of this "unit", DC will be able to get at least a score of a "3" on our open response questions in reading.</p>	<p><b>ENGLISH/                  LANGUAGE ARTS</b>                  Standard 5:                  Awareness and Evaluation of Learning Processes</p>	<p>Cognitive domain; level-evaluating</p>

**Part III: Rationale/Purpose**

The reason why I am teaching this skill/strategy to my class is because it is specific skill that will benefit students in multiple ways. First, I believe it is important for students in my class to learn how to respond to literature in an effective manner. Often times, students come into fourth grade knowing how to write complete sentences and how to answer a comprehension question, but most students do not have the effective means for supporting their answers with specific evidence from the text. After all, this can be the most challenging aspect for any child, let alone a child with a specific learning need. Students in my class currently are able to tell me the correct answer to a question, whether it be in reading or another content area, but they demonstrate some difficulty when finding specific quotations/supporting information that "back up" their responses. Because of this, I want to teach my students a helpful acronym (ACE) that will help them plan and organize how to respond to an open response question. It is my hopes that after much modeling and high standards, all children will work on responding to literature in the most effective and detailed manner. I think the ACE model is easy enough for any student to follow, but is particularly beneficial for students with learning needs that benefit from a concrete model to assist their needs.



Another reason why I think this "unit" will be beneficial for my students is because it teaches my students what is expected of their answers to open response questions on the MCAS tests. In order to achieve proficiency, students need to be able to respond to a question accurately and with supporting detail. Students can no longer just state that they know the answer. Instead, students are required to provide evidence for how they got their answers. The people that are responsible for grading the MCAS tests are looking for application of learning from students, and removing the opportunity for students to simply guess their answer. In the fourth grade at my building, the standards are high and a great deal of effective writing is being required of our students. Therefore, in order for students to be fully prepared for the tests in March, starting teaching this skill early in the year will set the standards for what is expected of them throughout the year and for testing purposes. The correct answer used to be the only goal for students, but as with many changes in education throughout the years, expectations have changed and students are expected to perform to this statewide standard. It is my job to make sure my students are prepared and confident in their abilities to reach the highest standard possible.

In this "unit", the objectives are appropriate to the outcomes I expect for all my students by the end of the year, as well as specific objectives I have for my individual student selected for this assignment. My basic overall objectives are that students should be able to: **A=** Answer the comprehension question by restating the question in the answer, **C=** Cite particular supporting evidence from the text that relates to the question being asked (aim is for 2 specific citations from the text), and **E=** Extend the answer. In this last component of this model, students work on expanding upon their answer by applying more supporting detail or providing a personal connection/feeling/opinion to the question/answer. All of my students in my class are expected to write and respond to a question in at least three complete sentences. At the end of third grade, these were the expectations that teachers had, so I started the year with these expectations as well. I

think all students are developmentally ready and able to respond to a question in this signed length. Some students need the support with organizational strategies, but I think the ACE model does just this. The model provides a clear expectation for students to respond appropriately and effectively. I tweaked the objectives for my class to benefit the individual that I will be working with for this lesson. Mainly, I still have most of the same expectations as I did for my whole class, but I initially expect for this student to find one quotation (versus two) and this student should be able to receive a "3" on my grading rubric (meeting the standard). Because this student demonstrates difficulty with writing, as part of his diagnosis with dysgraphia, I will allow this student to use his Alpha Smart computer to assist with his writing frustration and help him focus on his sentence structure, rather than letter formation. This tool may also help this student focus on completing the task in a more timely manner, as opposed to rushing to be done, which is frequently observed when he has to complete a written task (as a result of his ADHD diagnosis). I also may ask some questions and grade this student on his oral responses to questions, rather than always focusing on his written expression. Either written or orally, my main goal is for this student to work on developing his ideas further by expanding upon ideas and citing evidence from the text to support an answer. The objectives that I tweaked for this student I believe are good "stepping stones" to begin with and building upon them throughout the year to add more development and detail. I believe that if this student follows the ACE model effectively and works on taking the time to answer a question correctly, then he will be able to thrive throughout the school year and achieve the grade level standard in class and achieve proficiency on the MCAS tests.

**Assessment Plan Rubric**

**Teaching Process: The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part I: Visual Organizer</b>				
<b>Visual Organizer Format (RIPTS 9)</b>	The organizer does not clearly present: <ul style="list-style-type: none"> <li>• how the objectives are lined up with the assessments; and/or</li> <li>• the justification for the method of each assessment; and/or</li> <li>• any appropriate adaptations of the assessments.</li> </ul>	The organizer clearly presents: <ul style="list-style-type: none"> <li>• how <i>some</i> of the objectives are lined up with the assessments; and/or</li> <li>• the justification for the method of some assessments is incomplete or inappropriate; and/or</li> <li>• some assessment adaptations are missing or inappropriate.</li> </ul>	The organizer clearly presents: <ul style="list-style-type: none"> <li>• how <i>all</i> the objectives are lined up with the assessments; and</li> <li>• the justification for the method of all assessments; and</li> <li>• appropriate adaptations for all assessments within this context with these students</li> </ul>	6
<b>Multiple Forms of Assessment (RIPTS 9)</b>	The assessment plan: includes only one assessment form; does not assess students before, during, or after instruction.	The assessment plan: includes multiple forms of assessment; <i>some</i> are performance-based; and assess before, during, and after instruction.	The assessment plan: includes multiple forms of assessment (including performance assessments, lab reports, research projects, etc.); assesses student performance before and after instruction.	5
<b>Alignment of Unit Objectives and Assessments. (RIPTS 9)</b>	<i>Very few or none</i> of the objectives: are aligned with the overall assessment plan: <i>none of the</i> assessments are congruent with objectives in terms of content and cognitive complexity.	<i>Some</i> of the objectives: are aligned with the overall assessment plan: <i>some</i> assessments are congruent with objectives in terms of content and cognitive complexity.	<i>Most/all</i> of the objectives: are aligned with the overall assessment plan; <i>all</i> assessments are congruent with the objectives in terms of content and cognitive complexity.	6
<b>Alignment of Unit</b> Revised 07/10	<i>Very few or none</i> of the	<i>Some</i> of the objectives:	<i>Most/all</i> of the objectives:	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Rationale for Assessment Choice (RIPTS 9)</b>	Assessment choices do not match the unit objectives/context or, there is no evidence that unit objectives or student characteristics played a part in determining assessment method.	Assessment choices somewhat match the unit objectives/context seems adequate, but this information has to be inferred or searched for; or, some of the methods might be improved.	Assessment choices match the unit objectives/context; the rationale for the choice mentions the unit objective and/or student characteristics.	5
<b>Adaptations Based on the Individual Needs of Students (RIPTS 4)</b>	Candidate does not adapt assessments at all or adaptations are limited in scope to meet the individual needs of students; these assessments are inappropriate.	Candidate makes adaptations to <i>some</i> assessments that are appropriate to meet the individual needs of <i>some</i> students.	Candidate makes adaptations to <i>most/all</i> assessments that are appropriate to meet the individual needs of <i>all</i> students.	6
<b>Part II: Narrative</b>				
<b>Rationale for Assessment Choice (RIPTS 9)</b>	Provides an inadequate statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	Provides adequate statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	Provides clear and insightful statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	5
<b>Scoring Procedures (RIPTS 9)</b>	Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions or procedures are confusing to students	<i>Some</i> scoring procedures are explained; items or prompts are clearly written; <i>some</i> directions or procedures are clear to students	<i>Most/all</i> scoring procedures are explained; <i>all</i> items or prompts are clearly written; <i>all</i> directions or procedures are clear to students	6
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	5

**TOTAL 44/48**

**Average: 5.5**

**Comments:** Assessment Plan clearly shows the integration and alignment of teaching, practice and assessment.

Suzanne Ward-Smith  
October 3, 2010

**Assessment Plan**

**Part I. Visual Organizer**

Unit Objectives	Assessments	Justification for Assessment Methods	Adaptations
<p>1. When asked a question about a reading selection orally or in writing, students will be able to respond accurately to the question in at least <b>3 complete sentences.</b></p> <p>2. When asked a question about a reading selection orally or in writing, students will be able to support answers with information from the text, locating <b>at least one</b> specific citation from the text.</p> <p>3. When asked a question about a reading selection orally or in writing,</p>	<p><u>Pre-Assessment</u></p> <p>DRA Assessment Comprehension Open Response Question from a story in the basal reading series</p>	<p><u>Pre-Assessment</u></p> <p>For the pre-assessment, I decided to administer the DRA (Developmental Reading Assessment) to DC. I chose this assessment because DC is a new student in our school and all students entering fourth grade who have previously attended *City Elementary School have completed the DRA in grades 1, 2, and 3, and we have the results on file. Because I have limited information on this student's reading abilities, I thought it would be important for me to find a baseline for his oral reading as well as his comprehension. It would assist me in determining this student's independent (or instructional) level with an evaluation of three components of reading: reading engagement, oral reading fluency, and comprehension. This would assess his present level and proper placement for his reading workshop group. In addition, observations of this student's oral reading as well as his oral comprehension have provided me with the direction needed for beneficial instruction and/or guided reading.</p>	<ul style="list-style-type: none"> <li>• Preferential seating for DC, due to attentional needs (diagnosed with ADHD; needs limited distractions)</li> <li>• DC will be responsible for answering one question orally and one question in writing.</li> <li>• Because of his diagnosis of dysgraphia, DC is able to use his Alpha Smart to assist with his writing, should he desire.</li> <li>• Extended time for writing/typing will be allowed to DC if he is struggling to complete the assignment during the designated time</li> </ul>

<p>students will be able to extend an answer by:</p> <p>A) Backing up the information from the text with his/her own personal experience or prior knowledge he/she has about the topic.</p> <p>OR</p> <p>B) Explaining why this information is important or significant.</p> <p>4. At the end of this unit, students will be able to get a score of a "3" on an open response question in reading.</p>		<p>Results of the DRA showed that DC is decoding just about at grade level (level 38). In terms of comprehension, DC is better able to answer questions orally. His thinking is often very disorganized, but with teacher prompts, he is able to understand accurately and explain the events within a text. When working on written questions, DC has difficulty writing his ideas (diagnosed with dysgraphia) and rushes to be done, often not taking the time to self-assess his work/thinking. Therefore, I think the ACE model will help DC organize his thoughts, but also help him with a guide for a way to respond to text.</p> <p>The other pre-assessment data I collected from this individual student was his answer to an open response question on an assessment that I had given after reading and discussing a story from our basal reading series (<i>Scott Foresman</i>). I did not prompt DC as to how I wanted him to answer; however, I did read the question to him and said to all students that they needed to be as specific as possible when answering the question. This answer was able to give me an idea of how DC answers questions and justified</p>	<p>period.</p> <ul style="list-style-type: none"> <li>• DC will have a graphic organizer of the ACE model to assist in his organization of his thoughts/ideas.</li> <li>• DC will use a highlighter to highlight specific quotations that support a question and/or would be relevant to include in his written explanation and/or Post-It notes.</li> <li>• DC will self-assess his work to ensure that he is taking the time to check for clarity and completeness, a skill that sometimes DC oversees.</li> </ul>
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	<p><u>Formative Assessment</u>  Personal communication</p> <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Modeling</li> <li>• Informal Questioning</li> </ul> <p>Selected Responses</p> <ul style="list-style-type: none"> <li>• <i>Yingtao's New Friend</i>, ques. 1 &amp; 2</li> <li>• <i>Family Ties</i>, ques. 1 &amp; 2, ques. 1 &amp; 2</li> <li>• 2 open response questions on reading assessments</li> </ul>	<p>my reason for selecting him as a particular student that would benefit from the ACE model. His answers lack clarity and do not have supporting evidence, so I know this is a goal that we need to work on in order for him to reach proficiency.</p> <p><u>Formative Assessment</u></p> <p>In class, all students will be responsible for participating in a whole-group discussion of how to answer an open response question to a reading prompt/comprehension question, following the ACE model. Having the teacher lead this discussion whole-group will allow all students to see what is expected of them throughout the school year and what they need to do in order to achieve proficiency. Although the teacher will be leading this lesson, students will be participating by answering the questions, finding supporting evidence/citations in the text (using Post-It notes/highlighting), and responding to prompts from the teacher. The teacher will model what is expected of students on the chart paper in order to provide a visual for</p>	<ul style="list-style-type: none"> <li>• DC can ask for assistance, if having difficulty decoding a vocabulary term, or with reading a passage.</li> <li>• DC will be pulled out of the classroom for an individualized lesson, where he will work one-on-one with the teacher.</li> <li>• DC will be asked to reread for clarity, to assist in his comprehension.</li> </ul>
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each student that correlates with his/her graphic organizer. Each child will copy the example on his/her handout so that he/she has a reference in his/her folder for future activities, if necessary.

Students will be responsible for answering two selected comprehension open response questions from the two texts they will be reading during the week. One question (aside from the two questions on their sheet) from the first text (*Yingtao's New Friend*) will be modeled whole-group; however, the other questions will be answered independently and assessed according to the classroom rubric (see attached). Students are expected to use the ACE model graphic organizer (see attached) to assist their written process and ensure they are answering the question accurately. Likewise, for answers practiced on weekly activities, students should be using the book to provide supporting evidence specifically from the text (direct quotations). However, on tests, students will be expected to provide support, using their knowledge and understanding of the events in the

text by providing sufficient details. The questions will be worded, so that students can critically think about the events in the story, but also to remember supporting details to "back up" their responses. These questions will allow students the independent practice they need in order to answer the questions following the new format (ACE model).

#### Post-Assessment

For the post-assessment, students will be completing the benchmark unit assessment from the Scott Foresman reading series text, which consists of a reading passage and two open response questions. Students will be expected to read the passage independently, as well as answer the comprehension questions, following the ACE model. In their written responses, I will be able to see how well students responded to the text, as well as how well they supported their answers with direct information from the text. Because the text is available to them, students should be including quotations in their answers and expanding on their thoughts. Again,

#### Post-Assessment

##### Selected Reading Response

- Benchmark Unit Assessment, *Scott Foresman* Reading Series
- Open Response Questions
- 2 questions

	<p>students will have the ACE graphic organizer available to them to assist in their organization of how to answer an open response question.</p> <p>Teachers in our school track student growth throughout the year using the Benchmark assessments. Therefore, as part of my RTI evaluations/progress monitoring, I thought this would be a good assessment at this point in the school year that will help me better identify and respond to struggling students, as well as enrich students that are meeting the goals/objectives in reading. In using the <i>Scott Foresman Benchmark Assessments</i>, it will provide me with a source/reference that will help me assess, instruct, and monitor each student at every level for the best possible outcome.</p>	
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**Part II.**

**a) Discussion of Formative Assessment Pieces**

The formative assessment pieces that will help me determine student progress throughout my unit consist mainly of open response questions that I devised that relate to stories that we have read and discussed in class from our basal reading series. This week, as I start teaching my unit, students will work on answering two questions from each of the two stories in our reading series. Last week, students read and discussed the story, *Yingtao's New Friend*, and we will continue with our

discussion of the story into this week. Likewise, students will be responding to the story by answering these open response questions. I will model one question that is separate from the questions that students are answering to show what I am looking for and how students should be organizing their thought processes. During this time, students will be actively involved in the organization of the answer by assisting me with finding the information in the text to support our answer. I will have students write their answers out (the same answer I am writing), so that they have a visual/reference tool to use when answering questions on their own. I will be calling on a variety of learners to assist me in developing my answer, as well as listening for different ways for students to respond to the same question. I want students to be able to see that although there is usually only one correct answer to a question, there are different ways to support the question that can be accurate. Then, students will work on answering two questions independently, following their graphic organizer and the ACE model. During this time, I will be able to assess informally students by seeing how they are answering the questions and prompt them as to where they can locate supporting evidence for each question. I will encourage students to use Post-It notes to mark supporting quotes from the text that relate to the question being asked. After practicing the model in class and gaining a better understanding of the ACE model, students will be assessed on their understanding of this text, by taking their reading test. This test consists of a variety of multiple choice questions, a vocabulary match, as well as an open response question that they will need to answer. The question on the test will be different from the questions asked in class, but students will be expected to respond in a similar format. I will reinforce to students that I will be grading them based on how well they follow the ACE model. Throughout the rest of the week, we will be reading a short story called "Family Ties," and students will be completing similar writing activities to open response questions and working on developing their supporting details for the question. Again, students will respond to two questions that are formatted in such a way that students will be responsible for answering the question following the ACE model. Similarly, they will have a reading test at the end of the week in which

they will answer one question in open response form, with the rest of the questions being multiple choice, short answer, etc. The questions that I will be having students work on throughout the week are designed to help students demonstrate their knowledge of the text by not only answering each question, but mainly working on supporting their answers with specific evidence from the text. My main goal is for students to cite specific quotations relating to the question that is being asked, but at the same time work on expanding on their ideas with a personal reflection/connection to the characters, story events, etc. It is important for students respond to text in a variety of ways, as it will not only aid in their understanding of a story, but also help them in a variety of subject areas. After all, throughout the school year, students will be expected to use this model (ACE) in not only reading activities, but also in mathematics, science, and social studies. Therefore, I think that if I take the time to set my standards for what is expected of students early on in the school year, then students will continue to show growth throughout the school year.

