# 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.

[ a. The learning objectives measured were:

* Psychomotor: Students will be able to consistently sustain a rally using legal shots and proper form.
* Cognitive: Students will be able to explain basic pickleball rules and strategies.
* Affective: Students will show sportsmanship and positive communication with partners. ]

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.

| **Domain** | **% of Students Meeting or Exceeding Expectations** | **% of Students Developing** | **% of Students Beginning** |
| --- | --- | --- | --- |
| Psychomotor | 70% | 20% | 10% |
| Cognitive | 65% | 25% | 10% |
| Affective | 80% | 15% | 5% |

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).

[ Most students were able to maintain a basic rally and understood the basic rules. A few struggled with consistency in rallies, especially when moving their feet to adjust to the ball. Cognitively, some students could name the rules but had trouble applying strategies during live play. Affective behavior was strong overall, students encouraged each other and showed good sportsmanship.  
Alexia did very well in psychomotor and affective, but needed a little help understanding strategy. Andy struggled more with the psychomotor part (especially moving to the ball), but he understood the rules really well. Wyatt was strong across all three areas but could challenge himself more by using strategic placement during rallies.]

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).

[  Alexia consistently kept the rally going for 10 or more hits but hesitated when trying to use a drop shot to move her partner up.

 Andy often missed hits when he had to move laterally, but in his exit slip, he correctly explained the double bounce rule and how it changes play.

 Wyatt kept long rallies and showed great footwork. His weakness was sometimes just hitting the ball back without thinking about where he was placing it. ]

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.)**

* In video work samples (provide a time-stamp reference) or in separate video clips
* As rubrics, rating scales, or checklists with written feedback
* As a separate document file with written feedback provided to students
* In audio files

If video or audio feedback occurs in a group context (e.g., game, discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description, student quote) who is being given feedback. Submit any written feedback for all 3 focus students in one file.

[ The format of feedback was a separate written document for all three focus students. ]

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

[  Alexia was praised for keeping the rally alive and being supportive to her partner. I encouraged her to think more about shot placement and use strategy, not just consistency.

 Andy was complimented on knowing the rules well. He was encouraged to work on moving his feet faster and setting up better for returns.

 Wyatt was praised for his consistency and hustle. He was challenged to aim his shots more thoughtfully and not just rally for the sake of it. ]

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.

[  Alexia will be given a mini-task to practice different types of shots during warmups (lob, drive, drop).

 Andy will do footwork drills (side shuffles) before starting gameplay to help him get into position quicker.

 Wyatt will have a challenge in future games where he has to aim for specific zones on the court instead of just hitting back to his partner. ]

## 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.

[ Students were asked during practice games to call out rules if a point was disputed and to explain their strategies during the exit slip.

Examples:

* Language Function: Students were asked to *explain* the rules and describe a strategy they used. Andy said, “I used the double bounce rule to let it bounce before hitting it because otherwise it’s a fault.”
* Vocabulary: Words like “rally,” “fault,” “serve,” “drop shot,” and “double bounce rule” were used correctly by most students. Some students mixed up "fault" and "out," but with reminders they corrected themselves.
* Syntax/Discourse: Students mostly used simple, clear sentences. In exit slips, Alexia wrote, “I hit it soft to make my partner move up, but sometimes it didn’t work.” Wyatt said in class, “I tried to make them run side to side so they mess up their hit.”

Students overall could use basic pickleball terms and simple explanations, but struggled sometimes with more detailed strategic talk. ]

## 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 both rally consistency and adding more strategic thinking to gameplay. For the whole class, we will continue practicing rallies, but now start layering in mini-challenges where students must aim for open space or use different types of shots, not just keep the ball in play. This will help everyone move beyond just maintaining a rally and start thinking about how to win points in a real game situation.

For the three focus students, I will create specific strategies to match their individual needs. For Alexia, she will be given tasks that encourage her to use a variety of shot types during practice, like mixing in drop shots, lobs, and drives. This will help her develop more strategy during rallies. For Andy, we will start class with short footwork drills, like side shuffles and quick pivots, so he gets better at moving into position to hit the ball. This will help his rally consistency because he will be better prepared for different shots. For Wyatt, I will give him personal in-game challenges like aiming three shots toward his opponent’s backhand side. This will push him to think more about shot placement rather than just keeping the ball in play.

Other groups of students will also be supported depending on where they are. Students who are still developing basic rally skills will continue working with slower-paced rallies and easier partners until they are ready for more advanced challenges. Students who are already showing strong control and consistency will be given more strategic challenges to keep them engaged and moving forward.]

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

[ These next steps are based on the idea of helping students work in their "zone of proximal development," which means pushing them just a little beyond what they can do now, with the right support. It also connects to motor learning theory, where students need to practice with a balance of repetition and new challenges to keep improving. By giving students tasks that are the right level of challenge, they will continue to build better skills, thinking, and game awareness in pickleball. ]