

PPAT® Assessment

Library of Examples – Early Childhood

Task 2, Step 1, Textbox 2.1.1: Selecting a Single Assessment

Below are two examples of written responses to Textbox 2.1.1 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level and the other response was scored at the Does Not Meet/Partially Met Standards Level. This information is being provided for illustrative purposes only. These excerpts are not templates for you to use to guarantee a successful score. Rather, they are examples that you can use for comparison purposes to see the kinds of evidence that you may need to add to your own work.

The work you submit as part of your response to each task must be yours and yours alone. Your written commentaries, the student work and other artifacts you submit, and your video recordings must all feature teaching that you did and work that you supervised.

Guiding Prompt for Task 2, Textbox 2.1.1

- Provide an in-depth description of the assessment. Provide a rationale for choosing or designing the assessment based on its alignment with the standards and learning goal(s) that meet the students' needs.
- What data did you use to establish a baseline for student growth related to this lesson's learning goal(s)?
- Describe the rubric or scoring guide you have selected or designed. How does it align to your learning goal(s)? How will you communicate its use to your students?
- What evidence of student learning do you plan to collect from the assessment? How will you collect the data? Provide a rationale for your data-collection process.

Example 1: Met/Exceeded Standards Level

- The assessment I am going to implement for PPAT task 2 is a class exit slip. During this lesson, I am planning on introducing addition with regrouping in math using 2-digit plus 1-digit numbers. TEKS (Texas Essential Knowledge and Skills) or the grade level content standards for Texas will be aligned with the assessment will be giving. One of the standards I am addressing is Math TEK 2:4b, where students practice being able to add up to four two digit numbers. The assessment will incorporate this TEK by measuring students' ability to correctly add 2-digit plus 1-digit numbers. This skill aligns with my first learning goal, student is able to add 2-digit plus 1-digit numbers accurately. The second math TEK covered in the assessment is Math TEK 2:2a, where students use pictorial models to compose numbers up to 1,200. The assessment will incorporate this TEK by asking students to show the concept of regrouping pictorially with pencil and paper using base 10 blocks. This skill aligns with my second learning goal, student is able to represent the concept of regrouping through pictorial representation using base 10 blocks. I chose

to have the students both solve the problem for the correct answer as well as draw a picture showing their conceptual understanding of addition with regrouping because I want them to understand the concept of regrouping before moving on to just the algorithm. I know that a lot of my class benefits from using visuals and getting the conceptual understanding before moving on to more difficult tasks, so I want them to be able connect the two components of the algorithm and the visual in this assessment. Knowing my class and seeing how the students scored on the baseline assessment, I was able to vary the assessment into 3 different sheets based on the various readiness levels in math. I also had to make sure the assessments would allow me to accommodate those students with IEP's so they could participate successfully in the assessment.

- b. The data I used to establish a baseline for student growth came from the January Aims Web MComp, which is an 8-minute math fluency test designed by the district and is given monthly. This baseline assessment has a variety of problems that are in math algorithm form and range dealing with various numbers. I looked at three problems from the baseline data to see if the students were able to add 2 digit plus 1 digit numbers and also 2 digit plus 2 digit numbers. I looked at one problem ($12+4$) that did not include regrouping and two problems ($26+27$ and $49+84$), which did include regrouping. For the problem ($26+27$) only 7 out of 21 students got the answer correct and for ($49+84$) only 2 out of 21 were able to answer correctly. This baseline data showed me that many students were not exposed to regrouping with addition before or did not understand it. I decided that for the lesson I would use for PPAT task 2, I would make sure the students could see a concrete visual representation of addition with regrouping alongside the algorithm so they could begin developing a conceptual understanding. These two components align with my two goals as listed in my rubric and below.
- c. The rubric is directly aligned with my student learning goals. The two goals I created are (1) student is able to add 2-digit plus 1-digit numbers accurately and (2) student was able to represent the concept of regrouping through pictorial representation using base 10 blocks. Each of the goals is put in its own category with different explanations for what it means to exceed, meet, and approach each of the goals. Once the assessments are completed, I will score them according to the rubric and meet with each student individually about if they did or did not meet each goal. When I meet with each student, I will show them their assessment and talk about first if they met my first goal regarding answering the math problems correctly and second discuss the second goal, which is if the student was able to draw an accurate pictorial representation showing regrouping use base 10 blocks. I will use the scores from the assessment to inform whether I should slow down my instruction and focus on the concepts behind regrouping before moving on to just the algorithm or if as a class we are ready to move on. The results from the assessments will also help me inform kids whether I will need to meet with them extra to practice or whether I will be presenting them with extra enrichment.
- d. I will collect data by allowing students around 15 minutes to complete the exit slip assessment I designed for them. The assessment is designed not to take this whole time, but students who finish early were able to quietly move on to a math game while others could take their time. I will assess if students met learning goal 1 by looking at the math problems I have designed on the exit slip. I will see if the students are able to add 2-digit plus 1-digit numbers and fill in the blank with the correct answer. I will assess if students met learning goal 2 by looking at the exit slip and seeing if they were able to draw the math problems correctly using a pictorial representation with base 10 blocks showing

regrouping. I included these two facets for my learning goals because this lesson was the students' first lesson with regrouping, so I thought it was important to include both the visual element to help them build a conceptual understanding alongside just the math problem.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.1 and ask yourself:

In the candidate's description of selecting the assessment, where is there evidence of the following?

- The standards, learning goals, and student needs
- The baseline date used
- The rubric or scoring guide and its alignment to the standards and learning goals
- Communication of the rubric to the students
- How the student learning will be collected
- The rationale for the data collection process

Why is the candidate's response detailed and tightly connected?

Example 2: Did Not Meet/Partially Met Standards Level

- a. The students in the class voted on a topic to learn about, as a class they chose transportation. I chose this topic because the students were invested in it, they wanted to learn, they wanted to know more about it.
- b. For the pre- assessment I asked students to write out what they know about transportation. They also had the option to draw what they know along with their written response.
- c. I chose to use a rubric for the pre-assessment. This way I can see where the students fall within a range based on their knowledge about transportation and everything it entails.
- d. I will collect evidence of student learning from on-going assessments throughout the unit. As the unit progresses I will continue to assessment the students to find gaps or misconceptions of the content.

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In the candidate's description of selecting the assessment, where is there evidence of the following?

- The standards, learning goals, and student needs
- The baseline date used
- The rubric or scoring guide and its alignment to the standards and learning goals
- Communication of the rubric to the students
- How the student learning will be collected
- The rationale for the data collection process

Why is the candidate's response partial?

Suggestions for Using These Examples

After writing your own rough draft response to the guiding prompts, ask the question, “Which parts of these examples are closest to what I have written?” Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.

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