Exhibit 1.4.g Examples of candidates' assessment and analysis of P-12 student learning

In MN completion of the edTPA is required for initial license. The edTPA is a measure of candidates’ impact on student learning as well as providing a supportive learning environment. At this time, the MN Board of Teaching requirement is participation as standard setting has not yet occurred. Passing the edTPA is not a licensure requirement as currently the purpose is program evaluation. The edTPA has been in pilot phase for the past several years and therefore internal scoring data is provided. Spring 2014 is the first semester that all initial licensure candidates’ edTPAs will be scored by Pearson calibrated scorers. edTPA data are reported in Exhibits 1.4.c.d.2.

MSUM initial licensure candidates complete an edTPA during student teaching for their initial license. The edTPA process requires candidates to develop a learning segment of 3-5 lessons. Other components include 15-minute videotape of teaching, responding to commentary prompts, and presenting student work samples. Performance is evaluated on three tasks: a) planning, b) instruction and c) assessment. The edTPA was designed by teacher educators, coordinated by Stanford University, and is supported by the American Association of Teacher Education (AACTE).

The edTPA assesses candidates’ impact on student learning by addressing the following criteria:

- Undertakes a diagnosis (a pre-test) or P-12 student learning in some area he or she will teach;
- Plans an appropriate sequence of instruction to advance P-12 student learning, and teaches in ways that engage P-12 students who bring differing background knowledge and learning needs;
- Conducts some concluding assessment (or post-test); documents that student learning has occurred, or has not; and
- Reflects on changes in teaching that might have improved the results.

The following table reflects example candidate responses for elements of the edTPA that align to the aforementioned criteria. An example is provided from elementary education, early childhood education, special education, and one of the secondary/K-12 programs.

**UNDEARTARING A DIAGNOSIS**

**edTPA Planning Commentary 1.a:** Prior academic learning and prerequisite skills related to the central focus—What do students know, what can they do, and what are they learning to do?
<table>
<thead>
<tr>
<th>Licensure Area</th>
<th>Example: Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education Candidate</td>
<td>Students know how to read passages and will continue practicing this every day. They are learning how to search for information within a passage and how to define words using “clues” within the text. They are getting better at reading and following directions each day, but this is still a skill that these students are acquiring. As of the time of this writing, the students in this class are still learning how to seek out answers to questions within a text and are developing the skill to answer these questions in complete sentences. Only seven students have shown that they are proficient with this skill, so I will not be including sentence writing in my assessment, since this is not a skill I am looking to teach rigorously or test during this unit.</td>
</tr>
<tr>
<td>Early Childhood Candidate</td>
<td>The children are social and emotional developed enough to take on the challenge of creating the color patterns. Although a few may be emotional stressed by this they will be comforted and reassured. The students will also use fine motor by threading beads and pinching by placing pom-poms on paper. They will also cognitive development by learning about patterns and building stamina while accomplishing the goals of the projects.</td>
</tr>
<tr>
<td>Secondary Candidate</td>
<td>Students know about parallel lines and angles. Students have worked problems to find angle measures when we know that angle pairs are complementary or supplementary. Students were required to set up and solve simple equations, like ( x + 110 = 180 ), in order to find the measure of one of a pair of supplementary angles. Most of the students can perform these simple equations without mistakes. Most of the students know how to write an equation based on a diagram or word problem, but several students are still learning this skill. Most of the students successfully solve equations most of the time, but some of them are still learning to perform inverse operations in order to isolate a variable. One student has gaps in mathematical knowledge that prevent her from reliably solving equations.</td>
</tr>
<tr>
<td>Special Education Candidate—Commentary prompt 3.a.b.c.d</td>
<td>The student’s disability falls under the emotional/behavior disorder spectrum. This impacts the student by causing him to have verbal outbursts when he is overwhelmed or upset about something in the environment. When the student receives a lot of information in a short amount of time it can cause him to tune out the instructor and put his head down. In many cases when the student is asked to do something in the class that he doesn’t want to do, he will state that he doesn’t want to do it or that the instructor shouldn’t tell him what to do. The student is strong intellectually as he can achieve good grades when he decides to do his work. When the student is not frustrated about something, he is very respectful and enjoyable to be around. The student’s goal is to increase his ability to manage and express his feelings in an appropriate way. Up to this point, the student has not showed proficient ability to manage or express his feelings. By teaching the importance of communicating and coping with feelings, the student may learn to use these skills in a way...</td>
</tr>
</tbody>
</table>
that will allow him to reach his goal. The support skill of only needing one verbal cue to remain on task during the lecture will be working towards reaching the student’s goal of increasing his classroom participation skills.

