# TASK 3: ASSESSMENT COMMENTARY

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

## 1. Analyzing Student Learning

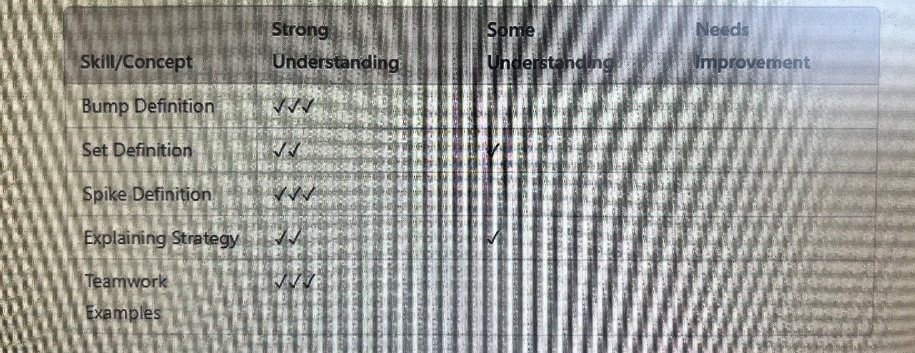
a. Identify the specific learning objectives measured by the assessments you chose for analysis.

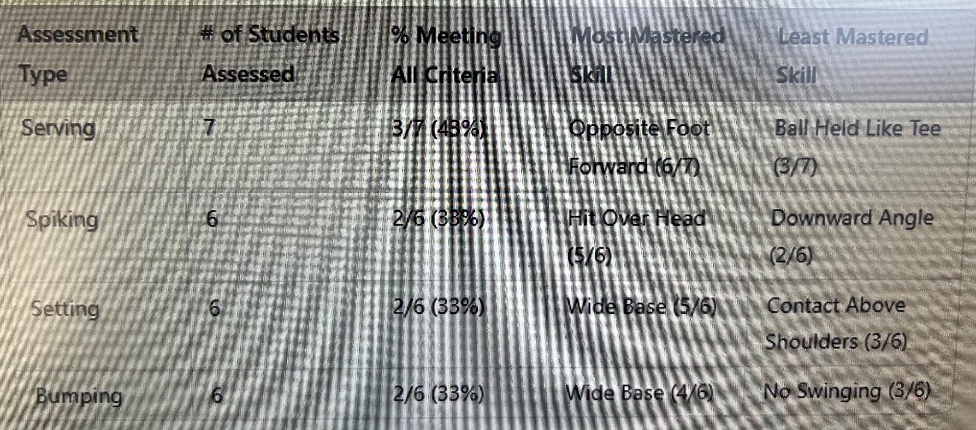
[ The learning objectives assessed in this lesson focused on both the psychomotor and cognitive domains. In the psychomotor domain, students were expected to demonstrate correct volleyball techniques, including bumping, setting, and spiking, through skill drills and gameplay. The emphasis was on ensuring that students could perform these skills with proper form and control in a game-like setting.

In the cognitive domain, students were assessed on their ability to define key volleyball terms and explain the strategic importance of the bump-set-spike sequence in gameplay. This included their understanding of how these skills contribute to team success, as well as their ability to articulate how teamwork and communication play a role in executing these strategies effectively. The assessment aimed to gauge not only their knowledge of volleyball rules and techniques but also their ability to think critically about the game.

For the psychomotor assessment, The assessments focused on evaluating students’ volleyball skills in the psychomotor domain, with specific objectives tied to each skill. For serving, students were expected to demonstrate proper foot placement, correct contact with the ball using the heel of the palm, and to hold the ball like a tee without tossing it high. The spiking assessment measured whether students could jump and contact the ball mid-air, hit it over their head, and direct the ball at a downward angle. Setting required a wide base, contact above the shoulders, and pushing the ball rather than slapping it. Finally, bumping assessed whether students used a wide base, maintained flat forearms, and avoided swinging their arms. In addition to psychomotor skills, these assessments also indirectly evaluated cognitive understanding of correct technique and affective behaviors such as student effort, engagement, and willingness to apply feedback.]

b. Provide a graphic (table or chart) or narrative that summarizes evidence of student learning for your whole class (or, if more than 30 students, group) in the psychomotor domain and at least one other domain (cognitive and/or affective). Be sure to summarize student learning for all evaluation criteria submitted in Assessment Task 3, Part D.





c. Analyze the patterns of learning **for the whole class (or group)** and differences for groups or individual learners relative to competencies targeted in the psychomotor domain and at least one other learning domain (cognitive and/or affective).

