

Task 3 - Assessment Commentary

1. Analyzing Student Learning

- a. Identify the specific learning target(s) measured by the assessment you chose for analysis.

[The assessment I chose for the analysis of my learning segment is the summative assessment I conducted at the end of the learning segment taught. It includes a total of 6 problems, assessing on each of the three lessons taught in the learning segment.

For lesson 1 (Comparing Two Numbers Within 100), problems 1 and 2 of the summative assessment are measuring the conceptual understanding of the segment (place value) as it relates to the learning target which is: "Students can use words to compare two-digit numbers between 11 and 19 and determine which is greater than or less than." Students who met the learning target of this portion of the assessment earned 2 out of 2 points on 7.1 (Lesson 1) content. The class as a whole met the target by having at least 16 out of 22 students earn 2/2 points for lesson 1 of the summative assessment.

For lesson 2 (Comparing Two Numbers Within 100), problems 3, 4 and 5 on the summative assessment are measuring the procedural fluency (longs and outes) of the segment as it relates to the learning target which is: "Students can use words and models (longs and outes) to compare two numbers within 100 and determine which is greater than or less than." Students who met the learning target of this portion of the assessment earned 2 out of 3 points on 7.2 (Lesson 2) content. The class as a whole met the target by having at least 16 out of 22 students earn 2/3 points for lesson 2 of the summative assessment.

For lesson 3 (Comparing Numbers Using Place Value), problems 6, 7 and 8 on the summative assessment are measuring the mathematical reasoning of the segment (how they know their comparison) as it relates to the learning target which is: "Students can use place value to compare two numbers within 100." Students who met the learning target of this portion of the assessment earned 2 out of 3 points on 7.3 (Lesson 3) content. The class as a whole met the learning target by having at least 16 out of 22 students earn 2/3 points for lesson 3 of the summative assessment.

For the overall score of the assessment on the whole learning segment, students were assessed on a combination of all 3 learning targets to create the criterion for the assessment score. Students will have demonstrated that they can use words and place value to compare numbers within 100, determining which number is greater than or less than by earning at least 5 out of 8 (75%) accuracy on the summative assessment.]

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

Table #2- Summative Assessment, Analysis of Patterns Related to Conceptual Understanding, Procedural Fluency and Mathematical Reasoning

CUP/FMR & related problem #'s	# of points possible for learning target	# of students who met target (22 students total)	# of students who didn't meet target (22 students total)
Conceptual Understanding (CU)- problems 1 &	2	17	5

Tpa Task 2 Math Example

Zhigang Fang

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the name Zhigang Fang.

Tpa Task 2 Math Example:

Machine Learning and Knowledge Discovery in Databases. Research Track and Applied Data Science Track

Bernhard Pfahringer, Nathalie Japkowicz, Pedro Larrañaga, Rita P. Ribeiro, Inês Dutra, Mykola Pechenizkiy, Paulo Cortez, Sepideh Pashami, Alípio M. Jorge, Carlos Soares, Pedro H. Abreu, João Gama, 2025-10-03 This multi volume set LNAI 16013 to LNAI 16022 constitutes the refereed proceedings of the European Conference on Machine Learning and Knowledge Discovery in Databases ECML PKDD 2025 held in Porto Portugal September 15 19 2025 if supportLineBreakNewLine endif The 300 full papers presented here together with 15 demo papers were carefully reviewed and selected from 1253 submissions The papers presented in these proceedings are from the following three conference tracks The Research Track in Volume LNAI 16013 16020 refers about Anomaly Outlier Detection Bias Fairness Causality Clustering Data Challenges Diffusion Models Ensemble Learning Graph Neural Networks Graphs Networks Healthcare Bioinformatics Images Computer Vision Interpretability Explainability Large Language Models Learning Theory Multimodal Data Neuro Symbolic Approaches Optimization Privacy Security Recommender Systems Reinforcement Learning Representation Learning Resource Efficiency Robustness Uncertainty Sequence Models Streaming Spatiotemporal Data Text Natural Language Processing Time Series and Transfer Multitask Learning The Applied Data Science Track in Volume LNAI 16020 16022 refers about Agriculture Food and Earth Sciences Education Engineering and Technology Finance Economy Management or Marketing Health Biology Bioinformatics or Chemistry Industry 4 0 5 0 Manufacturing Smart Cities Transportation and Utilities e g Energy Sports and Web and Social Networks The Demo Track in LNAI 16022 showcased practical applications and prototypes accepting 15 papers from a total of 30 submissions These proceedings cover the papers accepted in the research and applied data science tracks Teach-practice-apply Judy Reinhartz, David W. Van Cleef, 1986 Developments in classroom instruction *Euro-Par 2016: Parallel Processing Workshops* Frédéric Desprez, Pierre-François Dutot, Christos Kaklamanis, Loris Marchal, Korbinian Molitorisz, Laura Ricci, Vittorio Scarano, Miguel A. Vega-Rodríguez, Ana Lucia Varbanescu, Sascha Hunold, Stephen L. Scott, Stefan Lankes, Josef Weidendorfer, 2017-05-26 This book constitutes the proceedings of the workshops of the 23rd International Conference on Parallel and Distributed Computing Euro Par 2016 held in Grenoble France in August 2016 The 65 full papers presented were carefully reviewed and selected from 95 submissions The volume includes the papers from the following workshops Euro EDUPAR Second European Workshop on Parallel and Distributed Computing Education for Undergraduate Students HeteroPar 2016 the 14th International Workshop on Algorithms Models and Tools for Parallel Computing on Heterogeneous Platforms IWMSE 5th International Workshop on Multicore Software Engineering LSDVE Fourth Workshop on Large Scale Distributed Virtual Environments PADABS Fourth Workshop on Parallel and Distributed Agent Based Simulations PBio Fourth International Workshop on Parallelism in Bioinformatics PELGA Second Workshop on Performance Engineering for Large Scale Graph Analytics REPPAR Third International Workshop on Reproducibility in