According to the student’s IEP, he has shown the ability to manage and express his feelings/emotions about 50% of the time. The student understands his goal and that he needs to identify/utilize a way in order to harness these emotions/feelings from affecting his school experience. That being said, the student has not been taught specific ways to manage and express his feelings.

As stated in the student’s goal, the student is typically on-task, focusing, and participating in the classroom about 75% of the time. The student is aware that he should be focused during this time, but continues to spend time with off-task behaviors (ex. head down, playing with his phone, talking to another student, etc.).

The learner shows fairly strong communication skills, but it comes at his own accord. The student will often choose to not participate in lessons that he doesn’t find interesting. It will be important to relate the material for the learning targets to things that the learner actually feels pertain to him and are of his interest. In that past, if the student has been continually asked to participate in material that he doesn’t find interesting, it can lead to verbal frustration.

**edTPA Planning Commentary 3: Supporting Students Learning**

<table>
<thead>
<tr>
<th>Licensure Area</th>
<th>Example: Student Response</th>
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</thead>
<tbody>
<tr>
<td>Elementary Education Candidate</td>
<td>Eight students in my class are Latino, so I need to remember to try to use as many cognates in my teaching as I can while I introduce the words, as well as making connections to the Spanish language. This group is also very social, so I have tried to incorporate partner work and discussions as much as possible to try to harness that tendency to hold their interest and meet their learning needs. According to educational theorist Lev Vygotsky, this could be especially useful, as he believes that “Learning is a social process. Directions and explanations provided by a more knowledgeable other are internalized by the learner and become a part of his or her thinking.” With this in mind, I will be including a great deal of partner work time, which will always be followed by a debriefing period together. This way, I (being the “more knowledgeable other” in this situation) can quickly correct and redefine any erroneous thinking of students and still allow students to share with one another to engage in learning. I also will need to consider that, since so many students qualify</td>
</tr>
</tbody>
</table>
for free and reduced lunch, many students’ families may not have time or resources to take them to places like museums, theaters or other places where discovery learning could take place outside the home. This may affect how well students pick up new skills, because, as Jean Paiget has theorized, discovery learning provides children with opportunities to problem-solve and sort things out on their own. This type of learning could help them sort through future problems, including navigating texts to try to find information or putting words into context, which they will be asked to do during my formal assessment. This group of students largely struggles with the ability to learn things from what they read, so part of my instruction will entail my reading a story to them and stopping occasionally to ask comprehension questions and to think aloud about what I am reading to demonstrate to them how to do this on their own. As such, I have created a story with missing words represented by blanks for students to fill in on their own using a word bank that they will make by matching prefixes to verbs, thereby making the spelling words that they are already familiar with (if they have completed the activity correctly). Students need to remain focused on the things I am saying during the lesson, so I will change my inflection while I am speaking in order to hold their attention. The story itself will be printed in two ways: one will have the verbs printed on most of the lines where students will write in the prefixes (which they have already done once for their “word bank”) to make the sentences correct, and the other version will have entirely empty blanks for students to fill in using their “word banks.”

<table>
<thead>
<tr>
<th>Early Childhood Candidate</th>
<th>Although these are math lessons, students will learn words and their definitions. They will also read stories that the students may already know. These words will build off the students’ prior knowledge by linking to words they already know.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Candidate</td>
<td>I know that several of the students live on farms. These students will be learning how to drive later on in the year. Considering both these ideas, I have decided to relate some of the examples to farm situations and driving situations. Two roads intersected by a third road form the angle pairs of this learning segment. I have included an example of intersecting roads in the lesson 3 activity. Examples of these angles are also evident in farm buildings and gates. I have also included these examples in the lesson 3 activity. I am trying to related the geometry topic to ideas that students already see in their every day lives.</td>
</tr>
<tr>
<td>Special Education Candidate-Commentary Prompt 4.b.c</td>
<td>The learner often rejects information that doesn’t interest or relate to them. By teaching these social skills of communicating and coping with feelings/emotions through discussion it allows myself to discuss information that will be vital to building these skills while also allowing the learner to discuss that information in the ways it relates to him. The ability for the student to take some of the direction of the discussion should give him more interest in the topic. The instruction will also take place in a small group setting, which fits the students accommodation in his IEP. The instruction will not include many materials outside of the use of the</td>
</tr>
</tbody>
</table>
whiteboard. This allows the student to visually see the information on the board without being over-stimulated with many materials.

