**1. Analyzing Children’s Learning**

a. Identify the specific learning objectives and standards measured by the assessment you chose for analysis.

b. Provide a graphic (table or chart) or narrative that summarizes children’s learning for the class. Be sure to summarize children’s learning for all evaluation criteria submitted in Task 3, Part E.

c. Use the class summary provided in prompt 1b and **sources of evidence for each of the 2 focus children** to analyze the patterns of learning for **the class and focus children** relative to the learning objectives**~~.~~** Consider children’s strengths (what children understand and do well), and areas of learning that need attention (e.g., common errors, confusions, need for greater challenge).

**2. Feedback to Guide Further Learning**

Refer to specific evidence of submitted feedback to support your explanations.

a. In what form did you provide feedback for children, including the 2 focus children?

* Written directly on work samples or in a separate document;
* Verbally (describe); or
* In video clips from the Instruction task

b. Explain how feedback provided to the 2 focus children addresses their individual and developmental strengths and needs relative to content understanding.

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

**3. Using Assessment to Inform Instruction**

a. Based on your analysis of children’s learning presented in prompts 1b–c, describe next steps for instruction

* for the class
* for the 2 focus children and other individuals/groups with specific needs

Consider the active and multimodal nature of young children’s learning and the variety of learners in your class who may require different strategies/supports (e.g., children with IEPs or 504 plans, English language learners, children at different points in the developmental continuum, struggling readers, and/or gifted children).

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