Collecting the students' answers will be important for me in analyzing how well students are responding to the questions being asked. I will be looking at each individual's responses and determining who has mastered the concept and can therefore independently work on this task, as well as see who may need more individualized instruction. This will help me better utilize my time in determining who I can work with in a smaller group, provide more prompts, modeling, etc. After all, with twenty-eight students in my class all with various learning abilities, I know that some students will be able to pick right up on this skill and soar. However, I know that there are some learners in my classroom who will need more instruction and support on this process. Thus, depending on the results that I get on the answers done in class and on the reading assessment, I will best be able to determine how to improve my instruction. Initially, I will have the graphic organizer available to all students for the classroom activities for comprehension questions and for the reading assessments; however, it is my goal that in a few months, students will be able to respond to open response questions without needing the organizer.

The first unit objective that I have is that when asked a question about a reading selection orally or in writing, students will be able to respond accurately to the question in at least 3 complete sentences. In the formative assessments that I will be giving to students during this unit, students are required to respond with no less than three sentences. If students follow their graphic organizer (consisting of three sections), this should not be a problem. Likewise, students at \*City Elementary School were responsible last year (in third grade) to respond to text in three sentences, so this is not a new goal for students. I do expect, however, that as the year progresses, students will be able to enrich their responses by writing 5-6 sentences as a way to reach the "4" on their grading rubric (exceeding the grade level expectation/standard).

For my second objective, I would like to see that when asked a question about a reading selection orally or in writing, students will be able to support answers with information from the text, locating at least one specific citation from the text. Again, students will be using their graphic organizers to assist them in organizing their thoughts and finding a quote from the text that supports their answer. Students will only be able to specifically cite a quote when working on the classroom activities when answering an open-response comprehension question. They will be able to use Post-It notes to assist them in locating quotes that support their answers. With differentiated instruction, my goal is to have every student at least be able to find one specific quotation that supports his/her answer, but for those learners who are willing to push themselves to achieve that higher standard, they should be looking for more than one quotation in the text. This will be what I use to determine who is capable of achieving a "4" on my grading rubric (exceeding the grade level expectation/standard).

For my third objective, I would like to see that when asked a question about a reading selection orally or in writing, students will be able to extend an answer by: a) backing up the information from the text with his/her own personal experience or prior knowledge he/she has about the topic OR b) explaining why this information is important or significant. As we read in small groups, I often encourage students to use effective comprehension strategies as they are reading. One

strategy I encourage is for students to make connections to the characters, story events, etc. I always model this when reading and ask students to share their connection as they read. Therefore, as students read, again I will be giving them Post-It notes to write down a connection they have that would help them respond to the questions being asked. Sometimes, this can be extremely challenging for a student, whereas sometimes this can be easy. This skill requires higher-level thinking and the ability to "put yourself in someone else's shoes." Some of my students who are very literal in their understanding may need me to help them by posing questions or providing examples to aid in this part of their response to a question. When it comes time for me to assess a student based on this objective, I will have to look not only on how well a student's response is, but also how much support the child needed in order to come up with the answer. If students are able to expand and share a strong, higher-level response, then this is what I use to determine who is capable of achieving a "4" on my grading rubric (exceeding the grade level expectation/standard).

For my last objective, I would like to see that students will be able to get a score of at least a "3" on an open response question in reading. A "3" response would represent that the student is able to achieve the grade level standard and follows all three sections of the ACE model appropriately (answer-cite-expand). To determine this, I will be looking at how well students respond to their in-class comprehension questions, as well as their responses on the reading assessments. If students are unable to receive a "3" on a response, I will be working with the students and showing them ways they can improve in the future. Likewise, I will also show all students an example of what a "3" looks like, as well as a "4" so that students have a visual for what is expected of them to meet/achieve the standard.

#### **b) Anticipated Scoring Criteria**

In order to score each individual on his/her classroom responses to the comprehension questions as well as the reading assessment open responses, I will be using my rubric that I developed that corresponds with the ACE model (see attached).

Students will be able to receive up to a 4 on the rubric based on their response. The numbers correlate with the following: 4= student is exceeding the grade level standard and is able to respond with superior comprehension and interpretation and shows higher-level thinking; 3= student is achieving the grade level standard and is able to respond with accurate comprehension and student responds with literal interpretation, and includes some responses that demonstrate higher-level thinking; 2= student is approaching the grade level standard and can read grade appropriate text with support and with some comprehension and student demonstrates some difficulty interpreting questions and recalling specific details from the text; 1= student is beginning to develop the grade level standard, but is not yet able to produce grade level work. Student is unable to read grade appropriate text and demonstrates much difficulty with comprehension. Written answers to open response questions lack details from the text and are missing relevant information. Student responds with incorrect information. Likewise, students will also be able to self-assess their learning by using a recording sheet that will help them check off that they answered the A, C, and E in the Ace model. I am also looking to see how honest students are in self-assessing. Therefore, I will be having students grade themselves on what they think their score should be, and then I will grade the same assessment with what I believe the grade should be. In having students do this, I am holding them accountable for their learning and be able to reflect on such.

Students will keep track of their grades on each comprehension open response question that is answered for each text, and the teacher will be able to track progress. Likewise, students will be able to see how well they are doing and ways they can improve upon for future questions. All assessments that require an open response answer, whether it is the pre-assessment, the open response questions for individual stories, or the post assessment will all be assessed with the same rubric. In order to determine if the students' performances meet the objectives, I will look at the following criterion:

- Did the student answer their question in at least 3 complete sentences? -Objective 1



- Did the student **answer** the question accurately by restating the question in his/her answer? ("A" in the model)
  - Objective 1
- Did the student **cite** specific evidence to support his/her answer? ("C" in the model) - Objective 2
- Did the student **expand** upon his/her answer by making a personal connection or explaining their reasoning for their answer? ("E" in the model) - Objective 3
- Does this answer meet the grade level standard and reflect an accurate explanation for the open response? If so, is it deserving of a "3"? - Objective 4

### c) Copies of the Forms of Assessment

- ACE Recording Sheet
- Rubric for Reading Comprehension Assessments
- Rubric for Answers to ACE model
- Student Self-Evaluation or Peer Scoring Guide
- Ace Assignment Graphic Organizer



### Rubric for Reading Comprehension Assessments

- 4-
- \*Student is **exceeding the grade level standard** and can accurately read grade appropriate text with superior comprehension. Answers to comprehension questions are all correct and student clearly understands the main elements of the story.
  - \*Written answers to open response questions are detailed and include most important details and key language or vocabulary from text. Likewise, student responds with interpretation that shows higher-level thinking.
  - \*Student is able to accurately follow the ACE method of responding to text.
  - \*Student provides insightful responses to teacher questions or prompts.
- 3-
- \*Student is **meeting the grade level standard** and can accurately read grade appropriate text with comprehension. Answers to comprehension questions are mostly correct and student understands the main elements of the story.
  - \*Written answers to open response questions include most details from the text. Student responds with literal interpretation, and includes some responses that demonstrate higher-level thinking.
  - \*Student is able to follow the ACE method of responding to text.
  - \*Student provides adequate responses to teacher questions and prompts.
- 2-
- \*Student is **approaching the grade level standard** and can read grade appropriate text with support and with some comprehension. Student demonstrates some difficulty interpreting questions and recalling specific details from the text.
  - \*Written answers to open response questions include some detail from the text, but are missing relevant information. Student responds with some misinterpretation.
  - \*Student is able to follow most of the components of the ACE method of responding to text, but may have some misinterpretation.
  - \*Student provides some response to teacher questions and prompts.
- 1-
- \*Student is **beginning to develop the grade level standard, but is not yet able to produce grade level work**. Student is unable to read grade appropriate text and demonstrates much difficulty with comprehension. Student is unable to interpret questions and recall most events from the text.
  - \*Written answers to open response questions lack details from the text and are missing relevant information. Student responds with incorrect information.
  - \*Student is unable to follow the components of the ACE method of responding to text.
  - \*Provides limited or no response to teacher questions and prompts.

<p><b>Exceeds Proficiency</b></p> <p><b>4</b></p>	<ul style="list-style-type: none"> <li>• Student answers the question in 3 or more complete sentences.</li> <li>• Student cites multiple sources of evidence from the text to support thinking.</li> <li>• Student includes many details to expand upon their answer and/or makes relevant personal connections.</li> <li>• Student responds with interpretation that shows higher-level thinking.</li> </ul>
<p><b>Proficient</b></p> <p><b>3</b></p>	<ul style="list-style-type: none"> <li>• Student answers the question in at least 3 complete sentences.</li> <li>• Student is able to cite at least one source of evidence from the text to support thinking.</li> <li>• Student includes details to expand upon their answer and/or make personal connections.</li> <li>• Student responds with literal interpretation, and includes some responses that demonstrate higher-level thinking.</li> </ul>
<p><b>Approaching Proficiency</b></p> <p><b>2</b></p>	<ul style="list-style-type: none"> <li>• Student does not answer the questions with at least 3 complete sentences.</li> <li>• Student neglects to cite at least one source of evidence from the text to support thinking or citation may not be relevant to the question asked.</li> <li>• Student neglects to add details to expand upon their answer and/or make personal connections or connection may not make sense.</li> <li>• Student answer to response is missing relevant information. Student responds with some misinterpretation.</li> </ul>
<p><b>Below Proficiency</b></p> <p><b>1</b></p>	<ul style="list-style-type: none"> <li>• Student does not answer the question, or only includes one sentence.</li> <li>• Student neglects to cite evidence from the text to support thinking.</li> <li>• Student neglects to add details to expand upon their answer and/or make personal connections.</li> <li>• Student is unable to interpret questions and recall most events from the text.</li> </ul>

STUDENT SELF-EVALUATION OR PEER SCORING GUIDE



ACE Score- \_\_\_\_\_

I answered the question.....yes \_\_\_no

I supported my answer from the text.....yes \_\_\_no

I expanded my answer.....yes \_\_\_no

Name \_\_\_\_\_



ACE Score- \_\_\_\_\_

I answered the question.....yes \_\_\_no

I supported my answer from the text.....yes \_\_\_no

I expanded my answer.....yes \_\_\_no

Name \_\_\_\_\_

## Ace Assignment Graphic Organizer

Passage to read...	Question to answer...

<b>A</b>     	<b>C</b>     	<b>E</b>     
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**Design for Instruction Rubric**

**Teaching Process: The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics, needs, learning contexts, and standards of the discipline.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Use of Pre-Assessment Data (RIPTS 8)</b>	<p>Pre-assessment data is presented but the format is difficult to navigate.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized format.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized, detailed format.</p> <p>A rich, insightful explanation of how pre-assessment data influenced instructional design is provided.</p>	5
<b>Unit Visual Organizer (RIPTS 2)</b>	<p>The visual organizer is difficult to navigate.</p> <p>The lessons within the unit are not logically organized (e.g., sequenced).</p>	<p>An organized visual organizer is provided.</p> <p>Most of the lessons within the unit are logically sequenced.</p> <p>Lessons appear to be somewhat useful in moving students toward achieving the learning goals.</p>	<p>An organized, detailed visual organizer is provided.</p> <p>All lessons within the unit are logically sequenced.</p> <p>Lessons are useful in moving students toward achieving the learning goals.</p>	5
<b>Lesson Plans (RIPTS 2)</b>	<p>Lesson plans are missing required components.</p> <p>Candidate's use of content appears to contain numerous inaccuracies.</p> <p>Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</p> <p>Instruction incorporates little variety of instructional strategies and techniques across instruction, activities, assignments, and resources.</p> <p>Heavy reliance on textbook or single resource (e.g., work sheets).</p>	<p>Lesson plans contain required components.</p> <p>Candidate's use of content appears to be mostly accurate.</p> <p>Shows some awareness of the big ideas or structure of the discipline.</p> <p>Instruction incorporates some variety of instructional strategies and techniques across instruction, activities, assignments, or resources.</p> <p>Some reliance on textbook, some variety of resources.</p>	<p>Lesson plans contain required components in rich detail.</p> <p>Candidate's use of content appears to be accurate.</p> <p>Focus of the content is congruent with the big ideas or structure of the discipline.</p> <p>Instruction incorporates a significant variety of instructional strategies and techniques across instruction, activities, assignments, and/or resources.</p> <p>The use of a variety of resources makes a clear contribution to learning.</p>	5

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Alignment with Learning Goals and Unit Objectives (RIPTS 2)</b>	<p>Few lessons are explicitly linked to unit objectives.</p> <p>Few learning tasks, assignments and resources are aligned with unit objectives.</p> <p>Not all unit objectives are covered in the design.</p>	<p>Most lessons are explicitly linked to unit objectives.</p> <p>Most learning tasks, assignments and resources are aligned with unit objectives.</p> <p>Most unit objectives are covered in the design.</p>	<p>All lessons are explicitly linked to unit objectives.</p> <p>All learning tasks, assignments and resources are aligned with unit objectives.</p> <p>All unit objectives are covered in the design.</p>	6
<b>Classroom Climate (RIPTS 6)</b>	<p>Candidate does not articulate how s/he will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.</p>	<p>Candidate articulates plans in which some aspects contribute to a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.</p>	<p>Candidate consistently articulates plans that are likely to create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.</p>	6
<b>Use of Technology (RIPTS 2)</b>	<p>Technology is inappropriately used OR candidate does not use technology or provide a rationale for its omission.</p> <p>A description of how planning and/or instruction could be enhanced with the use of technology is absent.</p>	<p>Candidate uses technology appropriately.</p> <p>Technology contributes to teaching and learning.</p> <p>OR</p> <p>Candidate provides a clear rationale for omission of technology AND describes how planning and/or instruction could be enhanced with the use of technology.</p>	<p>Candidate consistently integrates appropriate technology.</p> <p>Use of technology makes a significant contribution to teaching and learning.</p>	5
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	<p>This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors.</p> <p>Unprofessional presentation.</p>	<p>This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.</p> <p>Adequate presentation.</p>	<p>This section is well-organized, readable, and uses appropriate spelling and grammar.</p> <p>Highly professional presentation.</p>	5

**TOTAL** \_\_\_36/42  
**Average: 5.14**



**Comments:**

1. You include appropriate and relevant information regarding your class and the one focus student.
2. The technology cited is primarily an Alpha Smart and recorders. What additional technology might you use if you could?

Suzanne Ward-Smith

October 3, 2010

### Design for Instruction

#### I. Pre-Assessment

For the pre-assessment, I decided to administer the DRA (Developmental Reading Assessment) to DC. I chose this assessment because DC is a new student in our school and all students entering fourth grade who have previously attended Aitken School have completed the DRA in grades 1, 2, and 3, and we have the results on file. Because I have limited information on this student's reading abilities, I thought it would be important for me to find a baseline for his oral reading, as well as his comprehension. It would assist me in determining this student's independent (or instructional) level with an evaluation of three components of reading: reading engagement, oral reading fluency, and comprehension. This would assess his present level and proper placement for his reading workshop group. In addition, observations of this student's oral reading, as well as his oral comprehension, have provided me with the direction needed for beneficial instruction and/or guided reading.

The other pre-assessment data I collected from this individual student was his answer to an open response question on an assessment that I had given after reading and discussing a story (*A Visit with Grandpa*) from our basal reading series (*Scott Foresman*). I did not prompt DC as to how I wanted him to answer; however, I did read the question to him and said to all students that they needed to be as specific as possible when answering the question, as well as to try to answer the question in at least three complete sentences.

## II. Results of the Pre-Assessment

Results of the DRA showed that DC is decoding just about at grade level (level 38). DC often reads at a quick rate and omits/inserts words, and often self-corrects for clarity. His inflection is up and down and he often does not heed at punctuation marks when reading aloud. Therefore, it sounds rushed and "breathy" (taking deep breaths periodically). DC's fluency is not a concern of mine, as I think some of his miscues are due to his ADHD and need to rush, but his comprehension is something that I had pondered and I know it is an area of concern of his mother. At a recent meeting, DC's mother suggested that she believed DC is demonstrating difficulty with reading comprehension as a result of his ADHD. She believes because he has difficulty concentrating and sustaining his attention to a particular task for an extended period of time, that this may be an area that becomes increasingly more difficult for him as he is becoming more independent and grade expectations are becoming more difficult for him. After reviewing the results of DC's DRA, I can see some areas where DC demonstrates difficulty with comprehension. When I first asked DC to answer some comprehension questions as part of the DRA, he struggled with the written components and formulating his ideas. Because of timing and DC's dysgraphia, I told him I would ask him the questions and he would need to respond orally. It is very clear that DC is better able to answer questions orally, as he has the ideas and enjoys talking about the events in a text. DC's thinking is often very disorganized, with events told out of order. With teacher prompts, he is able to understand accurately and explain the events within a text. If DC had a specific guideline to follow (especially a visual),

then I think he would be able to thrive and develop more skills to help him become proficient.