The student has shown the ability to communicate in a mature way to others when the topic fits his interests. The difficulties in the classroom for the student are often caused by his withdrawal from his classwork. This withdrawal can tend to come with emotions/feelings that student has from other stimulus in his environment. The social skills of being able to communicate and cope with these emotions/feelings will not only meet the student’s IEP goals/objectives, but also give the student a better opportunity to succeed in the classroom without the major impact of his emotions/feelings.

PLANNING AN APPROPRIATE SEQUENCE OF INSTRUCTION

**edTPA Planning Commentary 3.b:** Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.

<table>
<thead>
<tr>
<th>Licensure Area</th>
<th>Example: Student Response</th>
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</thead>
<tbody>
<tr>
<td>Elementary Education Candidate</td>
<td>My instructional strategies are appropriate for the whole class, and I have made accommodations for the students who are gifted and talented as well as English language learners and students with ADHD. I believe that because I use interactive techniques such as partner reading, creating and sharing inferences as a class (drawing names from a jar with every student’s name in it), recording what is written on the board and drawing an illustration of the concept, repeating after me and more, that I will hold the focus of the students unable to focus for long periods of time. I have made a slightly more difficult assessment for the gifted and talented students than the assessment I have created for their classmates. Specifically, I created a story that uses spelling words from that week and the week prior that contain prefixes. The following paragraphs will explain this further. The story will be printed in two ways: one will have the verbs and adjectives printed on the lines where students will write in the prefixes to make the sentences correct, and the other version will have no verbs or adjectives at all. Students will simply be asked to fill in the blanks using the “word bank” (which they will create using the last page in their packet). The stories with empty blanks will be given to the gifted and talented students. This is because they have shown during previous lessons that they will be better able to use context clues and think through the words in their word banks to complete the story without much teacher assistance. However, their peers have previously demonstrated that they require more help.</td>
</tr>
</tbody>
</table>
**Early Childhood Candidate**

This is why I believe that the verb “hints” will be able to help guide some students through this thought process. As mentioned before, eight students in my class are Latino, so I need to remember to try to use as many cognates in my teaching as I can while I introduce the words, as well as making connections to the Spanish language.

**Secondary Candidate**

When it comes to explanation, whole group is the easiest to make sure all students are getting the same information. The students will also get to see end products and examples. When it comes to actually creating the product, individual work is the best way. This will give the struggling students a chance to have a little one on one time with teachers or other adult help. It will also give the average or gifted students a chance to work on their own and think further into creating patterns.

**Special Education Candidate—Commentary prompt 2.b**

The lessons are sequenced in order to understand the importance of communicating and coping with feelings/emotions, gaining trust in others when trying to communicate/cope with those feelings/emotions, and understanding of how to appropriately communicate and cope with those feelings/emotions to another so that the student is able to transition back into life outside or inside of school without those feelings/emotions having a serious negative affect. Each lesson is related to one another as the pre-requisite lessons are knowledge that will need to be understood in order to successfully understand the next lesson in the segment. These are all skills that the student can demonstrate in the classroom as there has been many occurrences where lack of these skills have caused the learner to struggle and remain off task/unfocused.

Additionally, the candidate submits lesson plans that demonstrate a sequence of learning for a learning segment.
CONDUCTING A CONCLUDING ASSESSMENT WITH DOCUMENTATION OF STUDENT LEARNING

**edTPA Assessment Commentary 1.a:** Analyzing Student Learning, a) Identify the specific standards/objectives measured by the assessment you chose for analysis, b) Provide the evaluation criteria you used to analyze student learning.