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 ROME Fourth Workshop on Runtime and Operating Systems for the Many Core Era UCHPC 9th Workshop on
 UnConventional High Performance Computing Encyclopedia of Microcomputers Allen Kent,James G. Williams,2000-12-05
 This is the 26th volume in the Encyclopedia of Microcomputers series It covers topics such as volume graphics and an
 automatic fuzzy rule generation method for handwriting recognition **Curriculum Development and Online
 Instruction for the 21st Century** Fudge, Tamara Phillips,Ferebee, Susan Shepherd,2021-06-25 The world of education has
 undergone major changes within the last year that have pushed online instruction to the forefront of learning Thanks to the
 COVID 19 pandemic online learning has become paramount to the continued and uninterrupted teaching of students and has
 forced students and teachers alike to adjust to an online learning environment Though some have already returned to the
 traditional classroom or plan to very soon others have begun to appreciate the value of online education initiatives that had
 previously been discussed but never acted upon as they have been in the past year With plenty of positive and negative
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 technology and standardized curricula Ideal for K 12 teachers college faculty curriculum developers instructional designers
 educational software developers administrators academicians researchers and students this book provides a thorough
 overview of online education and the benefits and issues that accompany it **Clinical Applications of Artificial
 Intelligence in Real-World Data** Folkert W. Asselbergs,Spiros Denaxas,Daniel L. Oberski,Jason H. Moore,2023-11-04 This
 book is a thorough and comprehensive guide to the use of modern data science within health care Critical to this is the use of
 big data and its analytical potential to obtain clinical insight into issues that would otherwise have been missed and is central
 to the application of artificial intelligence It therefore has numerous uses from diagnosis to treatment Clinical Applications of
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Publishing,1995-02 *Physics Briefs* ,1980 Government Reports Announcements & Index ,1980 **Who's who in the West** ,1998 *Let's Solve: Student Task Book: Level 2* Kit Norris,Hilary Kreisberg,2021-09-06 With a wide variety of exciting and grade appropriate math tasks this Student Task Book is the perfect tool to support Let s Talk Math lessons This teacher approved product includes 120 full color tasks that utilize easy to follow routines to structure meaningful math discourse The Student Task Book also provides space for students to understand plan reflect and write about each task to challenge them to be mathematical thinkers Motivate second grade students to become confident problem solvers and effective collaborators with the Let s Solve Student Task Book Level 2 *Focused Mathematics Intervention: Student Guided Practice Book Level 2* Heather Carter,2015-03 Boost second grade students knowledge and mathematics skills with the full color Student Guided Practice Book Featuring seven practice pages that correspond with each lesson in the Teacher s Guide building student mathematical fluency becomes a seamless process Each Student Guided Practice Book includes a We Do activity to support the gradual release of responsibility model a You Do activity to boost independent practice a Quick Check for teachers to easily monitor students progress a Refocus activity for students who need more instruction and Math in the Real World concept task for students to apply math to real life and more **Spots for MATH - Stepping Up - Teacher's Edition Booklet: Grade 2** Spots for M.A.T.H.,2014-09 **JUMP Math 6. 2** John Mighton,JUMP Math,2009-09 Jump math was founded in the belief that all children even those who have traditionally struggled at school can learn mathematics The JUMP Math student assessment practice books are meant to be used in conjunction with the extensive teacher resources to enable students to practice and explore subtle variations on the lessons and to enable teachers to rapidly assess progress For each lesson there is a clear and highly effective lesson plan which enables teachers to accomplish the seemingly impossible task of teaching to the whole class while tailoring to individual needs Each lesson is carefully designed to generate deep subtle transferable mastery of key concepts Lesson plans include ideas for contextualizing the math questions and tasks that allow students to discover mathematical concepts games activities and innovative extension questions that keep fast students engaged and learning while teachers help others to master the key objectives **JUMP Math 2. 1** John Mighton,JUMP Math,2009-09 Jump math was founded in the belief that all children even those who have traditionally struggled at school can learn mathematics The JUMP Math student assessment practice books are meant to be used in conjunction with the extensive teacher resources to enable students to practice and explore subtle variations on the lessons and to enable teachers to rapidly assess progress For each lesson there is a clear and highly effective lesson plan which enables teachers to accomplish the seemingly impossible task of teaching to the whole class while tailoring to individual needs Each lesson is carefully designed to generate deep subtle transferable mastery of key concepts Lesson plans include ideas for contextualizing the math questions and tasks that allow students to discover mathematical concepts games activities and innovative extension questions that keep fast students engaged and learning while teachers help others to

master the key objectives

Scott Foresman-Addison Wesley Mathematics ,2008

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