When working on written questions, DC has difficulty writing his ideas (diagnosed with dysgraphia) and rushes to be done, often not taking the time to self-assess his work/thinking (as seen in his classroom assignments and the first questions that he fill in on the DRA comprehension packet). I also noticed when giving the DRA assessment, DC is quick to give a response, but lacks details to support why he thinks an answer is true. If he can give the bare minimum of one sentence, especially when having to write, he will do just that. However, if DC is held accountable for following specific steps and it is organized in a clear format, he is able to thrive. I have seen this in Writer's Workshop when DC uses his 4-square graphic organizer to help him write. Therefore, I think the ACE model will help DC organize his thoughts, but also help him with a guide for a way to respond to text, whether it be orally or in writing.

On the second pre-assessment that I gave DC, I was able to see what DC is capable of writing for an assessment, when working independently and not following any specific guidelines. I needed to have a concrete written example so that I could see not only how he responds orally, but what his organization looks like in writing. The answer was able to give me an idea of how DC answers questions and justified my reason for selecting him as a particular student that would benefit from the ACE model. His answers lack clarity, do not have supporting evidence, and are not of sufficient length, so I know this is a goal that we need to work on in order for him to reach proficiency.

Based on the results of DC's pre-assessments, I know that there are things that I need to do in order to better assist DC's comprehension from a text. I want to assist DC in finding a way that will keep his thoughts organized, but at the same time encourage him to expand upon his ideas. I know he has the thoughts and can develop his ideas; it just is important for me to show him the best way to do it. I think that if DC is able to gain an understanding of the ACE (Answer-Cite-Expand) method of developing and evaluating short answers, as well as extending his written/oral responses, then DC will be able to develop the strategies in identifying the ACE strategy as a personal action step for improving his personal learning processes.

### III. Student Performance Observations

Student Initials	Primary areas of greatest academic need	Brief description of the difficulty	Current level of performance and source of information	Student strengths or learning preferences
DC	<ul style="list-style-type: none"> <li>* Reading Comprehension</li> <li>* Written expression/writing</li> </ul>	<ul style="list-style-type: none"> <li>* omission of, or glossing over detail</li> <li>* difficulty distinguishing significant information from minor details</li> <li>* lack of concentration during reading</li> <li>*trouble remembering or summarizing what is read</li> <li>-----</li> <li>* Unfinished or omitted words in sentences</li> <li>*Difficulty organizing thoughts on paper</li> <li>*Difficulty with syntax structure and grammar</li> <li>*Large gap between written ideas and understanding demonstrated through speech.</li> <li>*Writes the bare minimum, writes simplistic sentences.</li> </ul>	<ul style="list-style-type: none"> <li>*DRA (<i>Developmental Reading Assessment</i>)</li> <li>*Level 38</li> <li>*Instructional fluency, Instructional comprehension</li> </ul>	<ul style="list-style-type: none"> <li>*DC benefits from graphic organizers when writing.</li> <li>*DC is able to use a Alpha Smart or dictation software to assist with writing. He enjoys typing and using the computer; however typing takes him a long time.</li> <li>*DC prefers orally retelling a story, versus writing</li> </ul>

#### **IV. How the Pre-Assessment Guided My Instruction**

As referenced in the chart above, DC demonstrates some difficulty with reading comprehension and written expression. Therefore, when organizing how I will teach the ACE model, it is clear that DC would benefit specifically from small-group and individualized instruction. Because I am the general education teacher and my responsibility is to teach all twenty-eight of my students, I thought the best way to help DC would be to introduce this skill to all students in my class. After all, this is a specific skill that will be beneficial for many students in my class in reading, but also across content areas.

During recent reading classes when students have been asked to answer open response questions to comprehension questions from a text, students have engaged in responding to reading in writing. Frequently, students write judgments about text using their own background knowledge and comprehension. However, some students write judgments about text that seem to have very little relevance to the text, and few students provide evidence to support these judgments. This data justifies the reason for the need for this lesson. Likewise, this is the first year we are working on a standards-based grading system, and I'm constantly telling students what they need to do in order to achieve proficiency. However, I think the ACE model provides a concrete example of what is expected of them to do in order to achieve proficiency or exceed the grade level standard. Therefore, I think this model will help students like DC that are currently approaching the standard to work on adding the details and explanations that will help them achieve proficiency, but will also enrich the expectation for students who are already achieving the standard.

In fourth grade, students need to learn how to support their statements and judgments in writing using evidence from text as a reference point. Students need to demonstrate in writing how they arrived at their thinking, citing text as evidence. Because of this, I will be using the ACE model to assist students in answering the questions in the best way to achieve proficiency. My first initial/introductory lesson will be done whole group modeling how I want students to answer an open response question using the ACE model. Students will assist me in filling out the graphic organizer, as well as helping me turn the organizational thoughts into writing. The special education teacher will be present during this lesson to help students who need assistance organizing their thoughts and finding specific quotations in the reading.

After teaching and modeling the ACE model whole-group, students will be responsible for answering two open-response questions from the story that we previously read and discussed in class, *Yingtao's New Friend*. During this time I am going to see what DC is capable of doing on his own. He will have access to a graphic organizer to help him respond to the questions asked on the assessment. I am going to check in with him frequently to see his organization and to help him find specific citations in the book. Likewise, I am going to make sure that he is writing out his response effectively and in the correct order. To help DC, I am going to have him write out one response on the Alpha Smart, and I will scribe for him the other response. This will alleviate the frustration he has when having to write extensive amounts, but will also help him practice the skill orally. On Tuesday, DC will be responsible for applying his knowledge of the ACE model on his reading assessment test for *Yingtao's New Friend*. He will be responsible for

answering one open response question on the test where he will show how well he follows the format.

DC will continue to develop this skill over the next few days, as he practices responding to open-response questions from another story read during the week, *Family Pictures*. While reading the story, the teacher will ask students oral questions in a small group that will require students to respond using the same format. This will help DC continue to utilize the skill and practice his oral skills with organizing his thoughts. The day after the story is read, DC will again be responsible for writing his answer to one written open response to the text, as well as one oral response that will be graded. At the end of the week, students will be taking the *Family Pictures* reading comprehension test, where DC will be responsible for using his skills independently without having prompts from the teacher. This will be when the teacher is best able to see how well DC is applying what he knows and if he is able to achieve proficiency.

## V. Unit Visual Organizer

### Expanded Calendar for TCWS

Monday 10/4/10	Tuesday 10/5/10	Wednesday 10/6/10	Thursday 10/7/10	Friday 10/8/10
<b>Lesson:</b> <ul style="list-style-type: none"> <li>• Introduce ACE model</li> <li>• Model skill whole-group</li> <li>• Work on 2 open response questions independently from <i>Yingtao's New Friend</i>, using graphic organizer and rubrics</li> </ul>	<b>Lesson:</b> <ul style="list-style-type: none"> <li>• Reading Assessment on <i>Yingtao's New Friend</i></li> <li>• Students complete one open-response question, using the ACE graphic organizer to help organize thoughts</li> </ul>	<b>Lesson:</b> <ul style="list-style-type: none"> <li>• One-on-one lesson with DC focusing on written and oral responses to questions from <i>Family Pictures</i></li> <li>• Work on two comprehension questions; one written, one scribed by teacher</li> </ul>	<b>Lesson:</b> <ul style="list-style-type: none"> <li>• Partner/peer evaluations of ACE answers to comprehension questions from <i>Family pictures</i></li> <li>• Whole-group discussion/ share examples of "3" and "4" responses</li> </ul>	<b>Lesson:</b> <ul style="list-style-type: none"> <li>• Reading Assessment on <i>Family pictures</i></li> <li>• Students complete one open-response question, using the graphic organizer to help organize thoughts</li> </ul>
<b>Unit Objectives Addressed:</b>	<b>Unit Objectives Addressed:</b>	<b>Unit Objectives Addressed:</b>	<b>Unit Objectives Addressed:</b>	<b>Unit Objectives Addressed:</b>



- Students will be able to answer comprehension questions in at least 3 complete, detailed sentences.
  - Students will support their answers with information from the text, using direct quotations from the text. Student will use at least one example from the text to support their answer, more if possible.
  - Students will extend their answer by:
    - a) Backing up the information from the text with their own personal experience or prior knowledge they have about the topic.
  - OR
  - b) Explaining why this information is important or significant. (This means,... In other words,... I know this because..., etc.)
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    - a) Backing up the information from the text with their own personal experience or prior knowledge they have about the topic.
  - OR
  - b) Explaining why this information is important or significant. (This means,... In other words,... I know this because..., etc.)
- When asked a question about a reading selection orally or in writing, DC will be able to respond accurately to the question in at least 3 complete sentences.
  - When asked a question about a reading selection orally or in writing, DC will be able to support his answers with information from the text, locating **at least one** specific citation from the text.
  - When asked a question about a reading selection orally or in writing, DC will be able to extend his answer by:
    - a) Backing up the information from the text with his own personal experience or prior knowledge he has about the topic.
  - OR
  - b) Explaining why this information is important or significant.
- DC will be able to get at least a score of a "3" on our open response questions in reading.
- Students will be able to answer comprehension questions in at least 3 complete, detailed sentences.
  - Students will support their answers with information from the text. Student will use at least one example from the text to support their answer, more if possible.
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  - OR
  - b) Explaining why this information is important or significant. (This means,... In other words,... I know this because..., etc.)
- DC will be able to get at least a score of a "3" on our open response questions in reading.

**Monday**  
10/11/10

**Lesson:**

- No School, Columbus Day

**Tuesday**  
10/12/10

**Lesson:**

- Introduce the realistic fiction book, *Frindle*
- Read chapters 1-3 and discuss in

**Wednesday**  
10/13/10

**Lesson:**

- Share some examples of "3" and "4" responses from chap. 1-3

**Thursday**  
10/14/10

**Lesson:**

- Share some examples of group answers of open response

**Friday**  
10/15/10

**Lesson:**

- Continue reading from *Frindle*, up until chapter 11.

- small groups Answer one comprehension question, following the ACE format, using evidence from **each chapter** (3 supporting citations) to support the answer (I will be working in a small group with DC).
- Finish answer for HW if not finished

- question; whole-group
- Read chapters 6-8 in *Frindle* and discuss
- Answer another question following the ACE response format with partners (groups of 3, each student assigned to answer the "A", "C" or "E" sections and combine them together; mixed-ability groupings

- questions; constructive criticism discussion/ evaluate how groups would be graded on their responses (whole-group) Comprehension quiz on chapters 1-8 in *Frindle*; students will answer a variety of questions, but will answer two questions in open-response/ACE format (I will be working one-on-one with DC at the time, making sure he is following the ACE model, but not providing as many prompts as previously done
- Begin reading chapters 9 and 10 in *Frindle*

- Sequencing activity from chapters 9-11 in *Frindle*
- Students will come up with a question that they could answer following the ACE model (this time the question won't be provided). Students will work in mixed-ability pairs (I will be working one-on-one with DC during this time to find a relevant question that he could ask and respond to).
- Students will answer the question that they came up with, with their partner.

**Unit Objectives Addressed:**

- None

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- Students will support their answers with information from the text. Student will use at least one example from the text to support their answer, more if possible.
- Students will extend their answer by:
  - a) Backing up the information from the text with their

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own personal experience or prior knowledge they have about the topic.

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a) Backing up the information from the text with his own personal experience or prior knowledge he has about the topic.

OR

b) Explaining why this information is important or significant.

• DC will be able to get at least a score of a "3" on our open response questions in reading.

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a) Backing up the information from the text with his own personal experience or prior knowledge he has about the topic.

OR

b) Explaining why this information is important or significant.

• DC will be able to get at least a score of a "3" on our open response questions in reading.

**Monday**  
**10/18/10**

**Tuesday**  
**10/19/10**

**Wednesday**  
**10/20/10**

**Thursday**  
**10/21/10**

**Friday**  
**10/22/10**

**Lesson:**

- Continuing with *Frindle* reading activities and working on ACE responses

**Lesson:**

- Continuing with *Frindle* reading activities and working on ACE responses

**Lesson:**

- **Benchmark Unit Assessment for DC**

**Lesson:**

**Lesson:**

**Unit Objectives Addressed:**

- When asked a question about a reading selection orally or in writing, DC will be able to respond accurately to the question in at least 3 complete sentences.
- When asked a question about a reading selection orally or in writing, DC will be able to support his

answers with information from the text, locating **at least one** specific citation from the text.

- When asked a question about a reading selection orally or in writing, DC will be able to extend his answer by:

a) Backing up the information from the text with his own personal experience or prior knowledge he has about the topic.

**OR**

b) Explaining why this information is important or significant.

- DC will be able to get at least a score of a "3" on our open response questions in reading.
-

During the following week, students will continue to utilize this strategy in their open response to reading activities. I will also introduce this skill in math and demonstrate to students how to use the ACE strategy when responding to an open response question in mathematics. About mid-week (next week) after students have had continued practice with the ACE model in reading and having it introduced in math, I will assess DC using the post assessment from the benchmark assessment book that I have that corresponds with our reading series, *Scott Foresman*. DC will be expected to read the passage independently, as well as answer the comprehension questions, following the ACE model. In his written responses, I will be able to see how well he responded to the text, as well as how well he supported his answers with direct information from the text. Because the text is available to him, students should be including quotations in his answers and expanding on his thoughts. Again, DC will have the ACE graphic organizer available to him to assist in his organization of how to answer an open response question, as well as his Alpha Smart to type his response.

**Department of Special Education**  
**Lesson Plan Template for Teacher Candidate Work Sample**

**Teacher Candidate's Name:** Suzanne Ward-Smith      **Date:** October 3, 2010

**Lesson Content Area:** Reading

**Time of Lesson:** 1:00-2:00

**Objectives of the lesson:**

1. Students will be able to respond to and make judgments about a reading selection by citing evidence from the text as a way to explain and support their thinking.
2. Students will be able to answer an open-response question, following the ACE (answer-cite-expand) model.

**Aligned with Content Standards (list standard(s) and description):**

**Massachusetts Curriculum Frameworks:**

**General Standard 8: Understanding a Text**

*Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.*

8.14 Make judgments about setting, characters, and events and support them with evidence from the text.

**General Standard 12: Fiction**

*Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.*

**Brief description of individuals (students and professionals) involved in the lesson:**

**Professionals:** This lesson will take place during my regular scheduled reading period. During this time, I (as the general education teacher) will be introducing the lesson to my twenty-eight students, whole group. The special educator will also be present for the duration of this lesson. Her role (while I lead) is to float and assist any students who need help staying on track, recording work, etc. Likewise, she will also assist in helping aid in the discussion. After I introduce to students how to write an answer using the ACE method, I will model the example by writing an acceptable response on chart paper. The special education teacher and her student teacher (if present) will float and assist students as needed.

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**Students:** My classroom of twenty-eight students consists of a wide variety of learners. Currently, I have six students on IEP's for various needs. The students with reading/writing goals on their IEP's will be receiving additional support from the special educator or I, as we progress through this unit. Likewise, I also will pull one individual that is new to the school and has presented with some comprehension needs in reading, as well as a significant need in writing. This student is diagnosed with ADHD and dysgraphia and will need some support to help him achieve proficiency. I also have some students that have medical needs (Type 1 Diabetes) and are often out of the classroom due to being in the nurse's office. Because of often missing lessons, they benefit from working in a smaller group setting, receiving assistance from either myself or the special education teacher.

During recent reading classes when students have been asked to answer open response questions to comprehension questions from a text, students have engaged in responding to reading in writing. Frequently, students write about judgments about text using their own background knowledge and comprehension. However, some students write judgments about text that seem to have very little relevance to the text and few students provide evidence to support these judgments. This data justifies the reason for the need for this lesson.

In fourth grade, students need to learn how to support their statements and judgments in writing, using evidence from text as a reference point. Students need to demonstrate in writing how they arrived at their thinking, citing text as evidence. Because of this, I will be using the ACE model to assist students to answer the questions in the best way to achieve proficiency.

**Materials used in the lesson:**

*For the teacher:*

- Transparency
- Dry-erase markers
- Chart paper
- Easel
- Permanent Markers
- Copy of the story *Yingtao's New Friend*, from our basal reading series (*Scott Foresman*)
- Post-It notes
- Pencil
- Copy of ACE graphic organizer on transparency
- Copy of ACE graphic organizer for students
- Copy of ACE self-checklist for students

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- Copy of ACE/reading comprehension rubric for students

**For students:**

- Pencil
- Lined paper in Writing notebook
- Copy of the story *Yingtao's New Friend*, from our basal reading series (*Scott Foresman*)
- Post-It notes
- Copy of ACE graphic organizer
- Copy of ACE self-checklist
- Copy of ACE/reading comprehension rubric
- 

**A brief sequence of lesson including induction, lesson body, and closure:**

**Induction:**

1. The teacher will set the purpose for the lesson by asking the students to help her with answering a comprehension open response question from the story they had just read in class, *Yingtao's New Friend*.
2. The teacher will explain to students that this time when they are answering the question, they will need to find specific details from the story to help them support their answer.
3. Teacher will explain that many times, people do not only want to know what you are thinking, but also why you are thinking it. Therefore, the teacher will tell students that she will need their help finding evidence from the text when explaining their thinking about a specific question from the text.
4. Teacher will introduce the new model of answering a question to students. "Today we will begin using the ACE model to answer a comprehension question. I know I have introduced this term before and some of you have started using it, but today, all of us will begin using and practicing this term. Today, we will practice one example together and then you will practice a few more examples independently."
5. Teacher will ask students, "Who can remember what A-C-E stands for?" Students should respond with, "Answer, cite, expand". Teacher will write each one of the terms on the chart paper so that all students can see.
6. Teacher will then tell students that in order to answer a question following the ACE model, they will need to use an organizer that will help them write their responses in the correct order.
7. Teacher will distribute the ACE graphic organizer to each student, instructing them to write their names on the top, as it will serve as a reference tool for future assignments.