<table>
<thead>
<tr>
<th>Licensure Area</th>
<th>Example: Student Response</th>
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</thead>
</table>
| Elementary Education Candidate | While evaluating my students’ learning using the “Halloween Howls” formal assessment, I was analyzing two things:  
- How well they could correctly match a list of prefixes to their root words to form their spelling words for the week  
  - In order for a student to get all the possible points on the first part of the assessment, he must be able to correctly write prefixes on the lines beside each of the 16 words. Since I wrote in the directions that they needed to use the prefixes to make the words they have been practicing all week for their spelling test, I had hoped to eliminate the confusion that comes along with multiple prefixes being a correct form of a word.  
  - Some students still used the incorrect prefix, but the word created was real. Since these students did not follow the directions, I felt as though this made scoring more difficult, because it showed me that they know how to add prefixes to words and the words still make sense.  
  - As much as I would have liked to have just left the scores the way they were, I added the points for a confused but correct answer to my personal grading sheet but lowered the student’s score on her paper to let her know that I expected her to follow directions. If I were to use this assessment in the future, I would write brief definitions below the words so that students would know which prefix I was asking them to add to their word rather than by simply guessing which of the two to use or by trying to remember their spelling words. As a result of these reflections, I created a new version of the matching activity which I included in my Instruction Commentary on page 4 that I think would better assess the concept of adding prefixes to change the meaning of a word.  
- As this particular portion of assessment was given, I feel as though it is an invalid measure of student learning, so I will not be investigating the data collected for this |
assessment any further.
- How well students could use these words in the context of a sentence of a story.
  - When evaluating my students’ learning using the cloze activity, I assessed their abilities to put words with prefixes into the context of a sentence or story.
  - Since I am not assessing how quickly a student completes his or her work, but rather the number of words they correctly added to the story out of the number of words they attempted to add, I will be using a percentage scoring system. We did not have much more time in class to continue this assessment past the time given in class (students who had not finished were given another half hour to work the next morning), so I did not feel that the assessment would be scored fairly if I had counted empty, unfinished blanks as incorrect responses rather than not counting them at all. I believe students should be allowed all the time they require to carefully think through their responses.
- The criteria I used was as follows:
  - 95 – 100% correct: proficient—No remediation or additional practice required
  - 80 – 94% correct: partially proficient—These students will be required to correct their mistakes and to resubmit
  - Less than 80% correct: not proficient—Students who score lower than 80% will meet for a reading focus group, where I will re-teach the concept and guide them through practices

| Early Childhood Candidate | The specific learning objectives focused on students’ ability to create and describe simple patterns. The vocabulary words used in all lessons were pattern and repeat.

The evaluation criteria used to analyze the language and literacy development was based on the ability to use the mathematical language rather than the color language. Students received a 1, 2 or 3 based on the criteria. A one was if the student was unable to describe the pattern. A two was if the student were able to describe the pattern using color words and a three the students could describe the pattern using the mathematical language of AB, ABC, or AABB. |
| Secondary Candidate | Students will be able to identify parallel planes and skew lines from a diagram or picture.
Students will be able to identify angle pairs (corresponding angles, alternate interior angles, consecutive interior angles) formed when a transversal crosses two coplanar lines.
Students will be able to find missing angle measures when given two parallel lines cut by a transversal. |
Students will be able to find values for angle measures using algebra and knowledge of special angle pairs to determine when two lines crossed by a transversal are parallel.

Evaluation Criteria for Quiz. Each question is worth one point and students can earn a total of 7 points.

- **Question 1** - Students must identify two planes that are parallel. Students must name each plane with either three or four letters. Students receive no credit if they identify two parallel lines. Students receive no credit if they identify two planes that are not parallel.
- **Question 2** - Students choose between three vocabulary words to complete a sentence about a diagram. Only one of the words is correct (skew).
- **Question 3** - Students identify two angles that formed a pair of alternate interior angles. Two angle pairs are possible (angles 3 & 7 or angles 2 & 6). Either pair will earn students a point. If students find one of the angles but pair it with the wrong angle, they receive no credit.
- **Question 4** - Students identify a pair of corresponding angles. Four pairs are possible (angles 1 & 3, angles 2 & 4, angles 8 & 6, and angles 7 & 5).
- **Questions 5 & 6** - This question is worth two points. Students receive one point for having the correct value for x (19). Students receive one point for naming the angle pair (consecutive interior angles).
- **Question 7** - In order for students to receive credit for this question, they needed to write a sentence indicating that the alternate interior angles are congruent when the two coplanar lines are parallel. As long as students indicated that the angle measures would be equal, they received a point for this question. Students who compose a coherent sentence using the vocabulary words from this lesson (congruent, alternate interior angles, coplanar lines, parallel) will receive positive feedback, such as "Very good sentence!" or "Nice use of vocabulary!" For the students who have difficulty writing a sentence, I will write an example of the type of sentence I expected.

