

## PPAT® Assessment

### Library of Examples – Special Education

#### 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

- Based on the pre-assessment baseline data taken, none of the students were proficient in the learning goals or standards when completing repeated addition questions. The students were not able to effectively create/identify groups related to problems, or determine sums. This leaves room for improvement and growth in the future lesson plans. Two students performed with scores of 50%; these students will be placed in the higher level small group, and be expected to work on more difficult material. One student did not complete a single question correctly; I observed this student while completing the assessment and took notes that they were unfocused, and looking around the classroom. They were unable to determine a strategy for completing the assessment; therefore, they circled multiple answers. This student will need the most interventions during the instructional time focused on repeated addition. This student will be placed in the lower performing group, and receive additional support from a paraprofessional during small group time to chunk instructions/steps. FS2, and the two remaining students received a 25% on the pre-assessment. These students would also be assigned to the lower performing small group. Based on these assessments it is clear the students are not at a

level of comprehension for addition. These students would benefit most from identifying and forming groups that represent the number sentences.

- b. The data collection process was efficient because I was able to clearly document each student's performance in a spreadsheet gradebook and bar graph. I was able to analyze how students performed, what questions they answered correctly/incorrectly, and determine overall accuracy. Each question given in the pre-assessment related to both learning goals. Students showed how they could apply their knowledge of addition to generate responses and strategies to complete repeated addition questions. By looking at the data you see a class average of 29% during the pre-assessment and 56% during the post-assessment. The assessment gave a clear and concise understanding of the students' performance level in repeated addition based on their responses.
- c. Students were given their completed pre-assessment once the unit of material was completed. Incorrect answers were marked. Students were asked to correct their responses and provide visual supports/work that represent the strategies they have learned through instruction on repeated addition. We then reviewed this worksheet on the interactive white board as a whole group to determine the correct answers and various methods in finding the sum. Students were asked how difficult the assessment was compared to the first time they completed it. A combination of this feedback was used to determine if students needed additional instruction on the material. These strategies allowed the students to analyze, and reflect on their learning.

**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 started out close to the goal line. Throughout the weeks of small group instruction and practice her numbers have been consistent or have increased. There was one week where the student was "off" and her score was the lowest that I have seen. Since then, she has gotten back to her normal numbers and has reached the goal two weeks. Once we see that she is consistently reaching the goal each week, then she will move up to grade level and her goals will change. Focus student 2 has consistently stayed below the goal line and has an average of 15. This is not where we have intended to be with focus student 2 since his practice problems have been going well and throughout the week he scores close to the goal on the practice tests.
- b. Each week I collect the data based on the progress monitoring test they take that day during class. Once the data is collected then I insert it into the graph. We also collect data on a Web-based student information system that stores student information. This Infinite

Campus shows specific interventions and baseline scores along with a goal line and that is used to keep record for RTI data.

- c. Each student knows what their goal is and each week they are able to look back at their previous scores to see how much they need to get that week to score higher but to also watch their own growth. We celebrate when students score higher or get problems correct that they have not on the practice tests during the week. We will also pull up their graphs every now and then to give them a visual of their growth.

**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.