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8. Teacher will have a copy of the graphic organizer available on the transparency on the overhead projector, as this is where she will model how to fill in the boxes correctly.

**Lesson Body:**

1. Teacher will begin filling in the ACE organizer by asking students what they will need to fill in on the top of the organizer. "What would I need to write under the title- Passage to read...?" (Title of the Story, *Yingtao's New Friend*)
2. Teacher will provide the question that students will be responsible for answering together in class: "What problem does Yingtao have in the orchestra?" Students will write this question in the part of their organizer where it says, "Question to answer..." Also, the teacher will write this on her overhead transparency.
3. Teacher will ask students what they need to do next, according to their graphic organizer (fill in the A, C, and E sections).
4. Teacher will tell students that they will begin by filling in the "A" section on their organizer and will answer the question being asked. Teacher will remind students of their 4<sup>th</sup> grade rule that they need to remember that answers should be at least 3 sentences total, if not more.
5. Teacher will ask students, "What is the answer to the question being asked? What problem did Yingtao have in the orchestra?" Students should respond with some answers as to what types of problems occurred (he was bad at the violin, he has a "bad ear", he pretended to play by moving his bow, but not touching the strings, etc.)
6. Teacher will call on one student to formulate the class ideas into a complete sentence, answering the question accurately and using words from the question in the answer.
7. Teacher will record the response on the overhead transparency and students will write the same response correctly on their graphic organizers in the "A" section.
8. Teacher will then tell students that they now need to cite evidence that supports how they know this. Therefore, the teacher will tell students to go back into their book to find a quotation that supports this statement.
9. Teacher will tell students that in order to effectively cite specific details, they will need to find at least one or two quotes that "backs up" their reason. Teacher will tell students that the best way to do this is to reread the pages where the answer could be found.
10. Teacher has students independently reread pages 70-72 and gives each student a Post-It note to use to place under/next to each quote they find that supports the statement. As students are rereading independently and finding a quote or two, the teacher will assist students as necessary.

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11. Teacher will call upon a few students to share the quotations they found that they think support the answer. As a whole, the class will decide upon the top two quotes to use in their example. Teacher will write the examples (copying them directly from the book, using quotation marks) on the overhead transparency. Students will record the same examples on their graphic organizers in the "C" section.
12. After all students are finished recording, the teacher will then tell students that they will need to expand upon their ideas by sharing a personal connection or explaining with more detail.
13. Again, the teacher will call upon students to share their ideas and the teacher will select one or two responses to record on the transparency. Students will write the same response in the "E" section of their graphic organizer.
14. After all students have finished filling in their graphic organizers, the teacher will ask students to take out their writing notebooks where they will write their answers to the select question, using the graphic organizer as a guide.
15. Teacher will model on the chart paper how to write out the answer by formulating ideas from their graphic organizer, citing the evidence from the text, and expanding upon their ideas. Teacher will share examples of connecting words and phrases to use that add to the smoothness of the answers ("I know this because..." "If I were this character, I would feel..." "In the text, the author stated...").
16. Students will copy the answer in their notebooks, answering any questions asked by the teacher as they write.

**Closure:**

1. After all students have recorded their answer to the question, the teacher will call upon one child to read the answer aloud. As the student reads, the teacher will ask the students to listen carefully to make sure they included all the necessary parts of the question and that the sentences follow correct structure (grammar, capitalization, and punctuation).
2. Teacher will distribute a copy of the reading comprehension rubric, the ACE checklist for student use, and the ACE self-assessment checklist. Teacher will go over each paper and have students self-reflect and grade their answer to this question. Students will record on this sheet what they believe the grade to be based on the rubric. Teacher will then share what she believes the grade would be.
3. Teacher will then distribute two new questions that students will be responsible for answering, following the ACE model. Teacher will read the questions aloud to students and they will be in charge of answering the

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questions independently on their sheets. They should be using the graphic organizers (they will have 2 copies of this) to help with their organization.

4. As students are working, the teacher will walk around the classroom assisting those students that may need help.
5. If students are not finished with their work by the end of class, they will need to finish their responses for homework. Likewise, students will need to self-assess their questions and grade themselves appropriately.
6. When handed in, the teacher will grade each response and provide feedback for each individual student.

**Differentiation of instruction to meet student needs:**

**Intervention:** Teacher will pull together a small group of students who may need help getting started with their ACE response and that may need additional support. This small group of students will work independently, but will have teacher guidance, as needed. For students who are not yet proficient in writing, expressions of judgments about text may be communicated through more simplistic sentences. They may make references to text by using page numbers and explaining their thinking verbally/orally. The teacher may need to conference with these students and offer more modeling before the students are asked to complete the task independently.

**Extension:** For students who can easily answer the questions following this format, they will be encouraged to find more than one citation to support their answer.

**Cooperative Learning:** Students will be expected to participate in group discussions during the mini-lesson/modeling. As students write independently, some may be able to confer with peers for questions and feedback. Usually during writer's workshop, students that work together or conference together are asked to offer a compliment, a question, and a suggestion in response to peer writing.

**Assessment plan for each stated objective:**

*Students will be able to respond to and make judgments about a reading selection by citing evidence from the text as a way to explain and support their thinking.*

*Students will follow the A-C-E (answer-cite-expand) method of answering an open response question.*

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Students will be graded based on their responses to the questions, using the assigned rubric (see attached). Students will also be expected to self-assess their learning using the self-assessment rubric (see attached).

**Supports for Positive Learning Environment (Classroom Climate):**

- Students will begin the lesson discussing the ACE model as a whole group. Teacher will model this lesson, with students writing down all the thoughts/brainstormed ideas.
- After students participate in how to answer one question together, students will transition to working on answering two questions independently. If time permits, students will come back together as a whole to share ideas and for closure.
- Students have already learned the rules and expectations for Reader's/Writer's Workshop. A) They know they need to quietly be working at their desks, focusing on their work only. B) If working with a peer, groups need to be cooperatively working together and offering constructive criticism/positive feedback. C) Students should be using writing materials efficiently and effectively at their seats, unless directed to work somewhere else in the classroom.
- Students with specific learning needs (reading/writing goals on their IEP's, medical needs that require additional support in small groups, etc.) will work in a small group with the general education teacher or special education teacher, if necessary.
- The special education teacher will be assisting pairs or students within the classroom that may need help.
- Students will have a graphic organizer to assist in their organization of ideas.

**Describe use of Technology (if applicable) in lesson development, implementation and/or student involvement in technology:**

For this lesson, technology will be used when I use the overhead projector. One of the biggest advantages would be that with the overhead projector, I get to face the whole class and maintain eye contact most of the time with my students, instead of having to turn around and write on my whiteboard or chart paper. It is helpful for me so that I can see who is staying with me and staying on task, as well as provide a great visual for students that benefit from seeing things hands-on. Likewise, the transparency that I will have on the projector will be the same format as the paper that students will have at their desks, so they will be able to copy directly from the transparency.



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STUDENT SELF-EVALUATION OR PEER SCORING GUIDE



ACE Score-\_\_\_\_

I answered the question.....\_\_yes\_\_no

I supported my answer from the text.....\_\_yes\_\_no

I expanded my answer.....\_\_yes\_\_no

Name\_\_\_\_\_



ACE Score-\_\_\_\_

I answered the question.....\_\_yes\_\_no

I supported my answer from the text.....\_\_yes\_\_no

I expanded my answer.....\_\_yes\_\_no

Name\_\_\_\_\_

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<p><b>Exceeds Proficiency</b></p> <p><b>4</b></p>	<ul style="list-style-type: none"> <li>• Student answers the question in 3 or more complete sentences.</li> <li>• Student cites multiple sources of evidence from the text to support thinking.</li> <li>• Student includes many details to expand upon their answer and/or makes relevant personal connections.</li> <li>• Student responds with interpretation that shows higher-level thinking.</li> </ul>
<p><b>Proficient</b></p> <p><b>3</b></p>	<ul style="list-style-type: none"> <li>• Student answers the question in at least 3 complete sentences.</li> <li>• Student is able to cite at least one source of evidence from the text to support thinking.</li> <li>• Student includes details to expand upon their answer and/or make personal connections.</li> <li>• Student responds with literal interpretation, and includes some responses that demonstrate higher-level thinking.</li> </ul>
<p><b>Approaching Proficiency</b></p> <p><b>2</b></p>	<ul style="list-style-type: none"> <li>• Student does not answer the questions with at least 3 complete sentences.</li> <li>• Student neglects to cite at least one source of evidence from the text to support thinking or citation may not be relevant to the question asked.</li> <li>• Student neglects to add details to expand upon their answer and/or make personal connections or connection may not make sense.</li> <li>• Student answer to response is missing relevant information. Student responds with some misinterpretation.</li> </ul>
<p><b>Below Proficiency</b></p> <p><b>1</b></p>	<ul style="list-style-type: none"> <li>• Student does not answer the question, or only includes one sentence.</li> <li>• Student neglects to cite evidence from the text to support thinking.</li> <li>• Student neglects to add details to expand upon their answer and/or make personal connections.</li> <li>• Student is unable to interpret questions and recall most events from the text.</li> </ul>

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**Lesson Plan Template for Teacher Candidate Work Sample**

**Teacher Candidate's Name:** Suzanne Ward-Smith      **Date:** October 11, 2010

**Lesson Content Area:** Reading

**Time of Lesson:** 1:00-2:00

**Objectives of the lesson:**

1. Students will be able to respond to and make judgments about a reading selection by citing evidence from the text as a way to explain and support their thinking.
2. Students will be able to answer an open-response question, following the ACE (answer-cite-expand) model.

**Aligned with Content Standards (list standard(s) and description):**

**Massachusetts Curriculum Frameworks:**

**General Standard 8: Understanding a Text**

*Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.*

8.14 Make judgments about setting, characters, and events and support them with evidence from the text.

**General Standard 12: Fiction**

*Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.*

**Brief description of individuals (students and professionals) involved in the lesson:**

**Professionals:** This lesson will take place during my regular scheduled reading period. During this time, I (the general education teacher) will be working in the back of the classroom with a small group of individuals in my classroom. The special educator will also be present for the duration of this lesson. Her role is to float and assist any students who need help staying on track, recording work, etc. After I introduce the question that students will be answering in the group, following the ACE method, I will have students work with a partner to come up with an acceptable answer to the question. Students will share the responsibilities, so that they are able to achieve proficiency. After students finish with their examples, I will model an example of a "4" response by writing an acceptable response on chart paper.



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**Students:** My classroom of twenty-eight students consists of a wide variety of learners. Currently, I have six students on IEP's for various needs. The students with reading/writing goals on their IEP's will be receiving additional support from the special educator or I, as we progress through this unit. I will pull a small group of learners to the back of my classroom for this individual lesson. This group will consist of one individual that is new to the school and has presented with some comprehension needs in reading, as well as a significant need in writing. This student is diagnosed with ADHD and dysgraphia and will need some support to help him achieve proficiency (TCWS selected student). In this group, I will also have three students that have medical needs. Two of the students are Type 1 Diabetics and are often out of the classroom to receive care from the nurse. The other student is an epileptic. The student with epilepsy is also diagnosed with ADHD and has difficulty focusing on tasks without continual teacher redirection. Also, I will have two students present that have IEP goals in reading and benefit from working in smaller groups, especially when receiving support in reading (decoding)/comprehension. Therefore, in this select group, I will be working with a total of six students. When students break into partner work, there will be three pairs that will be collaborating together.

During recent reading classes when students have been asked to answer open response questions to comprehension questions from a text, students have engaged in responding to reading in writing. Frequently, students write about judgments about text using their own background knowledge and comprehension. However, some students write judgments about text that seem to have very little relevance to the text and few students provide evidence to support these judgments. This data justifies the reason for the need for this lesson. I thought that having students work together in partners would be a good way to keep students actively involved, but also will help the students collaborate their ideas with a peer that is at the approximately the same learning level.

In fourth grade, students need to learn how to support their statements and judgments in writing, using evidence from text as a reference point. Students need to demonstrate in writing how they arrived at their thinking, citing text as evidence. Because of this, I will be using the ACE model to assist students to answer the questions in the best way to achieve proficiency.

**Materials used in the lesson:**

*For the teacher.*

- Dry-erase markers
- Chart paper
- Easel
- Permanent Markers

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- Copy of the story *Frindle* by Andrew Clements
- Post-It notes
- Pencil
- Tape recorder
- Copy of ACE graphic organizer for students
- Copy of ACE self-checklist for students
- Copy of ACE/reading comprehension rubric for students
- Copy of peer evaluation sheet
- Copy of sequencing activity with one open-response question, ch. 4-5, *Frindle*

**For students:**

- Pencil
- Lined paper in Writing notebook
- Copy of the story *Frindle* by Andrew Clements
- Post-It notes
- Copy of ACE graphic organizer
- Copy of ACE self-checklist
- Copy of ACE/reading comprehension rubric
- Copy of peer evaluation sheet
- Sequencing activity with one open-response question, ch. 4-5, *Frindle*

**A brief sequence of lesson including induction, lesson body, and closure:**

**Induction:**

1. The teacher will set the purpose for the lesson by telling her small group of students that they will be working on reading chapter 5 from *Frindle* and that they will answer a question following the ACE response format with an assigned partner (groups of 2, each student assigned to answer the "A", "C" or "E" sections and combine them together).
2. The teacher will explain to students that this time when they are answering the question, they will need to find specific details from the story to help them support their answer and that each pair of students will have to put their minds together to try and reach a "4" on the grading rubric. Therefore, the teacher will tell students that it is extremely important that students listen carefully when reading, to focus on examples in the text that could support their question.
3. The small group of learners will read chapters 5, focusing on oral reading skills, as well as vocabulary development. Students will take turn reading aloud and every so often, the teacher will pose questions to students about the story elements. Teacher will call upon each learner to share his/her responses to the questions.

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**Lesson Body:**

1. After reading this chapter, the teacher will introduce the main focus question that students will be answering with their partners. The designated question for students to answer is, "What is Nick's big idea? What do you think of this idea?"
2. Teacher will then tell students that in order to answer a question following the ACE model, they will need to use their organizer that will help them write their responses in the correct order. Teacher will tell students that although they are sharing the task, they need to decide orally what they are going to write before it goes on paper and is recorded. Then, once finalized, they will both write their response on the organizer.
3. Teacher will distribute the ACE graphic organizer to each student instructing them to write their names on the top. Teacher will inform students that even though they are working in pairs, they both will be responsible for filling in their graphic organizers.
4. Teacher will also distribute Post-It notes to each group of students so they can identify at least two citations from the text that will support their answer. Teacher will tell students that they each will be responsible for finding one citation and/or one student finds the citation(s) and the other student will figure out how to re-word the citation into their own language to explain what it means. Teacher will tell students that the best way to find citations is to reread the pages where the answer could be found.
5. Teacher will assign each student in the group a partner that she feels is at the same level as the other and that will work well with one another.
6. Students will get with their partners and begin working on the assignment in the back of the classroom, so that pairs are not all working in the same area.
7. As students are working with their partners, the teacher will walk around and pose questions to the pairs to encourage their thinking and development of ideas. For example, the teacher may ask, "What information from the text helps support your answer?" "How can you answer this question in a complete, 4<sup>th</sup> grade sentence?" "Are there any other citations from the reading that support your answer?" "What connections can you share with the main character (Nick)?" "Can you explain to me what this citation means in your own words/language?" "Re-read what you wrote and ask yourselves if it makes sense or if you need to edit it any way."
8. Teacher will guide students as to what they need to do next, according to their graphic organizer (fill in the A, C, and E sections).
9. After the pairs have finished filling in their graphic organizers, the teacher will ask the pair to write one draft of their answer on lined paper. Teacher will encourage one student to write the response and the other student to formulate the wording for the person scribing, using connecting

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words/transition words. If writing is laborious or hard for the pairs, the teacher may suggest for students to switch roles midway, so that each child has a turn reading and writing the response.

10. Students will write their responses, self-checking their work for clarity and completeness once it is finished. Likewise, the pairs will make sure that they answered all parts of the ACE model by self-evaluating their work based on the classroom rubric. Students will score their response accordingly.
11. After each pair is finished recording their written responses to the question, the teacher will then record the pair reading their response into the voice recorder. Teacher will play back the responses when the small group comes together.
12. After all pairs have recorded their responses, the teacher will have all members of the small group come back together to share their answers to the question from the text. Teacher will explain to students that she will be playing their recorded responses and it will be their job to record some feedback for the pairs on the peer reflection sheet. For each pair, students will write something they liked about the response, as well as something that may be improved upon, including their own response. Teacher will distribute the peer evaluation sheet and go over it in detail.
13. At this point, the teacher will play the responses completed by each pair. Students will fill in their peer evaluation sheets as they listen carefully to the student answers.
14. After listening to all the pairs' responses, the teacher will ask students to share their reflections for each group. They will discuss what went well, how they would have scored the pair, and what the pair could improve upon in the future. Constructive feedback will be encouraged by the teacher and questions will be posed by the teacher to help encourage students to give feedback to the other groups, but in a respectful manner.

