

PPAT® Assessment

Library of Examples – Elementary Education

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 learning goals for this assessment are aligned to Delaware's Common Core ELA standard 3.1 A-C, which dictates that students should be able to explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Furthermore, the standard states students should form and use regular and irregular plural nouns, as well as abstract nouns. Since these learning goals are directly related to multiple parts of speech, I decided to use an assessment which would measure a student's ability to identify and use concrete and abstract nouns. Students will need to complete two pages of the assessment with a passing score. On the assessment, students will have to read a small paragraph and identify the abstract nouns by circling them. I decided to use this activity as the assessment because students are familiar with the activity since it is one we have practiced in class in the days leading up to the assessment. After completing the first part of the assessment, students will have to choose an abstract noun from a box to complete each sentence. Again, this is an activity

very similar to one we have done in class as practice for this skill. Students will complete the other side of the assessment by doing the same activities but with concrete nouns instead of abstract nouns. Both of these learning activities will allow me to assess the learning goal. Students used what they were taught from the previous lessons to determine the difference between abstract and concrete nouns in order to be able to identify and use them in a sentence on their assessment. After scoring the assessments, I will be able to tell how accurately students are understanding abstract nouns, which relates to the learning goal for this assessment. I specifically chose the layout of the test with the learning activities for the lesson in mind. Since many of the learning activities students will be doing in class have them identify the correct abstract and concrete noun in a sentence, I decided to go with this similar layout for the assessment since students will already be familiar with the layout and will understand the expectations. Because of this, students should be able to showcase their knowledge accurately on the assessment.

- b. To establish a baseline for student growth, I gave a pre-assessment in order to determine a basis for student growth. Since each question on the pre-assessment relates to my learning goal for this lesson, I was able to immediately determine whether or not students were able to meet the learning goals based on the answers they chose. By breaking the assessment into two separate sections, I was able to tell if students needed more instruction on identifying abstract or concrete nouns in a sentence, or if they needed more instruction on choosing the correct abstract or concrete noun to complete the sentence. By analyzing the baseline data, I determined that students needed more thorough instruction on abstract nouns than concrete nouns since more students did not meet the standards for the abstract nouns questions than the concrete nouns questions. From the seven questions regarding abstract nouns, 3 questions out of 7 were below standards among the students. Based on the 18 students who responded to abstract noun questions 1-7, questions 2, 4, and 10 (truth 12/18, excitement 12/18, and feelings 10/18) were among the most below standards. This data tells me that after teaching the lesson, students should be able to show a great deal of growth. The baseline data also showed that although abstract nouns is a skill where students need the most practice on, concrete nouns also needs thorough instruction. Based on the 18 students who responded to concrete noun questions 8-13, questions 10 (10/18) and 11 (10/18) were among the most below standards for this category. I can make this conclusion since the data shows that roughly the same amount of students met the standards as did not meet the standards on the concrete nouns questions. The data I gained from analyzing this baseline data allowed me to gauge student learning and individualize instruction to meet the needs of the whole class, as well as individual students who needed it.
- c. To help communicate the goals of the assessment to the students, I created an easy to follow scoring guide. I decided to go with this format because I thought it would be easier than a rubric for my students to follow and understand it. The title of the assessment is on the top of the scoring guide. Just like the assessment the students will be taking, the scoring guide is broken into two sections; one section for each skill the assessment tests. The scoring guide is formatted to a similar layout as the test, however the scoring guide is organized into a chart with information in each column such as the question number, correct answer, points worth, and points total. The bottom of the scoring guide has a designated spot for the total score upon grading the assessment. This format allows students to easily follow the scoring guide to see which questions they got wrong and how many points they missed. Students will use this scoring guide after taking the pre and

post assessment to grade their own assessments. Prior to using the assessment, I will explain how to use it and where to write the score they received.

- d. After completing the concrete/abstract nouns assessment, I will collect student answers. This data will be put into a data analysis chart which will allow me to analyze data in order to further student learning. After each assessment is scored, I will determine areas of need. Since the assessment is broken into two sections, I will analyze data from each section. Doing so will allow me to further learning by honing in on those specific skills to meet student needs. For example, the section on the assessment which asks students to identify the abstract noun in the sentence by circling it will allow me to gauge student's levels of mastery. I will be able to do so by seeing where students may be gone wrong. If the data analysis chart shows that students did not meet the learning goals for these types of questions, I know that they will need more practice on this skill. After collecting data from this assessment section, I will better understand how to re-teach a concept based on the student needs.

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. To assess my student's understanding of the story "Roberto Clemente: Pride of Pittsburgh," I designed an assessment that requires students to prove their comprehension through written sentence. The assessment is called "Roberto Clemente: Pride of Pittsburgh Questions." This assessment has six questions that require students to recall factual information from the story and convey it through complete sentences. I highly encourage students to use text-cited answers rather than opinionated. I chose to assess my students using a method of [written response](#) because my students need to learn how to respond in complete, written sentences. My students also struggle to comprehend or notice the most important parts of the story that we are focusing on. The main idea behind this assessment is to teach and prepare my students with the questioning skills necessary to comprehend what they are reading. This assessment is a stepping stone to writing summaries of their stories for assessment.
- b. I used previous observations and reading test as my baseline to determine whether or not the students had understood the principles needed to fully understand the [basics](#) of a [story](#).
- c. To score this reading assessment I used a rubric. Students are given up 6 points for writing in complete sentences; up to twelve points for correctly answering each question,

and up 6 points for legibility. These align with the standards that I used for the lesson because students are to use the common forms of written language as well as be able to answer and/or retell events.

- d. Upon collecting the assessment, I plan to grade each individual sheet. Then, count how many A's, B's, C's, D's, and F's that my students received. I also plan to average the grades to get an overall percentage of mastery for the class in its entirety.

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- 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.