[ Based on the students’ responses, most demonstrated a solid understanding of volleyball terminology and team strategy. The majority of students correctly defined bump, set, and spike, with only a few responses needing clarification or additional detail. Most students were also able to explain the importance of using the bump-set-spike strategy, though a few explanations lacked depth. When analyzing responses about teamwork, all students provided valid examples of how they worked together during gameplay. They highlighted key concepts such as communication, positioning, and supporting teammates, indicating a good grasp of the role of collaboration in volleyball. However, while students generally showed understanding, some responses were brief and lacked explanation, particularly regarding strategy and execution.

In the psychomotor assessment, across all four assessments, students showed varying degrees of success in mastering the skills. In the serving assessment, seven students were evaluated, and three of them met all three criteria. Most students were able to step with the opposite foot when striking the ball, but fewer were successful in holding the ball like a tee, which was the least mastered skill in this area. For spiking, six students were assessed, and only two met all three criteria. The majority were able to hit over their head, but fewer were able to make contact mid-air or create a downward angle. In the setting assessment, again only two out of six students met all three criteria, with most showing a solid wide base but struggling with consistent above-shoulder contact. The bumping assessment, which included six students, showed that wide base and flat forearms were generally well executed, but avoiding swinging was more challenging. Focus students were indicated by stars on the bumping assessment sheet. Adwetta and Maise both achieved all three bumping criteria, while Hailey was successful with stance and form but still needs improvement avoiding swinging]

d. Cite **direct evidence** from thefocus student work samplesand/or the written documentation of the assessment of the psychomotor activity to support the analysis.

Consider what students understand and do well, and where they continue to struggle (e.g., strengths, weaknesses, common errors, confusions, need for greater challenge).

[When analyzing individual student responses, some stood out as particularly strong, while others showed areas for improvement.

* **Student A** provided clear, well-explained definitions of bump, set, and spike, and their response about teamwork included specific examples of communication and positioning on the court. Their explanation of the bump-set-spike strategy demonstrated an understanding of why these techniques are used in game play. This student’s response showed strong comprehension across both psychomotor and cognitive domains.
* **Student B** demonstrated a good grasp of the basic volleyball terms but provided a more general explanation of the bump-set-spike strategy without much detail. While they understood the fundamental idea, their response could be improved by elaborating on how this strategy increases offensive effectiveness.
* **Student C** struggled with defining the spike correctly, and their teamwork explanation was vague. This suggests that they may need additional reinforcement in skill execution and strategic understanding. Providing them with targeted feedback and in-class demonstrations could help strengthen their learning.

In the psychomotor assessment, the checklists provide clear evidence of student skill development. In the bumping assessment, both Adwetta and Maise had all three boxes checked—wide base, flat forearms, and no swinging—highlighting their successful performance. Hailey, though not fully proficient, had checks for both wide base and flat forearms, indicating an understanding of proper form, with only the “no swinging” box unchecked. In the serving assessment, students like Caleb, Jacob, and Isaac demonstrated multiple correct components, with Caleb and Jacob performing all three skills effectively. Most students struggled with holding the ball like a tee and not tossing it, as only three students met that standard. The spiking assessment showed that while “hit over the head” was widely achieved, fewer students could make mid-air contact or hit at a downward angle. These errors suggest a need for more instruction on timing and jump control.

e. If a video work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

[ ]

## 2. Feedback to Guide Further Learning

Refer to specific evidence of feedback provided to the 3 focus students about their performance in the psychomotor domain and at least one other learning domain (cognitive and/or affective) to support your explanations.

1. Identify the format in which you submitted your evidence of feedback for the 3 focus students. For each assessment, submit the same type of feedback (i.e., video, audio, written) for all 3 focus students. Choose **up to two** of the following across all assessments. **(Delete choices that do not apply.)**

* As a separate document file with written feedback provided to students

Submit any written feedback for all 3 focus students in one file.

[ See attached file ]

1. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.

[The feedback provided to the three focus students specifically targeted their strengths and areas for growth in both the psychomotor and cognitive domains, aligning closely with the volleyball learning objectives. Focus Student A demonstrated a strong grasp of the key volleyball skills—bump, set, and spike—through detailed and accurate explanations, particularly in describing how teamwork and strategy influence gameplay. The feedback acknowledged this strength while encouraging further development by prompting the student to think more critically about how offensive strategies, like the bump-set-spike sequence, disrupt opposing defenses. The feedback also encouraged the student to actively apply their conceptual understanding during gameplay by making informed, strategic decisions. This approach reinforced both skill development and strategic thinking in a real-game context.