Special Education Candidate—Commentary Prompt 6

The assessments will consist of a variety of questions related to the discussion we have throughout the lecture and how that information can be applied to the student inside and outside of the classroom. The student will be expected to answer the question in complete sentences in order to verify that they have an understanding of the information and how it can be used to meet his goal of managing his feelings in an appropriate way.

The other learning target that consists of only needing one verbal cue to remain focused/on task throughout the lesson will attempt to meet his goal of improving participation skills from participating 75% of the time to 90% of the time.

The student will have the opportunity to monitor his own learning progress through the use of pre-lesson
review of information that was taught in the previous lesson. I will also direct questions towards the student both verbally and in the written assessment. If the student doesn’t seem to show understanding of the material, I will offer more explanation about the topic being discussed in order for him to correct his answer. Questions will be directed towards the student in order for him to have an opportunity to show his progress. The student will also be asked to record each day how many times the instructor needed to use a verbal cue in order to redirect him into participating.

Additionally candidates present a table that documents student performance.

REFLECTS ON TEACHING TO IMPROVE RESULTS

edTPA Assessment Task 4.a: Using Assessment to Inform Instruction

<table>
<thead>
<tr>
<th>Licensure Area</th>
<th>Example: Student Response</th>
</tr>
</thead>
</table>
| Elementary Education Candidate | As previously stated within the space provided for the first prompt of this commentary, I would base the plan for my next steps for instruction on the following:  
• 95 – 100% correct: proficient  
  o No remediation or additional practice required  
    ▪ I would create or find a document teaching these students Greek and Latin root words and encourage them to explore creating some new words (even if they are not real) and defining them using the definitions provided for each root. They could then use these words write a story, secret letter, or write dialogue for a partially blank cartoon strip. This would all be done with the intention of helping them to commit these roots to memory to be able to recall them when learning and defining new, real words.  
    ▪ Student Work Sample 3 would fall into this category  
• 80 – 94% correct: partially proficient  
  o These students will be required to correct their mistakes, complete the revised version of the |
matching activity and to resubmit. Before they do any of this, I will explain the directions to them a second time to eliminate any confusion.

- Student Work Sample 2 would fall into this category

**Less than 80% correct: not proficient**

- Students who score lower than 80% will meet for a reading focus group, where I will re-teach the concept and guide them through the revised matching assessment and the story assessment again as practices.
- Student Work Sample 1 would fall into this category.

### Early Childhood Candidate

The next for learning for whole class would be to continue practicing the three different types of patterns. This would include finishing the pattern and moving up to creating the pattern without assistance or prompts. Students would be put into developmental groups and worked with in small groups to advance learning. Students who understand the concepts of learning (Focus child two) would be asked to complete more complicated patterns. Students in the low group (Focus child one) would go back to basic patterns with assistance and work up to completing the patterns without assistance.

### Secondary Candidate

Students will be taking a test over the whole chapter. This learning segment makes up three of the six sections in the chapter. Students are encouraged to use the feedback and their responses on the quiz to study for the test. The day before the test will be a day of review. As a class, we will briefly revisit the content of this learning segment through a series of questions that students will first answer on their own and then the responses will be briefly discussed. I will be sure to choose questions that cover concepts commonly missed on the quiz. This time allows for students to ask questions to clarify any misunderstandings. For every homework assignment at least one review question is included in the assignment. For the remaining chapters that I teach, I will choose review questions from this learning segment. Students who perform poorly are encouraged to seek help before or after school and during the traveling study hall that occurs Tuesday through Thursday of every week.

