PPAT® Assessment

Library of Examples – Science

Task 2, Step 2, Textbox 2.2.1: Analysis of the Assessment Data and Student Learning for the Whole Class

Below are two examples of written responses to Textbox 2.2.1 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 2.2.1

a. Based on your baseline data and the data shown in your graphic representation, analyze the assessment data to determine your students' progress toward the learning goal(s).

b. How efficient was the data-collection process that you selected? Cite examples to support your analysis.

c. Describe how you engaged students in analyzing their own assessment results to help them understand their progress toward the learning goal(s).

Example 1: Met/Exceeded Standards Level

a. Students were given the pre-assessment of the lunar phases which had eight possible correct answers when labeling each lunar phase. Students identified the correct name of the phase were given 1 point, or 0.5 point when they were partially correct (e.g., identifying waxing crescent as "waxing" or "crescent" only). The pre-assessment evaluated more than the lunar phases, in that it was used for multiple lessons from the overall unit. However, the lunar phases was scored separately from the rest of the pre-assessment for the purposes of comparing the scores the same portion of the assessment. Students with scores of 0-3 on the pre-assessment were categorized as "below level" and given a modified "below-level" assessment, students with pre-assessment scores of 4-6 were categorized as "on level" and given an unmodified "on-level" assessment, and students with pre-assessment scores of 7-8 were categorized as "above level" and given a modified "above-level" assessment. The "below-level" version of the assessment included the same diagram of lunar phases with a word bank added below the diagram that included the phase names within it. An "above-level" version of the assessment asked the student to draw and label the phases in the correct order. The un-modified version of the

assessment was the identical labeling task from the pre-assessment. The lunar phases for both the pre-assessment and assessment were scored the same, and scores were then categorized the same, in order to compare the two assessments accurately. The artifact shows the second period class results, as well as all class results in summary form. Within the second period class, there were 12 students (63%) who were below level on the pre-assessment, six students (32%) who were on level, and one student (5%) who was above level (Focus Student 2). Following the lesson on lunar phases, based on the assessment results, there was just one student (5%) that remained below level, and six students (29%) that were on level. There were 14 students (67%) that were above level on the assessment using all three versions of the assessment (below-level, on-level, and above-level). Three students (14%) increased their scores from below level to on level, four students (19%) increased their scores from on level to above level, and 8 students (38%) increased their scores from below level to above level (using the below-level assessment, modified with a word bank). Following the lunar phase lesson and assessment there were 15 students, or 71% of the class, that were able to increase their scores into a higher category than the pre-assessment.

b. Data collection was efficient, and included grading all assessments, giving the assessment the appropriate score, and recording the score within a spreadsheet. Not all students were present for the assessments. Two students were absent for the pre-assessment, and one student was absent for the assessment, which were to be given when they returned.

c. The graded assessments were passed back with answers marked as wrong or right. Students have an opportunity to evaluate and correct their wrong answers to be resubmitted. Although, the assessment scores would not be updated, as these are kept as an indication of their learning for that particular aspect of the assessment (lunar phases). Student's total grade on the assessment is based on the lunar phases as five other short answer questions related to the lesson. The five additional short answer questions were not within the pre-assessment, and were therefore not compared with the pre-assessment scores.

Refer to the [Task 2 Rubric](#) for Textbox 2.2.1 and ask yourself:

In the candidate's analysis of the assessment data and student learning for the whole class, where is there evidence of the following?

- A comparison of the baseline data and the assessment data
- An analysis of the students' progress toward the learning goals
- An analysis of the efficiency of the data-collection process
- Specific examples of the efficiency of the data-collection process
- Analysis by students of their assessments in relation to their progress toward the learning goals

Why is the candidate's analysis complete?

Example 2: Did Not Meet/Partially Met Standards Level

a. The pre-assessment showed a disconnect with the role of each part of the cell but a familiarity for the terminology.

b. The data collection of the pre-assessment was efficient and time effective but lacked data on individual students. The pre-assessment has an inherent bias towards the first familiar

answer the students hear, and a bias towards the last option given. The post assessment was fair and reliable. The extended response was included and graded on the identification of the correct answer as well as explanations of the difference between the correct and incorrect answer.

c. I utilized a spreadsheet to compile the data before returning the assessment to the students. I presented the class with the class average of the pre-assessment to allow them to see their personal growth. Each student's post assessment improved beyond the class average of the pre-assessment. Students were given direct feedback on the extended response and allowed to correct their answer to improve their grade. This gives them a sense of responsibility for their overall grade, as they can improve upon it if desired. The fill-in-the-blank was corrected as a warm-up the following class period. This allowed them to be accountable while reiterating the learning goals.

Refer to the [Task 2 Rubric](#) for Textbox 2.2.1 and ask yourself:

In the candidate's analysis of the assessment data and student learning for the whole class, where is there evidence of the following?

- A comparison of the baseline data and the assessment data
- An analysis of the students' progress toward the learning goals
- An analysis of the efficiency of the data-collection process
- Specific examples of the efficiency of the data-collection process
- Analysis by students of their assessments in relation to their progress toward the learning goals

Why is the candidate's analysis limited?

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.