**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.

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.