**Closure:**

1. Teacher will go tell students how she would have graded their responses, based on the amount of information they included, the relevance of the citations they chose, and how much they expanded upon their ideas.
2. Teacher will then show students an example of a "4" response to the same question that she prepared in advance to demonstrate to students what her expectations were in order to achieve that higher standard. In providing this example, students will also be able to see if they were on target when answering the question, and if they were not on target, what would have looked like an appropriate, well-developed response.
3. Teacher will ask students to provide feedback to her response, again telling what they liked about it and maybe even adding what they think could have been added to help improve it further.

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4. Students will hand in their written responses to the teacher.
5. Teacher will distribute a sequencing activity that students will be working on independently in the small group that demonstrates their understanding of the sequence of events in chapters 4 and 5. Students will record their answers on their sheet, labeling question 1 (first event that happened) to 8 (last event that happened).
6. Students will then answer one comprehension question on their own, following the ACE model, but without writing in the graphic organizer. Students will be asked to write their answer on the lines on the activity paper, using the graphic organizer as a guide for their thinking/organization.
7. Teacher will provide support as necessary. When students are finished, the teacher will collect the work and assess the written answers.

**Differentiation of instruction to meet student needs:**

**Intervention:** The teacher will pull together a small group of students who may need help getting started with their ACE response and that may need additional support. This small group of students will work together when reading aloud and will have teacher guidance when completing their ACE responses. I would like for this group of students to demonstrate their understanding of a variety of questions from a text in an efficient, effective, and accurate manner. I think that if these student receive the help in a small, more structured setting, then they will be able to use the skills when completing the reading activities independently.

**Extension:** For students who can easily answer the questions following this format, they will be encouraged to find more than one citation to support their answer. Likewise, students will be encouraged to explain their citations in their own language/wording. I will be working on having students work on reaching for a "4" on the grading rubric by pushing themselves to find more support and not just settling for a simplistic response.

**Cooperative Learning:** Students will be expected to participate in small group discussions during this lesson. As students write with their peers, they will be able to confer with peers for questions and feedback. During this time, students that work together or conference together will be asked to offer a compliment, a question, and a suggestion in response to peer writing.

**Assessment plan for each stated objective:**

*Students will be able to respond to and make judgments about a reading selection by citing evidence from the text as a way to explain and support their thinking.*

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*Students will follow the A-C-E (answer-cite-expand) method of answering an open response question.*

Students will be graded based on their responses to the questions, using the assigned rubric (see attached). Students will also be expected to self-assess their learning using the self-assessment rubric (see attached). Likewise, students will be expected to evaluate their peers using the peer evaluation rubric (see attached).

**Supports for Positive Learning Environment (Classroom Climate):**

- Working in a small group with these students will assist them in developing the skills they need to better improve their reading comprehension and answers to open response questions.
- Having the voice recorder will allow these students to hear themselves read orally, as well as see how organized their responses are to a text.
- Students have already learned the rules and expectations for Reader's/Writer's Workshop. A) They know they need to quietly be working at their desks, focusing on their work only. B) If working with a peer, groups need to be cooperatively working together and offering constructive criticism/positive feedback. C) Students should be using writing materials efficiently and effectively at their seats, unless directed to work somewhere else in the classroom.
- The special education teacher will be assisting pairs or students within the classroom that may need help.
- Students will have a graphic organizer to assist in their organization of ideas.
- Students will come together as a whole (in their small group) and share their feedback of each pair response.
- Students will have the foundation of what is expected of them in order to achieve proficiency ("3" or better) and will then be asked to complete an activity independently. In this activity, students will demonstrate their knowledge of sequencing and the ACE model and apply it to a different question.

**Describe use of Technology (if applicable) in lesson development, implementation and/or student involvement in technology:**

For this lesson, technology will be used when the students read their responses and I record them using my voice recorder. I think this will be helpful for these students, as they will be able to respond to text using a new instructional method. Likewise, these students will be able to listen to themselves read their

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response (playback), listening for their effectiveness and accuracy in following the ACE model. Being able to hear themselves read their responses will help them self-assess their learning.





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STUDENT SELF-EVALUATION OR PEER SCORING GUIDE



ACE Score-\_\_\_\_

I answered the question.....\_\_yes\_\_no

I supported my answer from the text.....\_\_yes\_\_no

I expanded my answer.....\_\_yes\_\_no

Name\_\_\_\_\_



ACE Score-\_\_\_\_

I answered the question.....\_\_yes\_\_no

I supported my answer from the text.....\_\_yes\_\_no

I expanded my answer.....\_\_yes\_\_no

Name\_\_\_\_\_

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<p><b>Exceeds Proficiency</b></p> <p><b>4</b></p>	<ul style="list-style-type: none"> <li>• Student answers the question in 3 or more complete sentences.</li> <li>• Student cites multiple sources of evidence from the text to support thinking.</li> <li>• Student includes many details to expand upon their answer and/or makes relevant personal connections.</li> <li>• Student responds with interpretation that shows higher-level thinking.</li> </ul>
<p><b>Proficient</b></p> <p><b>3</b></p>	<ul style="list-style-type: none"> <li>• Student answers the question in at least 3 complete sentences.</li> <li>• Student is able to cite at least one source of evidence from the text to support thinking.</li> <li>• Student includes details to expand upon their answer and/or make personal connections.</li> <li>• Student responds with literal interpretation, and includes some responses that demonstrate higher-level thinking.</li> </ul>
<p><b>Approaching Proficiency</b></p> <p><b>2</b></p>	<ul style="list-style-type: none"> <li>• Student does not answer the questions with at least 3 complete sentences.</li> <li>• Student neglects to cite at least one source of evidence from the text to support thinking or citation may not be relevant to the question asked.</li> <li>• Student neglects to add details to expand upon their answer and/or make personal connections or connection may not make sense.</li> <li>• Student answer to response is missing relevant information. Student responds with some misinterpretation.</li> </ul>
<p><b>Below Proficiency</b></p> <p><b>1</b></p>	<ul style="list-style-type: none"> <li>• Student does not answer the question, or only includes one sentence.</li> <li>• Student neglects to cite evidence from the text to support thinking.</li> <li>• Student neglects to add details to expand upon their answer and/or make personal connections.</li> <li>• Student is unable to interpret questions and recall most events from the text.</li> </ul>

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**Peer/Pair Evaluation**

**Group 1**

<b>A</b>	<b>C</b>	<b>E</b>	<b>My Score</b>	<b>Their Score</b>	<b>Teacher Score</b>

One thing this pair did well: \_\_\_\_\_

One thing this pair could improve upon in the future: \_\_\_\_\_

Additional comments: \_\_\_\_\_

**Group 2**

<b>A</b>	<b>C</b>	<b>E</b>	<b>My Score</b>	<b>Their Score</b>	<b>Teacher Score</b>

One thing this pair did well: \_\_\_\_\_

One thing this pair could improve upon in the future: \_\_\_\_\_

Additional comments: \_\_\_\_\_

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**Group 3**

<b>A</b>	<b>C</b>	<b>E</b>	<b>My Score</b>	<b>Their Score</b>	<b>Teacher Score</b>

One thing this pair did well: \_\_\_\_\_

\_\_\_\_\_

One thing this pair could improve upon in the future: \_\_\_\_\_

\_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_

**Instructional Decision-Making Rubric**

**Teaching Process: The candidate uses on-going analysis of student learning to make instructional decisions.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part I</b>				
<b>Rethinking Your Plans for a Group of Students (RIPTS 3)</b>	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	5
<b>Revisions for a Group of Students Based on Analysis of Student Learning (RIPTS 4)</b>	Candidate treats class as “one plan fits all” with no revisions or revisions of the instructional plan are not connected to students’ responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address student needs; based on the analysis of student learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address student needs; are informed by a thorough and thoughtful analysis of student learning/performance; based on best practice; based on contextual factors.	5
<b>Explanation of the Modifications Made for a Group of Students (re: Learning Goals &amp; Unit Objectives) (RIPTS 4)</b>	Explanation of revisions is not connected to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of the revisions made provides <i>some</i> connection to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are appropriate.	Explanation of revisions made specifies connection to learning goals & unit objectives clearly and completely. The connections between the revisions and learning goals/unit objectives are significant and insightful.	5
<b>Part II</b>				
<b>Rethinking Your Plans for an Individual Student (RIPTS 3)</b>	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	5
<b>Revisions for an Individual Student Based on Analysis of Student Learning (RIPTS 4)</b>	Candidate treats class as “one plan fits all” with no revisions or revisions of the instructional plan are not connected to this student’s responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address this student’s needs; based on the analysis of this student’s learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address this student’s needs; are informed by a thorough and thoughtful analysis of this student’s learning/performance; based on best practice; based on contextual factors.	5

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Explanation of the Revisions Made for an Individual Student (re: Learning Goals &amp; Unit Objectives) (RIPTS 4)</b>	Explanation of revisions made lack detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of revisions made provide <i>some</i> detail with respect to learning goals & unit objectives. The connections between the modifications and learning goals/unit objectives are appropriate.	Explanation of revisions made provide <i>much</i> detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are significant and insightful.	4
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	5

**TOTAL** 34/42

**Average: 4.86**

**Comments:**

1. You have reflected comprehensively on the pace of instruction and the need for different classroom organizations to ensure student learning. (Examples: small group and partner learning)
2. You provided mini-lessons within these small groups. Consider what prompts were needed that might indicate that some students may not have had the prerequisites for finding relevant citations. Examples for reflection: Do any students, for example, have difficulty with vocabulary? Do any students have difficulty understanding complex sentence structure? Can all students categorize at a sufficient level? Students seemed to do best when they could hear themselves or others orally provide good responses; would students have written at even higher levels if they had written from others' dictation or written what they had previously recorded?

Suzanne Ward-Smith

October 22, 2010

## **Instructional Decision Making**

### **Brief Introduction**

Throughout the past few weeks, I have introduced, modeled, instructed whole-group, small group, and individually in order to teach the students in my fourth grade general education class how to answer comprehension questions following the ACE answer model (answer-cite-extend). ACE is a strategy for demonstrating learning with short answer, extended response items that our school pushes for students to understand in order to achieve proficiency on the MCAS statewide tests. Not all teachers in my building refer to this method as using the "ACE model"; however, this was a concept that I have used in the past that was beneficial for the learners in my classroom last year. Similarly, I think it is a good instruction tool to assist all the levels of learners in my classroom this year. After all, ACE helps students with a mnemonic and a framework for responding to questions. Likewise, the ACE strategy helps students show they know or can do the learning standards as evidenced in a brief, constructed response.

As discussed previously, students in my classroom are expected to learn this model and apply it when answering any question in open response form. So far this year, I have introduced students in how to follow the ACE model when answering a reading response. However, as the year progresses, I will also be modeling how to use the model when answering questions in mathematics and other content areas. The steps that I am expecting students to learn in my classroom and apply in their own independent responses throughout the year are as follows:

### **ACE Model**

#### **1. Answer the question**

- a) Make sure that you completely answer the question.
- b) Use key words from the question in your responses; restate the question

## 2. Cite evidence from the text to support your answer

- a) Cite evidence from the readings, graphs, or illustrations to support, prove, or explain.

## 3. Expand/extend; explain your answer

- a) Extend your response by explaining the connection between the information that you cited and the answer.
- b) Make it clear that you know the answer because of the evidence
- c) Connect personally with the author's words, characters, etc.

### Part I. Changes Made for the Group

My original intentions for introducing this topic for my unit was so that students in my fourth grade classroom would learn specific skills for how to respond to text in a comprehensive and thorough manner. Therefore, I chose to introduce the ACE model whole-group and model what my expectations were in order for students to achieve proficiency or exceed the grade level standard. Therefore, to introduce this concept, I modeled the ACE strategy with a question from a text from our reading series, *Scott Foresman*, that could be supported with evidence from the text. Instead of simply just showing my students what I expected, I involved them in the learning process by having them be active participants, helping me piece together my answer following the correct format and guidelines. I guided students in the right direction to find citations from the text to support their answers; however, I left it up to the students to find the most supportive citation that corresponded with what the question was asking.

While I introduced this concept, I believe the students were actively involved in the process. I always tell my students that as a learner myself, I find



it helpful to use mnemonic devices to help me remember things. I always share helpful strategies that would assist me and it is my hopes that they will pick up on these strategies and utilize them when completing work independently. Therefore, in having the personal connection, my students were able to see that this tool could really be helpful to them. Likewise, it is also a good organization strategy for all my students, in particular, the students in my classroom that need structure. During the whole-group lesson, I gave students Post-It notes to use to find the citations that supported the question. Most students used the sticky paper effectively, placing it next to the words in the text that supported the answer. However, some students got distracted with the paper and thought it was interesting to see how it can stick to the book and then be lifted up multiple times, or could be used to doodle upon. Some learners in my class find distractions with any new items, classroom resources, etc. and unfortunately cannot demonstrate that they are able to use them efficiently. Therefore, sometimes these students are not afforded the opportunity to use them. In this case, a few students had to have the Post-It's removed from their desks. I think for the most part, however, the majority of my students found using the Post-Its to be motivating and fun, as it was something different. Typically, my students use highlighters when identifying key features or important vocabulary. So this was a new tool to try to keep them involved in learning, but also keep their books free of marks, tears, etc. In the future, as suggested in my post-conference, I think different color highlighting tape may prove to be successful and is something that I could look into using more for this type of activity.

After I modeled the response to the question from our basal, I asked students to evaluate the quality of the response using the classroom rubric. I went over the expectations with students so that they were able to see how they would be scored when working on classroom assignments and on reading

assessments that have open response questions. We discussed what could have been added to the response to make it better (reach for that "4"- exceeding the standard), as well as what we did that was really good. I like to encourage my students to not only focus on ways to improve, but also for them to give themselves some credit for what they did well. Therefore, in this whole-group lesson, I think students could really visualize my expectations for what they needed to do from there on in, but it also gave them a good opportunity to practice "ACEing" a question utilizing the classroom rubric.

As the week continued, my students continued to read another story from our basal reading series. Again, students were expected to read and respond to the text using the ACE model. I had my students start off seeing what they were capable of doing independently, receiving guidance from myself and the special education teacher, if needed. Likewise, students were expected to use the ACE graphic organizer to assist their organization. What I initially noticed was that some students needed more direction than others. Some students in my class really soared and wanted to reach the "4" and provided many supporting details and tied in their responses with their own language/wording and details. However, quite a few students demonstrated difficulty when finding citations that directly supported the answers. Therefore, for these students, I knew that it was necessary for me to emphasize what citations of evidence were appropriate to the question being asked. Merely looking into the book and finding a random quotation is not an adequate way for using a citation. Therefore, instructionally, I decided a select group needed more guidance in how to provide proof/support. I pulled these students separately and did some guided practice (a mini lesson) on how to answer the questions from the new story, but helping them piece together the answer so that they made sense and included relevant support. We discussed how we could use "puzzle pieces" (what we refer to transition words in Writing Workshop) as a

way of making the writing come together and sound smooth. I think this extra time for these students helped them visualize more carefully what to look for when reading and what constitutes a good citation versus an irrelevant citation. This was a necessary step before this group moved ahead.

Some other instructional changes that I had were that for the whole group, I realized that I needed to show students what constituted a "3" and a "4" response after students responded independently to an open response question. When I asked students to self-reflect on their work and assess their learning, almost all students were saying that their work looked like it was worth a "3" or many even said a "4". However, my grading proved otherwise. This showed me that students were lacking understanding of the wording on the rubric and what I was looking for them to achieve that standard. Therefore, I knew I needed to show students samples of what good responses were. I decided to write with students, showing what my response would have looked like, as well as making transparencies of student responses that were "3's" and "4's". By having these samples available, students could see and hear the difference in how examples were organized and explained in more depth. Many of my students liked listening to another response, as it provided them with a baseline for what they could do to achieve proficiency. Likewise, it was also helpful for them to see what another student was able to come up with at the same grade level. Some of my students are very competitive and like hearing/seeing samples so that they can work harder. I also knew at this point that students would most likely benefit when working collaboratively with a peer in coming up with a response to a question. Having mixed ability groupings would assist those students demonstrating difficulty, and would also give them a "push" to try to reach for more information.

Originally, I planned for more independent work activities, where students responded to text on their own. However, after having the students that were

demonstrating difficulty, work in pairs in coming up with responses, I saw how well students behaved and proved themselves when putting their ideas together. I liked the learning that I saw and I wanted them to continue on this path. While students worked in pairs, they were more easily able to come up with multiple citations that supported the questions, as well as adding more depth and detail to their answers. I noticed that answers were longer, organized more clearly, and expanded upon with multiple connections and higher-level thinking. I was so pleased with what I was hearing and seeing, that I thought it would be nice for all students to also reflect on their answers with their peers. In small groups, I recorded student responses, allowing them to hear their work in relation to other groups, which allowed for students to give constructive feedback to others, as well as themselves. Originally, I hadn't planned on recording students, but I saw how well it worked for an individual student and in small groups with struggling learners, that I thought it would be helpful for all students. This activity was really fun for my students, but it was also neat for me to see how engaged and interested students were in their answers. They usually "huff and puff" when having to write in excess, so this gave them the opportunity to develop the ideas and improve their responses, but in an oral format. I was still able to assess comprehension, but in a different manner. I learned that sometimes hearing responses gives me a better inclination as to what students are really mastering. Clearly, after this activity, I was more aware that self-evaluation and peer-evaluation seemed to have led to the setting of learning goals for students and a plan to improve short-answer responses.