Focus Student B received feedback that recognized a foundational understanding of volleyball skills and teamwork. The student clearly defined bump and set and understood that communication contributes to team success. However, their feedback addressed the need for deeper analysis, encouraging them to move beyond listing skills and instead explore the tactical reasons behind their sequence and use. The student was guided to make more meaningful connections between individual movements and broader game strategies. This direction aimed to enhance cognitive understanding by encouraging more analytical thinking and contextual awareness of how skills function in competitive play.

Focus Student C showed a beginning understanding of basic volleyball skills and the value of teamwork. The feedback provided helped clarify a common point of confusion—the distinction between a set and a spike—by breaking down the purpose of each movement and encouraging the student to engage with drills and visual learning opportunities.

For the psychomotor assessment, the feedback provided to the three focus students was directly connected to the learning objectives for the volleyball unit, which focused on correct form and execution of key psychomotor skills: bumping, setting, serving, and spiking. Each student received personalized feedback that recognized their strengths and provided specific guidance to support areas needing improvement.

For **Focus Student A**, the feedback acknowledged their strong technique in both bumping and serving. They were praised for maintaining a wide base, keeping flat forearms, and avoiding swinging during bumps—all key indicators of proper form. They were also recognized for stepping with the correct foot and using the heel of the palm during their serve. The feedback addressed their next step for growth, which was holding the ball like a tee and controlling the toss during the serve, as well as developing more downward direction in their spike. This feedback built on what the student was already doing well while helping them refine their control and accuracy.

**Focus Student B** also demonstrated a solid foundation in bumping and showed understanding of proper contact during serving. The feedback celebrated their strong stance, arm position, and ability to avoid arm swinging during bumps. It also addressed their need to consistently step with the opposite foot when serving, and to improve their jumping and timing during spiking. In setting, the student was encouraged to improve hand placement and use of fingertips. This feedback aligned with the learning objectives by helping the student connect body movements to skill execution and refine small but important technique adjustments.

**Focus Student C** showed effort and emerging skill development. Their feedback focused on helping them improve basic control and form, particularly with arm position in bumping and accuracy in setting. While they showed understanding of the movements, they needed support with consistency and technique—such as keeping their forearms flat, reducing swinging, and improving the direction of their spike. Feedback also helped clarify proper ball contact during serving and guided them to hold the ball more steadily. This feedback was designed to build confidence while reinforcing the foundational mechanics outlined in the psychomotor learning goals.

Across all three students, the feedback supported individual learning by identifying specific components of each skill and providing clear next steps. It helped students understand what they were doing well and gave them guidance to improve their technique in ways directly related to the objectives of the unit.]

1. Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives. Use of feedback can occur in a different task or lesson within the learning segment or at a later time.

[To ensure that each focus student understands and applies the feedback effectively, I will provide targeted support during future lessons and activities. The goal is to help them connect their learning to practical applications, reinforcing their understanding of volleyball skills and teamwork.

To support Focus Student A, I will provide opportunities for them to deepen their understanding of offensive strategies by incorporating game analysis into future lessons. During gameplay, I will encourage them to reflect on how the bump-set-spike strategy impacts the opponent’s defense and discuss their observations with peers. Additionally, I will ask guiding questions such as how the bump-set-spike sequence puts pressure on the opposing team and what happens when a team skips a step in this strategy. By analyzing real game scenarios, they will see how this strategy plays out and make better decisions in live gameplay. I will also provide structured drills where they must execute the bump-set-spike sequence in controlled situations, helping them build confidence and refine their decision-making.

To help Focus Student B make stronger connections between individual skills and overall strategy, I will incorporate small-group discussions and peer coaching. In future lessons, I will pair them with a teammate to discuss why certain techniques are effective and encourage them to verbalize their understanding before practicing the skills. This approach will help reinforce key concepts in a collaborative setting. Additionally, I will introduce scenario-based drills where students must decide when to use a bump, set, or spike in a game-like situation. By allowing them to practice making strategic choices rather than just executing the skills in isolation, they will develop a stronger understanding of how these movements contribute to overall team success. I will also provide individualized check-ins to ensure they are confident in applying their knowledge.

To support Focus Student C in distinguishing between the set and spike, I will use visual aids and hands-on demonstrations. I will show video clips of professional volleyball players executing these skills and ask them to identify the difference between a set, which is a controlled pass to a teammate, and a spike, which is an aggressive attack to score a point. After watching, I will ask them to explain the distinction in their own words and apply it in a skill drill. Furthermore, to help them improve their understanding of teamwork, I will incorporate more structured team communication exercises. For example, I will assign them a leadership role during a drill, requiring them to call out plays and direct teammates to reinforce the importance of positioning and communication. This hands-on approach will allow them to experience teamwork in action and solidify their understanding through direct participation.

