

## PPAT® Assessment

### Library of Examples – Social Science

#### 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 eighth grade unit content includes the pre-Revolutionary period through the end of the Revolutionary War. The essential question for the unit is the following: When is rebellion justified? The students must learn social studies content related to how and why rebellion was incited during the pre-Revolutionary period in order to answer the essential question at the end of the unit. This lesson and assessment deal with how the relationship between Britain and the colonies began to change at the end of the French and Indian War. I created a lesson where the students engaged in a simulation of colonial life after the French and Indian War where they were forced to pay new taxes for what they deemed to be unfair reasons. During the lesson, the students interacted as taxpayers, tax collectors, members of Parliament, and a monarch. At the end of the activity, the students were expected to use their experiences to make connections with the content on a reflection pre-assessment worksheet, evaluating the fairness of the tax distribution and predicting how their own experiences related to the reactions of the colonists in similar

circumstances. The students were expected to indicate their role in the simulation in the first question of the worksheet and, if they were taxpayers, keep track of the currency (in candy) they had at the start and end of the simulation. The rest of the reflection required the students to use their experiences to evaluate the laws and predict how the colonists would react to similar policies made by the British government. I designed the lesson and assessment based on state standards 8.4.B.2.c (examine ways in which the government influenced the economy such as spending, taxing and acquisition of territories) and 8.1.B.2.a (evaluate ways people can participate in the political process including voting, analyzing the media, petitioning elected officials, and volunteering). The national Common Core standards represented in the assessment are CCSS.ELA-LITERACY.WHST.6-8.1.E (provide a concluding statement or section that follows from and supports the argument presented) and CCSS.ELA-LITERACY.WHST.6-8.2.D (use precise language and domain-specific vocabulary to inform about or explain the topic). The assessment also aligns with the learning goals for the lesson, which are as follows: Students will analyze how conflict arose in the colonies by evaluating the effects of taxation legislation on the colonies and participating in an appropriate activity; and students will determine colonists' attitudes by predicting their reactions to taxation legislation and completing an activity reflection to connect their experiences with what they know about the content from previous lessons.

- b. The established baseline data is generated from the students' previous grades on a reflection for a Philosophical Chair debate where students had to evaluate this statement: When the king wrote the Proclamation of 1763, he was protecting the colonies and not his own power. The students were required to take a side for or against the statement and justify their points using social studies content. 50% of the students who turned in the assessment received passing grades as they explained their own position and thoughts regarding the issue without referencing arguments from the activity. 100% of the students, however, were able to evaluate the relationship between the king of England and the colonies at the end of the French and Indian War, which is essential to their success throughout the unit. This was a requirement to receive at least 3 out of 12 on this assignment. Four of the 24 students received an A, there were 0 Bs, 3 students received the grade of C, no Ds, and 8 student achieved an F for their baseline data. The data indicated that the students needed more direction in how to connect the activity with content, and I used that data to formulate the questions they answered on the current pre-assessment for the simulation.
- c. The rubric for this pre-assessment was designed to measure the students' ability to relate the activity to the content, evaluate colonial relations with the British government, and predict how that relationship will change over time. The rubric only applies to questions four through six. In order to receive a score of 3 or 4 on questions four and five, the students had to answer all parts of the question and provide evidence from the activity or previous social studies content. To receive a score of 2 or 1, the students had to answer whether they found the law or situation to be fair, but their justification is either unclear or absent. To receive a 3 or 4 on question six, the students must show a relationship between the activity and prior content, and the students must provide predictions about how the colonists would react to new laws passed by the British. To receive a 2 or 1, the student must provide the criteria and prediction, but either may be unclear in their explanation or be missing a component. The rubric aligns with the learning goals by focusing on assessing whether the students are able to evaluate the relationship between taxation and colonial discontent, and whether they are able to predict future scenarios

based on their experiences. I explained the requirements for meeting and exceeding the standards to the students after the simulation but prior to their beginning the assessment.

- d. The evidence of student learning is in the form of a reflection worksheet evaluating the simulation and social studies content. I allowed the students to complete the activity in class and turn it in at the end of the period or during the following class. This provided more time outside of class if necessary to reflect on their experiences, review their notes and knowledge from previous lessons, and turn in work that was succinct and completed to the best of their ability. I could then gauge who was able to make more abstract connections between the content and the simulation, who was able to evaluate the general concept based on their experiences without use of content knowledge, and who required further scaffolding to relate their experience with content and predict outcomes.

**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 data 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. This assessment gives a nice variety of questions about general government and the U.S. Constitution. I chose this assessment because it aligned with the Oklahoma State Standard - Content Standard 4: The student will examine the United States Constitution by comparing the legislative, executive, and judicial branches of government as they form and transform American society. The learning goal for this assessment is for the students to show an understanding of how each branch of government works and the powers that each of them holds.
- b. For my baseline data, I used the grades from the pre-test I gave my students with the same questions. This was the best way for me to see my students' growth and align with the learning goal to determine if my students are ready to move on to another concept. My baseline data told me that my students had basic knowledge of the three branches of government, but they didn't have the understanding of the powers that each of them holds.
- c. The scoring guide that I have created for this assessment shows the correct answers for the quiz and what I consider the minimum score for them to get to show me that they have mastered this concept. I will communicate this information to my students by discussing the importance of meeting the mastery score of at least 80%. This should be their minimum goal to meet during the post assessment, but I want them to see this as a score to go above not just meet.

d. I expect to see that my students have improved from the previous test. I will obtain this data through the grading process and determining that each of my students has at least achieved a score of an 80% to determine that they showed mastery of this subject.

**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 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.