In the future, I was thinking that a fun way for students to engage in these oral responses, would be for them to make Podcasts. My class made Podcasts last year and had such a blast, but it made sense that this could be beneficial for understanding and expand upon their ideas, using the ACE model. A podcast is an

audio (or can be visual/audio) file that is recorded on the Web. I was thinking that it would be great for students to record their answers and to hear the progression that students were making, with continued practice if they responded to a text in this manner. Likewise, it would also be a more interactive and exciting manner for them to display their understanding/reading comprehension.

Truly, I now know that I need to allot for more opportunities for all my students to express their ideas in multiple ways, rather than focusing so much on the writing. Although, I can't solely eliminate written responses. I need to keep pushing my students to develop written ideas, as this will be an area that they will be responsible for when completing the MCAS tests in the spring. My most important concern now, however, is that students develop the skills, whether orally or written, and learn to carry it over into different components and subject areas. Responding in different ways is important across all areas. In particular, teaching students to emphasize the expansion of the answer, as appropriate to the discipline will help students meet my expectations and goals, but also grade level standards.

## **Part II. Changes Made for the Individual**

The student that I chose to work with for this unit (DC) demonstrates some difficulty with reading comprehension and written expression. Therefore, when organizing how I would teach the ACE model, I knew that it was clear that DC would benefit specifically from small-group and individualized instruction. Before introducing the ACE model, when students had been asked to answer open response questions to comprehension questions from a text, all students had engaged in responding to reading in writing. Frequently, students write judgments about text using their own background knowledge and comprehension. However, some students, and in particular, DC writes about judgments about text that seem to have very little relevance to the text, and he often would fail to provide evidence

to support these judgments. Partially, I knew this lack of supporting detail is due to DC's need to rush through his work (as noticed as part of his diagnosis of ADHD), but also I think that DC is used to verbalizing his thoughts/ideas (which he does very well), but struggles with his written expression (as part of his diagnosis with dysgraphia). This data justifies the reason for the need for this unit to be taught. I thought that this model would be helpful for DC, as he is currently approaching the grade level standard, but not yet demonstrating mastery when working independently. I wanted to see him work on adding the details and explanations that would help him achieve proficiency when writing, but also make him feel confident and self-assured in his answers when responding orally. DC's lack of organization make it difficult for me to assess his understanding, but also make it hard for him to make sure that he has covered all components in a question and self-assess his learning. Therefore, the ACE model is a tool to provide DC with a means for organization and a way to respond to a question, whether it is verbally or in writing.

After I introduced the ACE model whole group, I had students work on responding to a question from a story from the basal independently, using the graphic organizer as a way to organize their ideas. One area of difficulty for DC that was demonstrated through his work, was that he was able to come up with the answer to the question quite easily, recalling ideas from the text, but not physically being able to locate the information in the text. He was able to paraphrase the author's words, but when I asked him to find the direct citation in the text, he demonstrated difficulty finding a citation that would explain his thinking or he would ignore using a citation and would just write down his own thoughts. Therefore, I knew I needed to spend more time with DC to find citations in text and then work on paraphrasing the author's words by explaining what the citation means. I spent some time individually working with DC on this

independent skill. I originally did not plan to take the separate time to assist him in finding citations, but we spent a good class period reading from a separate text and then periodically I would ask him a question and he needed to find a citation to support the question. Then, he needed to retell what that quotation meant in his own language. I think that it was important for me to take the time to do this, because it helped keep DC on track, as sometimes he can "wander" in his thinking and if he knows he needs to follow specific and simplistic steps, he will do so. Therefore, we made it into almost like a game, where DC was my "detective friend" that needed to find me a citation to help me answer the question. Then I would ask him to explain it as if he was telling "a third grader" what it meant.

I was interested to see that when DC worked on his responses, he often asked me if he could write his response to a question, rather than use his Alpha Smart assistive technology. Typically in the classroom, DC enjoys typing his writing and open response questions, but for some reason he preferred to write out his responses using pencil and paper. I was pleased to see him wanting to do this, but it also made me aware that he seemed to benefit from the graphic organizer and the format. Because the format/web wasn't on his Alpha Smart, he had more difficulty transferring his knowledge/written ideas. As noticed in the classroom, DC lacks hand/eye coordination and he often loses information when having to copy from one piece of paper onto another. Although it was not what I originally intended on for DC, I was pleased to see him wanting and willing to write out his responses.

Once I felt DC was comfortable and familiar with the ACE model, he began doing work with peers in coming up with answers, reading answers orally, as well as responding to a question in written format. DC (as well as other high-risk/special needs students) did really well working with a stronger peer and had a lot of fun collaborating his ideas and recording his response on the recorder to listen to

aloud. He seemed proud of his work and I could tell by his face and his reactions, that he thought his answer sounded good. When DC was able to hear examples or visualize what a "3" or a "4" looked like, he would aim to add to his work, making it more detailed and complete. Also, he did well having a strong partner "push" him to develop their thoughts further, find more citations, or expand upon their ideas with more detail.

As time progressed throughout this unit, I was thinking DC was making a lot of progress and was really grasping the concept. However, after a few days of working in a small group, with peers and giving/accepting feedback with a partner, DC was asked to independently complete a few questions on a reading assessment in class. DC started to require much more prompting and feedback from the teacher when he was working independently to make sure that he was following through with the expectations. This is where I was able to see DC lose focus in the ACE process. Through observation, I would see DC get the answer ("A" part of the model) for the most part, and he would begin to cite evidence from the text to support his answers ("C" part of the model), but then the part of the model in which DC needed to expand upon his ideas ("E" part of the model), using a personal connection or reaction to the reading started to become a struggle or would not be included in his response. Often, if DC started to make a connection, his connection would be off subject, very simplistic, and I noticed that his thoughts became disconnected and didn't always make sense. Likewise, the organization of his writing became more "choppy" and harder to understand. I knew at this point, I needed to intervene. DC needed to continue to follow the model, but I knew the model needed to be tweaked to fit his needs.

I thought if the area in which DC was having difficulty was in connecting to the question and staying on track, I thought that maybe we could do away with the "E" component in some regards. Many of my 4<sup>th</sup> graders are active in sharing



connections as they read, but often fail to connect when responding in written responses. In knowing that this is true for DC, I decided that I would somewhat change my expectations for him. Instead of asking DC to respond in the last part of the ACE model with a personal connection, I thought I would have him primarily focus on the "A" (answer) and "C" (cite) parts, as they were the most important and then orally he could tell me his connection to the answer and how he would have felt if he were the character, etc. He would still be responsible for answering in three complete sentences, using information directly from the text to support his answer, but having one less step to focus on in his writing. I could still assess this area, but focusing more on the oral answers he provides when working in small group and when reading. After all, he has the ideas in his head, but just struggles when organizing it into his writing. He loses his focus and that's when the whole question gets disorganized all because of one component. All these steps may be overwhelming for DC to take in at once, so in having one less step to follow, I thought it would benefit his needs. Although this was a change to what I originally expected, it had been beneficial for him. It allowed him to succeed on the task and achieve proficiency. DC's answers became more thorough and complete and the results of this change were positive.

I hope that with continued use of the ACE model, it will allow DC to focus more on interpreting questions and searching for information in the text, rather than finding distractions that may be irrelevant to what needs to be discussed within in a text. With continued practice and additional support, I feel that DC will be able to succeed and make progress with his reading comprehension throughout the 4<sup>th</sup> grade.

**Analysis of Student Learning Rubric**

**Teaching Process: The teacher candidate uses assessment data to profile student learning, communicate information about student progress and achievement, and evaluate his/her own teaching.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part I</b>				
<b>Alignment with Selected Unit Objectives (RIPTS 9)</b>	Analysis of student learning: <ul style="list-style-type: none"> <li>is not aligned with selected unit objectives;</li> <li>and/or provides a superficial profile of student learning relative to the objectives for the whole class, subgroups, and two individuals.</li> </ul>	Analysis of student learning: <ul style="list-style-type: none"> <li>is partially aligned with selected unit objectives;</li> <li>provides a somewhat comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and/or two individuals.</li> </ul>	Analysis of student learning: <ul style="list-style-type: none"> <li>is fully aligned with selected unit objectives;</li> <li>provides a comprehensive profile of student learning for two of the following groups: the whole class, subgroups, and/or two individuals.</li> </ul>	5
<b>Clarity and Accuracy of Presentation of Graphs (RIPTS 9)</b>	Presentation is not clear; does not accurately reflect the data.	Presentation is clear and logical; reflects the data somewhat accurately.	Presentation is clear and logical; accurately reflects the data.	5
<b>Interpretation of Data (RIPTS 9)</b>	Interpretation is inaccurate; conclusions are missing or unsupported by data.	Interpretation is somewhat accurate; some conclusions supported by data.	Interpretation is meaningful and technically accurate; appropriate conclusions are supported by the data.	5
<b>Evidence of Impact on Student Learning (RIPTS 9)</b>	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes some evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes clear evidence of the impact on student learning in terms of proportion of students who made progress toward the selected unit objectives and the amount of improvement they made.	4

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Insights on Effective Instruction and Assessment (RIPTS 10)</b>	Lacks reasonable hypotheses for why some students did not meet the selected objectives.  Provides an inaccurate or no description of why some tasks or assessments were more successful than others.	Explores reasonable hypotheses for why some students did not meet the selected objectives.  Provides a basic description of successful and unsuccessful tasks or assessments.	Explores reasonable hypotheses for why all 3 categories of students did not meet the selected objectives.  Provides a detailed explanation of successful and unsuccessful tasks and assessments.	5
<b>Self Evaluation and Implications for Future Teaching (RIPTS 10)</b>	Provides few or no ideas or inappropriate ideas for redesigning unit objectives, instruction, and assessment.  Lacks rationale.	Provides some ideas for redesigning unit objectives, instruction, and assessment.  Offers a general rationale for why these changes would improve student learning.	Provides ideas for redesigning unit objectives, instruction, and assessment.  Offers a specific rationale as to why these modifications would improve student learning.	5
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	4

**TOTAL** 33/42

**Average: 4.71**

**Comments:**

1. You provide specific descriptions of student difficulties in such statements as, "... the small portion of the class that either had incomplete sentences, sentences that did not restate the question and lacked clarity, or answers that vaguely mentioned one of the answers, but provided little to no evidence to support it."
2. These descriptions continue to be detailed throughout the paper.
3. Your charts are comprehensive and clear.
4. Questions I had as I read the charts and narrative, concern the students who worked initially at a "0" to "2" level on the rubric: Were these the same students described above? Did they continue to have the same types of errors over time or did some areas improve?

**Candidate Reflection on Student Teaching Experience Rubric**

**Teaching Process: Reflective practitioners continually and consciously evaluate their choices and actions.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIPTS
<b>Description of Incidents (RIPTS 10)</b>	Candidate provides a general description that lacks examples of incidents to tell what was learned during the Student Teaching experience.	Candidate provides a description containing some examples to tell what was learned during the Student Teaching experience.	Candidate provides a detailed description using specific and concrete examples to tell what was learned in Student Teaching.	10 6
<b>Description of effect on Student Teaching experience (RIPTS 10)</b>	Candidate provides little or no description of how the incidents affected the Student Teaching experience.	Candidate provides superficial description of how the incidents affected the Student Teaching experience.	Candidate provides rich, in depth description of how the incidents affected the Student Teaching experience.	10 6
<b>Description of self learning (RIPTS 10)</b>	Candidate provides little or no description of self learning.	Candidate provides some description of self learning, but it lacks connection to description of incidents and their affect on Student Teaching.	Candidate provides rich, thoughtful description of self learning that connects to description of incidents and their affect on Student Teaching.	10 6
<b>Plans for Professional Development (RIPTS 10)</b>	Candidate demonstrates no or vague plans for professional development.	Candidate describes some general plans for professional development, but they may not reflect self learning.	Candidate describes some specific, concrete plans for professional development that reflect self learning.	10 6
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors.  Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.  Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar.  Highly professional presentation.	6

**TOTAL 30/30**

**Average: 6.00**

**Comments:**

*Overall Score in "Target" Range*

Suzanne Ward-Smith  
October 23, 2010

### Analysis of Student Learning

#### Two Selected Unit Objectives:

a) Objective that most students were able to meet:

- When asked a question about a reading selection orally or in writing, students will be able to support answers with information from the text, locating at least one specific citation from the text.

b) Objective that presented problems for some students:

- When asked a question about a reading selection orally or in writing, students will be able to extend an answer by:
  - Backing up the information from the text with his/her own personal experience or prior knowledge he/she has about the topic.

OR

- Explaining why this information is important or significant.

#### Part 1: Analysis of Learning

- **Analysis of the whole class**

For this unit, I decided to introduce the ACE model to all students in my fourth grade general education classroom. I wanted all the children in my class to be exposed to the method for answering and responding to text and applying it in a meaningful way. Before I introduced the ACE model to students, I verbalized to them that when they answered a question, my expectations were that they needed to answer the question in at least three complete sentences by restating the question in their answer. For those students who have attended our school in grade 3, this previously was the expectation. Therefore, starting off the school year and being able to respond in three complete sentences was a realistic starting point for these students. Likewise, a large part of the third grade reading

curriculum was focused on teaching the children how to respond to text. Students were aware that they could not just simply give an answer, but that they needed to support their answers with details from the text. Therefore, my starting point in this school year was to simply hold those same expectations and build upon them. To see what students were capable of doing independently, I gave all students a reading assessment on the first story ("A Visit with Grandpa") that we read from our basal reading series, *Scott Foresman*. I verbally instructed students to respond to an open response question in complete sentences and with support. However, I did not teach this specific skill before administering the test. I used the results of this assessment as a pre-assessment baseline to see what my students were capable of and what needed improvement.

After viewing the results of this pre-assessment data, it was very clear that many of my students were off to a good start for the school year; however, I noticed that there was a large number of students who needed more guidance, support, and in particular, help with "backing up" their answers using specific evidence and examples from the book. The students who were new to \*City Elementary School (4 students total in my classroom) needed help especially with how to answer comprehension questions. For example, the question that I assessed students on asked, "What important lessons does Justin learn while staying at Grandpa's house?" There were several possible answers including learning that chores are not just "women's work," learning how to be responsible and gain independence, and learning that work can be easy if one is taught how to do it correctly. Most students in my classroom picked one of these options and provided three sentences focusing on the one topic, thus receiving a grade of a "3" on the classroom rubric. However, some students picked each one of these ideas and expanded upon them and provided extra detail and support from the text, thus achieving the grade of a "4". Then, there was the small portion of the class that

either had incomplete sentences, sentences that did not restate the question and lacked clarity, or answers that vaguely mentioned one of the answers, but provided little to no evidence to support it. Thus, these students received a "2" on the rubric. Out of the twenty-eight students in my classroom, three students received a "1" on the rubric, as their answers were incomplete, only one sentence, and did not effectively and accurately answer the question being asked.

The following chart shows the breakdown of the rubric scores on the reading assessment for "A Visit with Grandpa" (realistic fiction genre) that I utilized for the whole group pre-assessment (before the ACE model was introduced to all students in my class):

	4	3	2	1
# of Students	3	15	7	3

After the ACE model was introduced to the whole group of 4<sup>th</sup> graders in my classroom, I assessed students on a variety of formative assessments throughout the unit. During the past three weeks, I tracked progress of all twenty-eight of my students and the results on how they did on the same independent classroom open response questions (written) using the ACE model, as well as the results to the reading assessments for the books that we read and discussed in class.