For the psychomotor assessment, To help each focus student understand and apply their feedback, I will provide targeted opportunities during future lessons to focus on the specific skills they need to improve. These opportunities will be built into warm-ups, small-group stations, and individual skill practice so students can directly work on the areas highlighted in their feedback.

For **Focus Student A**, I will provide individual serving practice where they can focus on holding the ball correctly and reducing the height of their toss. I’ll give verbal reminders during these drills and use peer modeling to show the correct form. For spiking, I will include a station with a target mat or net zone to help them work on creating a stronger downward angle. This will help them connect their physical technique to successful outcomes and continue developing accuracy.

**Focus Student B** will benefit from repetition and visual modeling. During future serving practice, I’ll pair them with a partner who demonstrates the proper footwork so they can focus on stepping with the opposite foot. For spiking, I’ll guide them through jump timing drills using a soft toss, allowing them to time their contact point in mid-air. In setting, they’ll work with a coach or peer on using fingertips and finishing with full arm extension, which reinforces their feedback and promotes muscle memory.

To support **Focus Student C**, I will break down each skill into smaller steps during practice. For bumping, I will have them work on freeze drills, where they pause after contact to check their forearm position. This will help them develop awareness of arm placement and reduce swinging. For spiking, we’ll use low tosses so they can focus more on directing the ball downward without worrying too much about jumping. During serving practice, I’ll walk them through step-by-step form, modeling how to hold the ball still like a tee. For setting, I’ll use soft tosses so they can work on getting their hands above their head and pushing the ball gently.]

## 3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the clip(s) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.

You may provide evidence of students’ language use **from ONE OR MORE of the following sources:**

1. Video clip(s) from Instruction Task 2. Provide time-stamp references for evidence of language use.
2. An additional video file named “Language Use” of no more than 5 minutes in length. Cite student language use. (This can be footage of one or more students’ language use.) Submit the clip in Assessment Task 3, Part B.
3. The student work samples analyzed in Assessment Task 3. Cite language use.

4. Other written evidence of language use from the learning segment. Submit this written evidence in Assessment Task 3, Part B.

1. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use the

* selected language function,
* vocabulary, **AND**
* syntax or discourse

to develop content understandings.

[Throughout the volleyball unit, students demonstrated varying levels of success in using the selected language function, vocabulary, and syntax or discourse to develop their understanding of the content. While some students effectively incorporated these elements into their learning, others faced challenges in applying them during discussions and gameplay.

In terms of the selected language function, which was explaining game strategies, students showed progress in their ability to verbalize their understanding of volleyball techniques. Many were able to describe the bump-set-spike sequence and explain why each step is essential for a successful offensive play. For example, some students clearly articulated that the bump is used to control the ball and transition it to a setter, who then delivers an accurate pass for a teammate to spike. However, some students struggled to express their thoughts concisely and hesitated when trying to explain why certain strategies were effective. During small-group discussions, a few students relied on vague language such as "you just hit it over," rather than providing detailed explanations about proper technique and positioning. To address this, I provided sentence starters and asked guiding questions to help them structure their responses more effectively.

The use of vocabulary varied among students, with some confidently applying key terms while others needed additional support. Many students correctly used terms such as "serve," "set," "spike," and "rotation" when describing their actions during gameplay. For instance, one student accurately explained that they "moved into position for the set before attempting a spike." However, some students struggled with more technical terms, particularly distinguishing between a "set" and a "pass." They occasionally misused these words or used them interchangeably, demonstrating a partial understanding of their distinct roles in volleyball strategy. To reinforce proper vocabulary usage, I implemented peer discussions where students had to describe a play using specific terminology before executing it in a drill. This approach helped clarify the meanings of different terms and improve their application in context.

Regarding syntax and discourse, students showed varying levels of proficiency in constructing complete and coherent explanations during discussions and written reflections. Some students effectively used complete sentences to describe their movements and strategic choices, making their reasoning clear to peers. For example, one student wrote, "I set the ball high so my teammate had enough time to jump and spike it over the net." However, other students struggled with structuring their responses logically. Some spoke in fragmented sentences or omitted key details, making their explanations difficult to follow. Additionally, in team discussions, a few students provided one-word answers instead of engaging in full conversations about strategy. To support students in improving their discourse skills, I incorporated structured think-pair-share activities where they had to discuss their decisions in a structured format before sharing with the class.

Overall, while many students successfully used the selected language function, vocabulary, and syntax or discourse to develop their understanding of volleyball, some faced challenges in articulating their thoughts clearly and accurately. By providing additional support through structured discussions, sentence starters, and peer interactions, I was able to help students strengthen their ability to communicate their knowledge effectively.

