

PPAT® Assessment

Library of Examples – Social 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

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

- The data collected from this assessment showed that a majority of students were either satisfactory or excelled in conveying their new knowledge. This data, as well as several class-wide discussions and numerous formative assessments to check for understanding, demonstrate sufficient evidence that the students learned what I taught. 25/30 students conveyed that they mastered the concepts and skills of the lesson with scores of 23/30 (average to passing scores) and higher while 5 struggled to convey the same growth with scores of 22/30 (below average to failing scores) or lower. These statistics come from the results of the summative assessment that I administered to finish the lesson. The assessment was scored with a 10 point, three section rubric totaling 30 points in which scores of a 8 or higher in each category conveyed degrees of learning while scores of 7 and lower showed a need for remediation with 0's awarded to incomplete or incoherent responses. Collected summative assessments, formative assessments, as well as completed classwork support my results and serve as evidence of student learning.

- b. The data-collection process that I selected was very efficient for this assessment and aligned to the standards that the lesson sought to address. It elicited responses from students to convey understanding and mastery of the learning goals/targets. This in turn made the data very easy to analyze and compare with pre-assessment results to show student growth and development. The rubric and assessment produced data in a very quantitative way with a spectrum of results not limited to a smaller-scale rubric. In other words, a student could make a few non-critical errors and still be successful with a 30 point rubric as opposed to other models that might produce data on a 5 or 10 point scale. One example could be seen in a student that forgot to provide the three economic questions on the cover of their summative tri-fold brochure which resulted in a 1 point deduction which did not prove detrimental to the student's overall success.
- c. Students were then engaged in their own assessment results when the completed work was handed back the next day and a discussion as well as correction of incorrect problems took place. This helped to reinforce learning for those that understood the concepts as well as build an understanding for those that may have struggled with the learning goals. Critical feedback was also included in the form of written comments on individual assessments to promote student understanding of the areas where they faced challenges and to clarify any misconceptions or mistakes. The same rubric provided to students prior to completing the assessment is also the same one used to score the activity which cites the areas where students found success as well as those that need support.

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. Focus student 1 strived on the assessment and successfully demonstrated the learning goals as proficient. Focus student 2 however did not score as high as projected but still scored higher than the class average. Focus student 1 seemed to work well with the multiple forms of assessments and assignments but Focus student 2 seemed to struggle with the presidential roles on the test and the Governor's roles which was presented as a whole class format.
- b. The data-collection process was rather easy to apply and informative. Besides the civic pre-assessment that I gave, I also did a KWL chart to get another look into the students post-learning knowledge. Using the Pre-test and selected question similar to the assessment like, "What roles is the President filling when he plans the budget of the Federal Government?" and then looking at the assessment a similar question was asked,

"The president plans the budget of the federal government to best fulfill the role of ____".
Only difference was questions where changed in format from true false to multiple choice.

- c. Students can view past assessments and are always asked after the completed assessment any questions about the assessment to ensure students understand what they missed and what they may need to study for the final assessment. Final assessment aligned with all learning goals for the topic of the class.

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.