The following chart demonstrates how students responded in written format to the questions for the following stories/chapters:

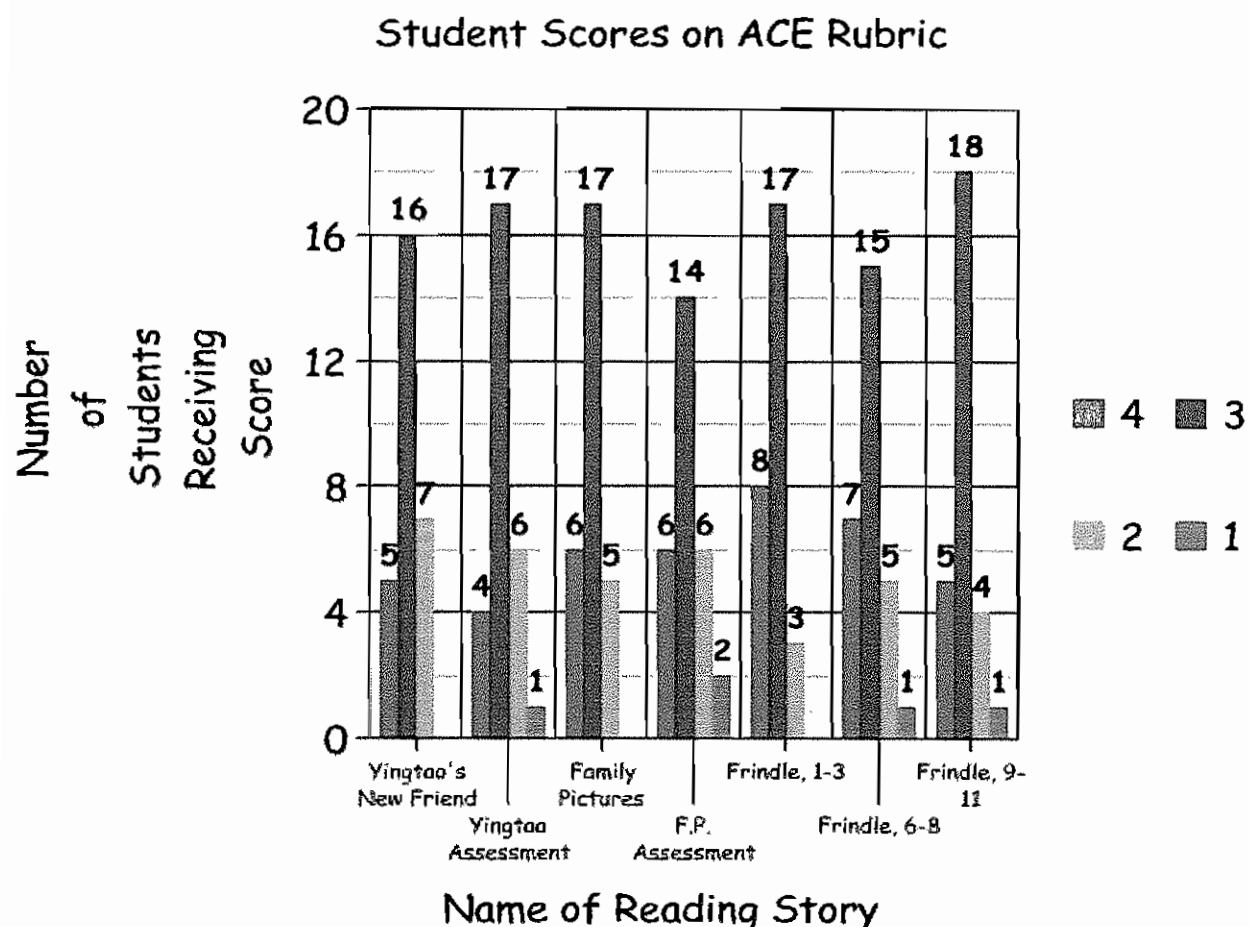
\*The number at the top of the table represents the score that students received on their written assessments. The names of the stories are represented on the left-hand side. The numbers in the chart represent the amount of students that received the score on the assignment.

**Table 1: Formative Assessment Chart**

	4	3	2	1
"Yingtao's New Friend"- 1 open response ques.	5	16	7	0
"Yingtao's New Friend"- reading assessment (end of book)	4	17	6	1
"Family Pictures"-1 open response ques.	6	17	5	0
"Family Pictures"reading assessment (end of book)	6	14	6	2
"Frindle"- ch. 1-3 1 open response ques.	8	17	3	0
"Frindle"- Ch. 6-8 1 open response ques.	7	15	5	1
"Frindle"- ch. 9-11 3 open response ques. (average score)	5	18	4	1



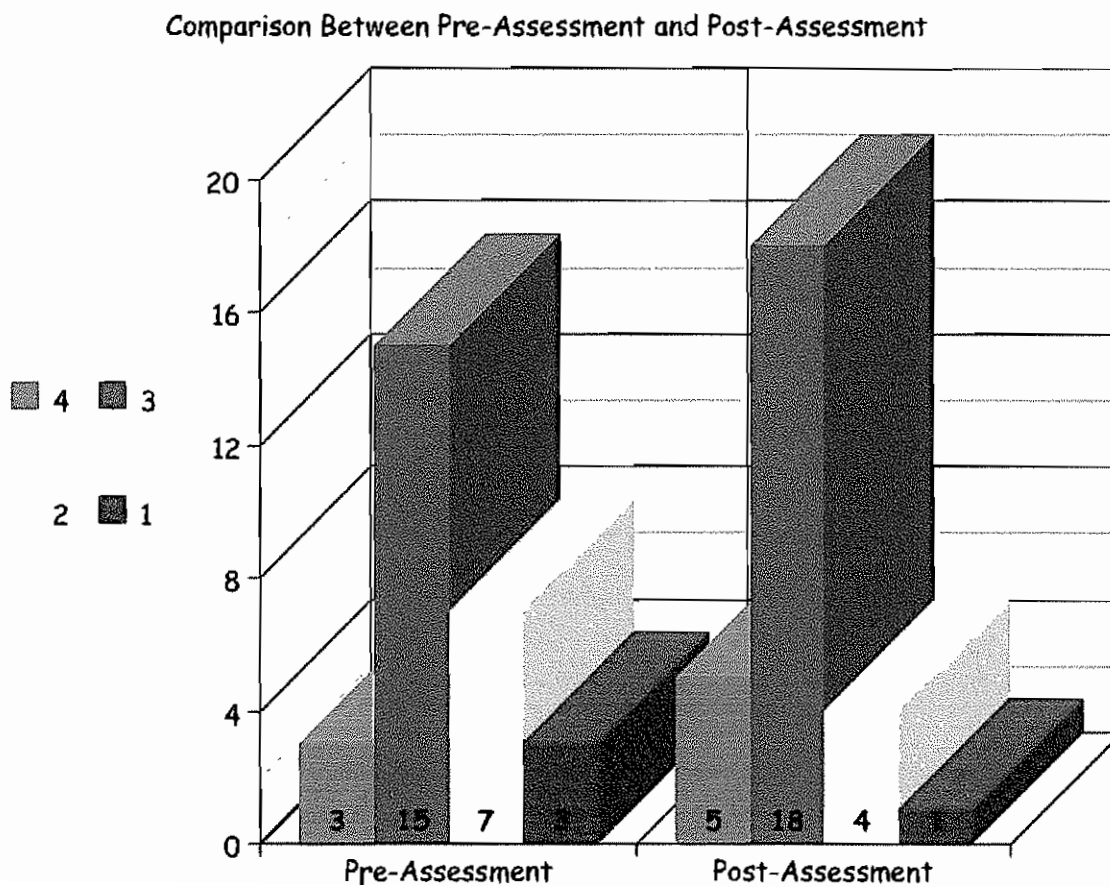
**Graph 1: Formative Assessments**



Based on this graph, the results are fairly consistent over time. For the most part, after I introduced the ACE model, students were able to respond to the texts in written format independently, receiving some guidance from the teachers, but for the most part, organizing their work on their own. I think for the first two assignments for "Yingtao's New Friend," the model was fresh in the students' heads, and they were focusing more intently on using the organizer to fill in their responses. The first three assignments took students a longer time to complete, but as they gained understanding, students started to rely less on the graphic organizer and were able to assemble their ideas without using the graphic

organizer first. Over time, I noticed that more students were working on trying to achieve the "4" on the rubric. As I continued to show student's samples of what constituted a "3" and a "4" response, I continued to see growth amongst students pushing themselves to reach the higher standard. As students broke away from using the organizer to prepare their responses, I noticed some students demonstrating more difficulty with how they answered the questions. For the most part, students were still answering the question, using words for the question; however, the mistakes were mainly due to students not providing enough details, failing to use specific supporting evidence from the text (they might have paraphrased the authors words when they had access to the text), and/or they failed to add a personal connection.

**Graph 2: Comparison Between Pre and Post Assessment Data**



As you can see, the data from the pre-assessment to the post-assessment illustrates that students have made progress over time. More students are demonstrating proficiency and exceeding proficiency, and in the post assessment fewer students are receiving "2's" and "1's" on the grading rubric. Thus, students are working harder at meeting grade level goals and the objectives for this lesson. I think that with continued practice, students will gather the knowledge and skills that will help them continue to make progress and achieve the higher standard.

- **Analysis of Subgroups**

For this section, I decided to look into how students with reading comprehension difficulties performed when using the ACE model in relation to the rest of the class. I thought this would be a good comparison group, because there are about six students in my classroom that have significant needs in the area of reading. In particular, reading comprehension is an area that these students have difficulty explaining/organizing their thinking. I wanted to see if the model was successful for all students in this subgroup, or if it was just successful for some students. After all, these students are the children who received the most individualized and small group instruction from the special education teacher or me during class time. I thought that the ACE model would be a good tool for all these learners, as it seems to be a concrete learning tool that will help them organize their thoughts into writing. I wanted to see what areas these students were able to complete easily and compare it with what areas were difficult for these students to complete. Refer to the chart below to see students' scores in this subgroup.

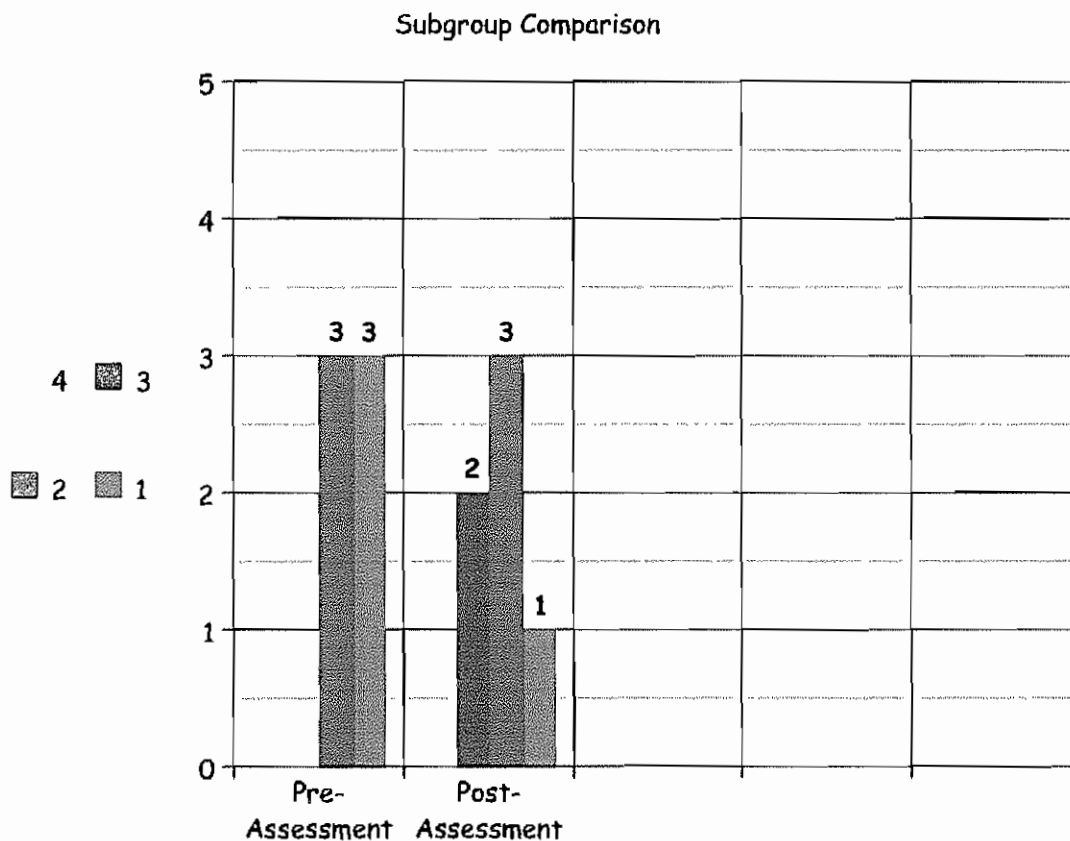
**Table 1: Pre-Assessment Data- "A Visit With Grandpa"**

	4	3	2	1
DC *individual student			√	
Student 1 Male				√
Student 2 Female			√	
Student 3 Female			√	
Student 4 male				√
Student 5 Female				√

**Table 2: Post-Assessment Data- "Frindle"**

	4	3	2	1
DC *individual student			√	
Student 1 Male			√	
Student 2 Female		√		
Student 3 Female		√		
Student 4 Male				√
Student 5 Female			√	

Graph 1: Comparison for Subgroups



As you can see from this graph, no students in this subgroup were able to exceed the proficiency when working independently on a given task either in the pre or post-assessment data. As far as the pre-assessment is concerned, most of the students in this group received a "2" and "1" on the rubric. Without any support, these students with reading comprehension difficulties were unable to achieve the standard. However, after learning the ACE model, applying it to classroom assignments, and receiving support from the teachers and after working with peers, these same students were able to show some improvement. Two students were able to achieve the standard and move from a "2" to a "3". Likewise, two other students were able to move from a "1" to a "2", demonstrating some improvement. Two students stayed the same from their pre-assessment and their post-assessment, thus demonstrating little to no improvement in their independent work skills. The areas in which these students demonstrated difficulty were that

they were able to answer the question correctly and explain their answer in three sentences (besides the students who received a "1"), but their answers were not always complete. Some students started to describe the answer and support it using a citation from the text, but the citation may have been irrelevant or not clearly explained. Likewise, the "E" part of the model was often missing or vague. It is my hope that as we continue to use this model throughout the year that all these students will be able to continue to make strides, and those students still not achieving the standard will work be able to meet the standard. It is clear that I need to continue to support these students in their efforts to understand the text and respond to it in an effective manner.

- **Analysis of Individual Student**

For the pre-assessment, I decided to administer the DRA (Developmental Reading Assessment) to DC. I chose this assessment because DC is a new student in our school, and all students entering fourth grade who have previously attended \*City Elementary School have completed the DRA in grades 1, 2, and 3, and we have the results on file. Because I have limited information on this student's reading abilities, I thought it would be important for me to find a baseline for his oral reading as well as his comprehension. It would assist me in determining this student's independent (or instructional) level with an evaluation of three components of reading: reading engagement, oral reading fluency, and comprehension. This would assess his present level and proper placement for his reading workshop group. In addition, observations of this student's oral reading as well as his oral comprehension have provided me with the direction needed for beneficial instruction and/or guided reading.

Results of the DRA showed that DC is decoding just about at grade level (level 38). In terms of comprehension, DC is better able to answer questions orally. His thinking is often very disorganized, but with teacher prompts, he is able

to understand accurately and explain the events within a text. When working on written questions, DC has difficulty writing his ideas (diagnosed with dysgraphia) and rushes to be done, often not taking the time to self-assess his work/thinking. The results of his pre-assessment in reading comprehension show that he is working on approaching the standard, but not yet able to produce appropriate grade level work. Therefore, I think the ACE model will help DC organize his thoughts, but also help him with a guide for a method to respond to text.

The other pre-assessment data I collected from this individual student was his answer to an open response question on an assessment that I had given after reading and discussing a story from our basal reading series (*Scott Foresman*). I did not prompt DC as to how I wanted him to answer; however, I did read the question to him and said to all students that they needed to be as specific as possible when answering the question. This answer was able to give me an idea of how DC answers questions and justified my reason for selecting him as a particular student that would benefit from the ACE model. His answer lacked clarity and did not have supporting evidence, so I knew this was a goal that we needed to work on in order for him to reach proficiency.

After I introduced the ACE model whole group, I had students work on r independently responding to a question from a story from the basal, using the graphic organizer as a tool to organize their ideas. One area of difficulty for DC that was demonstrated through his work was that he was able to provide the answer to the question quite easily recalling ideas from the text, but not physically able to locate the information in the text. He was able to paraphrase the author's words, but when I asked him to find the direct citation in the text, he demonstrated difficulty finding support that would explain his thinking. Also, he would ignore using a citation and would just write down his own thoughts. Therefore, I knew I needed to spend more time with DC to find citations in text

and then work on paraphrasing the author's words by explaining what the citation meant. I spent some time individually working with DC on this independent skill. When DC worked with me independently, he was able to really focus on his answers and find the best way to organize his thinking. He took the time to respond accurately, but also took pride in his work, making sure that it looked and sounded good. It is clear from working with DC that his work is stronger when he has support from adults or peers. He needs to have someone checking in with him, helping him stay on task, and help him with his pacing.

Once I felt DC was comfortable and familiar with the ACE model, he began working with peers in formulating answers, reading answers orally, as well as responding to a question in written format. DC (as well as other high-risk/special needs students) did really well working with a stronger peer and had much fun collaborating his ideas and recording his response on the recorder to listen to aloud. He seemed proud of his work, and I could tell by his face and his reactions that he thought his answer sounded appropriate. When DC was able to hear examples or visualize what a "3" or a "4" looked like, he would aim to add to his work, making it more detailed and complete. Also, he did well having a strong partner "push" him to develop their thoughts further, find more citations, or expand upon their ideas with more detail.