In the psychomotor assessment, the selected language function was **explaining**. Most students were able to use key **vocabulary** like *bump*, *set*, *spike*, *flat forearms*, and *heel of the palm* to describe volleyball skills, which supported their understanding of correct technique. For example, Focus Student A explained, “You need to step with your opposite foot when serving,” showing accurate language use.

However, some students struggled with **syntax and discourse**, often giving short or vague responses like “you hit it like this” instead of full explanations. Focus Student C, for instance, described the bump generally but did not use specific terms or clear sentence structure. Students with stronger language use were better able to explain skill purpose and connect it to gameplay.

To support those who struggled, future lessons will include more modeling, sentence starters, and peer discussion to strengthen their ability to explain and reflect using appropriate vocabulary and syntax.]

## 4. Using Assessment to Inform Instruction

a. Based on your analysis of student learning presented in prompts 1b–d, describe next steps for instruction to impact student learning:

* For the whole class
* For the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, or students with higher/lower proficiency levels).

[Based on the analysis of student learning, the next steps for instruction will focus on reinforcing understanding for the whole class while providing targeted support for the three focus students and other individuals with specific needs. These next steps will address areas where students struggled, such as using precise vocabulary, constructing coherent explanations, and applying strategies effectively in gameplay.

For the whole class, I will implement more structured opportunities for students to practice using key volleyball terminology and language functions in both written and verbal formats. One approach will be incorporating more peer discussions where students must use specific vocabulary while describing plays or strategies. Additionally, I will introduce guided questioning techniques during gameplay to prompt students to explain their decisions in real-time, helping them strengthen their ability to articulate their reasoning. Small-group strategy sessions will also be introduced, where students collaborate to plan and discuss gameplay tactics before executing them on the court. These strategies will reinforce the use of academic language and improve students’ ability to communicate effectively.

For the three focus students and other individuals with specific needs, I will provide differentiated support tailored to their challenges. For students who struggled with vocabulary usage, I will create visual aids and reference charts that display key terms with definitions and example sentences. This will serve as a quick-access resource during activities. For those who had difficulty structuring their responses, I will use sentence starters and scaffolding techniques, such as fill-in-the-blank prompts, to help them build more complete thoughts. Additionally, I will implement one-on-one check-ins to provide individualized feedback and clarify misconceptions. For students with IEPs or 504 plans, I will ensure modifications align with their needs, such as offering extended processing time for verbal responses or using alternative assessment methods like allowing them to demonstrate understanding through physical demonstrations rather than written explanations.

For the psychomotor assessment, for the whole class, the next steps will include more focused practice on skill details—such as holding the ball correctly during serving, using proper hand placement in setting, and directing spikes downward. Drills will target common errors seen across assessments, with added visual demonstrations and peer modeling to reinforce technique.

For the three focus students, instruction will be individualized. Focus Student A will work on controlling the serve toss and improving spike direction. Focus Student B will focus on footwork during serving and jump timing in spiking. Focus Student C will practice arm positioning in bumping and proper hand use in setting. Additional support will be given through small-group stations, teacher feedback, and skill-specific drills.]

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

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These next steps follow from the analysis of student learning by directly addressing the areas where students encountered difficulties. According to Vygotsky’s theory of the Zone of Proximal Development, students learn best when provided with appropriate scaffolding that gradually leads them to more independent mastery. By implementing structured peer discussions, guided questioning, and visual supports, I am helping students bridge the gap between their current abilities and the desired learning outcomes. Furthermore, research on language acquisition emphasizes the importance of contextualized language use, meaning that students will benefit from actively applying vocabulary and discourse skills in real-life gameplay situations rather than just memorizing definitions. By combining structured instruction with practical application, these strategies will enhance student engagement and deepen their understanding of volleyball concepts.

For the psychomotor assessment, these next steps are based directly on the patterns observed in student performance from the psychomotor assessments. The class as a whole showed general understanding of foundational volleyball skills, but many students struggled with precision—such as correct foot placement in serving or contact points in spiking and setting. Therefore, the next steps include targeted drills and modeling to address those specific technique issues.

For the focus students, feedback highlighted their individual strengths and needs. Each next step is designed to reinforce correct form while addressing specific gaps, such as hand placement or movement timing. These strategies align with constructivist learning theory, which emphasizes building on what learners already know through active, scaffolded experiences. Additionally, motor learning theory supports the use of focused, repetitive practice with feedback to improve skill acquisition and muscle memory. By tailoring instruction based on assessment data, students receive meaningful practice that promotes growth and leads to improved performance.]