### Special Education Candidate

Primary learning target: In order to reinforce current progress in the ability to show understanding of how to cope and communicate feelings/emotions to adults as well as why it is important to do so, I will plan to use repletion of previously learned information as repetition will help maintain information in a person’s working memory (Driscoll, 2000). I could also implement a role-playing or modeling type instruction in which the focus learner can visually see appropriate ways to cope with feelings/emotions. The focus learner seemed to benefit from discussing things about himself during discussions. This is something I would like to continue to include as providing opportunities for students to talk about themselves can help in engaging students and enhancing their level of energy (Marzano 2007)
Secondary learning target: The focus learner has demonstrated the ability to stay focused/on task for three separate lessons without the need of a verbal cue. Through modeling, I can demonstrate appropriate behavior in the classroom. I could also start introducing a token economy for the focus learner to immediately enter the classroom and be prepared to learn. A token economy could help by strengthening an individual’s desirable behaviors that occur too infrequently and decrease their undesirable behaviors (Miltenberger 2012).

**edTPA Assessment Task 4.b:** Using Assessment to Inform Instruction—Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

<table>
<thead>
<tr>
<th>Licensure Area</th>
<th>Example: Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education Candidate</td>
<td>These next steps follow from my analysis of student learning in the following ways:</td>
</tr>
<tr>
<td></td>
<td>• I want advanced learners to continue learning and practicing with prefixes and suffixes. They have demonstrated that they have mastered the skill at hand and that they are ready to proceed to the next step.</td>
</tr>
<tr>
<td></td>
<td>• I am planning to ask the students who scored between 80 and 94% on the activity to correct their mistakes and to try the revised version of the matching activity to see if this will help to clear up any confusion that may have caused them to do poorly during the first round of assessing.</td>
</tr>
<tr>
<td></td>
<td>• I will have the students who scored lower than 80% on the activity to meet for a reading focus group, where I will re-teach the concept and guide them through the revised matching assessment and the story assessment again as practices. This will allow me to show the students how to use context clues within the story to make a decision about where the words should be placed from their new matching activity word bank.</td>
</tr>
<tr>
<td></td>
<td>o These students would also correct their mistakes as we worked together as a group, and I’d also have them try the revised version of the matching activity to see if this will help to clear up any confusion that may have caused them to do poorly during the first round of assessing.</td>
</tr>
<tr>
<td></td>
<td>o The new matching activity will also have the words’ definitions on it, which may help some students more fully understand what words fit into what blanks when reading and completing the story activity.</td>
</tr>
<tr>
<td>Early Childhood Candidate</td>
<td>These next steps will follow my analysis of children’s learning by moving the students from a two to a three. This is done through the idea of the three-tier model. This will give students the support needed in interventions. The intensity of the intervention will be based on the student’s needs. My focus child two is in tier one and at or above grade level expectations. Focus child one is at a performance of tier two which is below grade level expectations. The next steps should help put all children at tier one.</td>
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<td>----------------------------</td>
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</tr>
<tr>
<td>Secondary Candidate</td>
<td>Based on the quiz and on in-class performance, many of the students still struggle with identifying angle pairs consistently. Within the next several weeks, the students will see these angle pairs reappear when we start to write proofs. They will need to refer to their notes and/or textbook to remember specific vocabulary words, theorems, and postulates to assist them in writing their proofs. As the students continue to work with these angle pairs, they will improve their skills of identifying the angle pairs. Repeated exposure to these concepts should help the remaining students learn these concepts.</td>
</tr>
<tr>
<td>Special Education Candidate</td>
<td>The student has demonstrated the understanding of coping and communicating feelings/emotions to adults, but it is still unknown as to whether the student will perform this skill when faced with difficult feelings/emotions. The focus learner’s IEP goal could now be adjusted to something along the lines of being able to demonstrate this skill when faced with adversity to show progress from this goal into the next one. The focus learner has also demonstrated the ability to remain on task without the need of a verbal cue to stay focused/remain on task. Although the student has demonstrated this ability through three lessons, it is still yet to be determined as to whether this will remain a consistent pattern in the long term. If the focus learner continues to meet the 90% on task time of his present goal, it would be logical to possible attempt a goal that has 100% on task time or focus more on entering a classroom prepared to learn as noted in the previous prompt.</td>
</tr>
</tbody>
</table>