As time progressed throughout this unit, I was thinking DC was making much progress and was really grasping the concept. However, after a few days of working in a small group, with peers, and giving/accepting feedback with a partner, DC was asked to complete individually a few questions on a reading assessment in class. DC started to require much more prompting and feedback from the teacher when he was working independently to make sure that he was following through with the expectations. This is where I was able to see DC lose focus in the ACE process. Through observation, I would see DC get the answer ("A" part of the



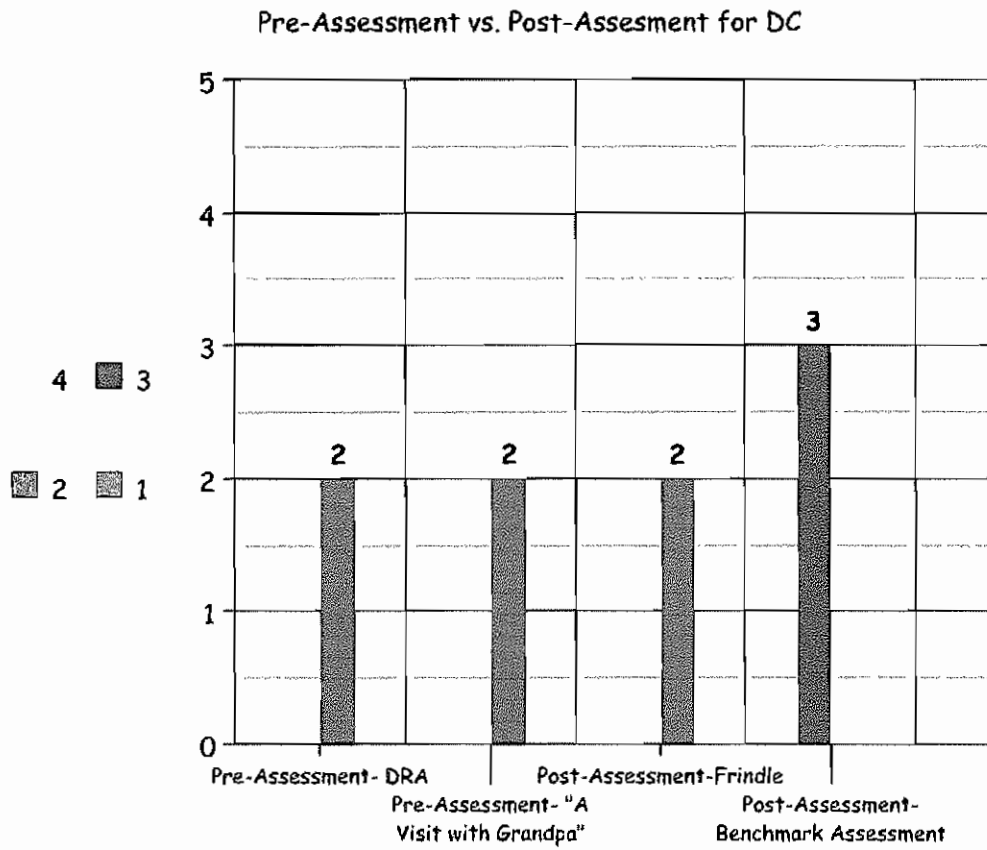
model) for the most part, and he would begin to cite evidence from the text to support his answers ("C" part of the model), but then the part of the model in which DC needed to expand his ideas ("E" part of the model) using a personal connection or reaction to the reading started to become a struggle or would not be included in his response. Often, if DC started to make a connection, his connection would be off subject, very simplistic, and I noticed that his thoughts became disconnected and didn't always make sense. Likewise, the organization of his writing became more "choppy" and harder to understand. For example, when working on his chapter 1-3 activity for *Frindle*, DC needed to respond to the following question: "Does Nick fit your description of a troublemaker? Why or why not?" DC responded to this question, following the ACE model in the following form: (A) "Well, yes he is because he tries to get out of them or which I bet can get him to the principal's office and something that almost got him expelled. (C) In the book, he tried to make a tropical island in his classroom. (E) That's why I think Nick is a troublemaker." As you can see from this response, the initial part of the sentence is on the right track, just choppy worded. In the second part of his answer, he applies specific evidence from the book (giving the example when the character turned his classroom into an island); however he fails to extend the citation further by "backing it up" nor does DC apply a personal connection to his response. I knew at this point, I needed to intervene. DC needed to continue to follow the model, but I knew the model needed to be tweaked to fit his needs.

I thought if the area in which DC was having difficulty was in connecting to the question and staying on track that maybe we could do away with the "E" component in some way. Many of my 4<sup>th</sup> graders are active in sharing connections as they read, but often fail to connect when responding in written responses. In knowing that this is true for DC, I decided that I would somewhat change my expectations for him. Instead of asking DC to respond in the last part of the ACE

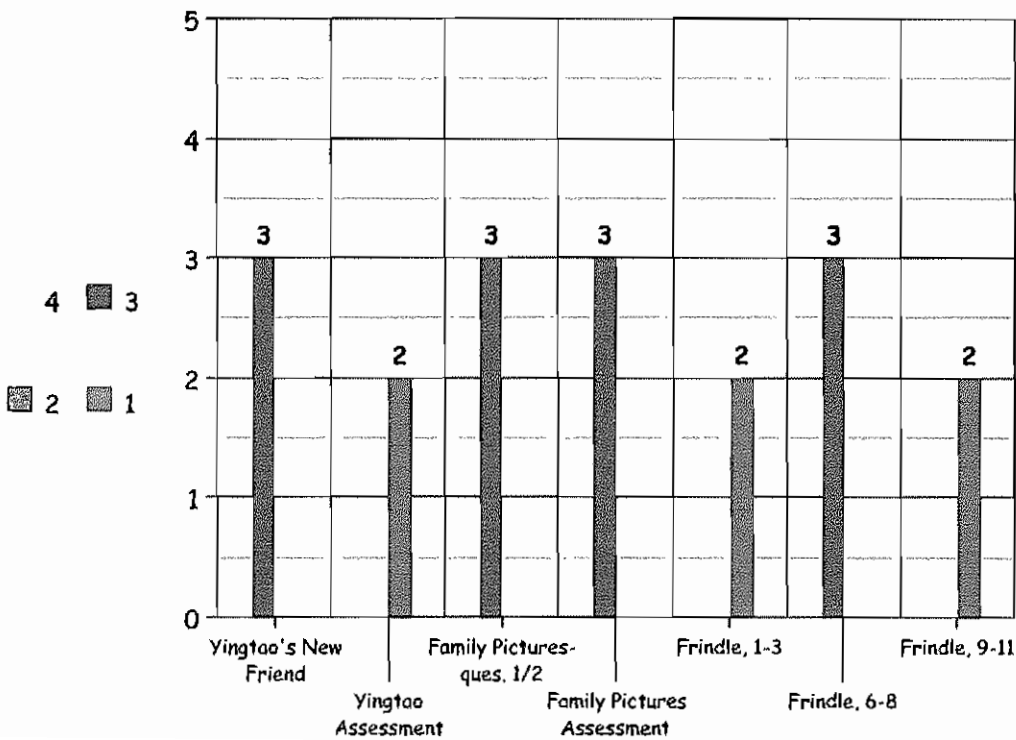
model with a personal connection, I thought I would have him primarily focus on the "A" (answer) and "C" (cite) parts, as they were the most important and then orally he could tell me his connection to the answer and how he would have felt it he were the character, etc. He would still be responsible for answering in three complete sentences, using information directly from the text to support his answer, but having one less step to focus on in his writing. I could still assess this area but could focus more on the oral answers he provides when working in small group and when reading. After all, he has the ideas in his head, but just struggles when organizing it into his writing. He loses his focus, and that's when the whole answer gets disorganized all because of one component. All these steps may be overwhelming for DC to absorb at once, so having one less step to follow could be optimal to his needs. Although this was a change to what I originally expected, it was beneficial for him. It allowed him to succeed and achieve proficiency. DC's answers became more thorough and complete, and the results of this change were positive.

I hope that with continued use of the ACE model, it will allow DC to focus more on interpreting questions and searching for information in the text rather than finding distractions that may be irrelevant to what needs to be discussed within in a text. With continued practice and additional support, I feel that DC will be able to succeed and make progress with his reading comprehension throughout the 4<sup>th</sup> grade.

**Graph 1: Results of DC's Pre-Assessment versus Post-Assessment**



**Graph 2: DC's Results in the Formative Assessments Following the ACE Model**



As you can see from the results of DC's formative assessments, he fluctuates between "3" responses and "2" responses. The results of his performance strictly depend on his ability to focus to the task at hand at the current time, his interest in the text, and how many prompts he receives from the teacher. As observed, the more attention DC received from the teacher or from a peer, the better he was able to do. Likewise, if DC was guided in his response, given the opportunity to respond orally, he performed much better. I think that a combination of his diagnosis with ADHD and dysgraphia contributes to his performance and that with continued practice he will be able to improve. However, it will be up to him to demonstrate his proficiency when completing his work independently. For the most part, students worked with stories in reading that were fictional stories. "A Visit with Grandpa", "Yingtao's New Friend", and *Frindle* were all realistic fiction texts. The exception was "Family Pictures", an autobiography. I think that how the questions were worded didn't interfere with how DC responded to the question. The questions were all open-ended and allowed for interpretation. I will be curious to see how DC responds to other genres of literature throughout the year, as well as across content areas. I know that DC is very interested in science nonfiction texts, so I'm curious to see if his responses to questions that relate to areas of interest to him will make him answer in a more thorough manner, thus aiding in him achieving proficiency.

## Part II

After completing this unit, it is clear to me that *most* students were able to meet the objective that described, "when asked a question about a reading selection orally or in writing, students will be able to support answers with information from the text, locating at least one specific citation from the text." This was a strong focal point in my instruction, and I really stressed the importance for locating information in the text. I gave them the role of being the

detectives and having to search for "clues" or "evidence" to help them solve the answer. I really wanted them to get into the habit of searching for data that supports their answers and taking more accountability into the thinking process of answering a question. I am trying to push my students to work hard and to show me in multiple ways that they understand a particular concept. In order to do this, they need to show me evidence to support their statements. Previously, many of my students would strictly just answer a question and paraphrase some information they recalled from the text, not really recalling specific details or going that extra step to demonstrate their knowledge by finding supporting citations. Now I feel much more confident that my students are seeking to find the citations and some are even pushing themselves to find more than one citation. I feel that I have done my job when I see students utilizing the steps and taking the responsibility to demonstrate their knowledge, rather than traveling down "Easy Street" (my phrase for students doing the bare minimum to get by). I like to see the interest and engagement, and most importantly, the responsibility for their learning.

I think what contributed to students meeting this objective was when I afforded them the opportunity to work with mixed-ability peers. My students demonstrated success when they shared responsibility and put their thoughts together. It was so rewarding to see collaboration of ideas, but also students working together to try to find as many supporting reasons as possible for the answer to a question. For example, when students worked with their partners on completing a question together from *Frindle*, I saw the higher-level learning that demonstrated proficiency and exceeding proficiency. In their pairs, I asked students to think and respond to the following question: "Name at least three things that Nick Allen did that caused him to get into trouble and explain how the teachers responded to what he did." When students worked with their partners, I saw and heard such imaginative and well-developed thoughts and explanations. For

example, DC worked with a student in my classroom who not only is a good reader, but also a student who pushes himself to the maximum for the best grades possible. I thought they would be good pairs to work together. Sometimes DC doesn't push himself to his potential, so I knew the two students would work together in balancing each other's needs. Their response to the question was as follows (transcribed from the tape recorder):

*Nick Allen did many things in these chapters that got him in big trouble. One thing he did was turn his classroom into a tropical island. As stated in the book, he brought in sand, turned the heat on really high, and even put up a volleyball net made of tee-shirts. The janitor and principal couldn't believe the mess and what he had done, but his teacher was new and she thought it was creative. Another thing Nick did was make peeping noises in the classroom to disrupt his teacher. He would say, "peep" over and over again and poor Janet Fiske got in trouble. I would be so mad if another student did something like this and I got blamed for it. That would not be fair. Last, Nick invented the word frindle and continued to use the word even though Mrs. Granger told him not to. He promised by taking the oath with the other boys in fifth grade, so he couldn't not do it. He is a good friend for keeping his promise, but he could end up getting his friends in more trouble. I would be careful if I were friends with Nick.*

As you can see, the students answered the question, provided much supporting detail from the text, and continually added personal connections to the characters and events. This answer was given without any prompting from the special education teacher and me and was simply done by the students collaborating. What I liked about this group was that the higher-leveled peer did the writing, but DC provided many of the oral responses, thus taking advantage of their strengths. It was truly a positive experience for both students.

Another instructional task that I think best supported the student engagement and learning is when I showed students samples of what a "3" and a "4" example looked like. This allowed students not only to visualize where they needed improvement, but also gave them a visual for what I was expecting of them. Likewise, it gave students a chance to have their responses read aloud. They are so proud of their work when they know the teacher and their peers are providing feedback in a positive manner. This instructional strategy helped students that were having difficulty see what they needed to do and what changes needed to occur to make their work stronger.

Although many of my students were able to develop mastery of the objectives for this unit, some objectives presented problems for some students. In particular, regarding the objective that states that "when asked a question about a reading selection orally or in writing, students will be able to extend an answer by backing up the information from the text with his/her own personal experience or prior knowledge he/she has about the topic OR explaining why this information is important or significant", there was some discrepancy. Overall, I feel that students need to continue develop the concepts of supporting a citation with "back up" evidence. I can see with many responses that I have read from this individual student (DC), as well as other students in my class, that they are able to find the citation in the text, but I want to see my students working on paraphrasing the citation. DC was able to put accomplish this when writing, which is excellent, but I would like to continue to see him (as well as others) find a citation, quote it from the author, and then explain what the quote means in his own words. To me, these steps are imperative in showing a complete understanding of what a question is asking and interpreting it to that higher level. I think that with continued practice and support, this child, as well as the other learners in my classroom, will be successful.

There are some possible reasons for the lack of success. One reason I think students demonstrated difficulty expanding upon their ideas is because they are used to the third grade standard of just having to answer the question and provide some supporting details. Having this third step encourages students to take their understanding to a deeper level that many are not yet ready for or wanting to do. I noticed when working in small groups and individually, students shared many connections with the characters and story events (as this is always something I model to students and ask to them as we read aloud), but there seemed to be some misunderstanding when students transfer their thoughts onto paper. Somewhere between the personal connection and the paper, the ideas get lost, and then the answer becomes choppy or doesn't make sense. Therefore, I thought a way of helping these students would be to assess their learning of connecting with the author, characters, etc., by listening to the verbal response provided by the student, and then having the student focus on writing the question and supporting details. I thought this would be a way to keep them on track, but still encouraging them to respond in at least three complete, well-detailed sentences.

Another reason for the lack of success in expanding or extending the answer is because students are so focused on answering the question and finding citations in the text, that they often get to that last step and it is almost like they forget about it because they look at the length of their answer and think that it is more than complete. I recently have had students ask me if they have enough detail in their answer and if it "is done". Before I even read it or look at it, I will ask the students whether or not they followed the ACE response format. Oftentimes, I will have a student respond by saying, "but I have three sentences." DC is always the first student to use this phrase. When working on the unit activities, he would always say to me, "Do you think I have enough?" I want students to start self-evaluating their work, knowing the difference between what is enough and what is a



good answer. I think sometimes students are too focused on the quantity, rather than the quality. In order to assist students and eliminate this constant need to produce length rather than accuracy, I am going to simply place the letters ACE next to each open response question on an assessment or paper. Similar to what we do in math, I am going to ask my students to check off each letter after the section has been written to help them track their work. Especially when students don't use the graphic organizer, I perceive the wandering thoughts and unfocused answers/responses. I think the three letters may just be enough to remind students what they need to do to complete the task, rather than worrying about other factors.

Overall, I think the unit went well for an introduction to the model, but I know that there are many things that I need to continue to do to assist students in developing their ideas further. I want to see more students achieving "3's" and "4's", and I know this will come with continued practice, modeling, and cooperative learning activities. I think the learning objectives for this lesson are realistic, and although some students demonstrated difficulty meeting their goals at this point in the school year, I think there is time for these students to achieve mastery. Perhaps, I could tweak the expectations for this unit for students to master only the first two components (answering comprehension questions in complete sentences and learning to cite evidence) during the time frame that I have for the unit: Then, once all/most students achieve mastery, I could introduce or incorporate the expansion/extension component. Maybe too much information was given out to students at one time, making it difficult for them to apply their knowledge all at once. For the few students who need more support for learning and the application of this strategy, I know that for continued success, I need to have them work on paraphrasing citations. Also, they will need to work on reaching a "4" on the grading rubric by pushing themselves to find more support and not just

settling for a simplistic response. I like how I have given students the opportunity to collaborate with peers to respond to text following the ACE model and would like to continue to do group work. I can assign each student a role when working in groups (one student can be the person that answers, one can find the citation, and one can expand on the question).

As far as goals for DC to achieve success in the future, there needs to be a focus on the content of his responses and less on the mechanics. I would like to continue to have him and others see examples of "3" and "4" responses so they can tell the difference and aim to receive the "4". Developing independence in organizing his thoughts effectively and efficiently with fewer distractions will help DC see success in reading comprehension and writing.

Overall, it appears that the ACE model serves as a proper means for students to learn how to effectively answer an open response question. It provides the needed supporting details that enable students to achieve mastery of higher scores. With continued practice in all content areas, I believe students will achieve higher comprehension as well as greater test scores.