

## PPAT® Assessment

### Library of Examples – Early Childhood

#### Task 2, Step 3, Textbox 2.3.1: Reflecting on the Assessment for the Whole Class

Below are two examples of written responses to Textbox 2.3.1 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 2.3.1

- How will your data analysis inform or guide future instruction for the whole class?
- What modifications to the data-collection process would you make for future use? Provide a rationale.
- What modifications to the assessment would you make for future use? Provide a rationale.
- In what ways would an assessment that is different from the type used in this task allow students to further demonstrate their achievement of the learning goal(s)?

#### Example 1: Met/Exceeded Standards Level

- The data from this assessment shows that the students as a whole have not just learned how to sustain positive relationships from the curriculum but also from each other. This particular assessment process has allowed me to take a deeper look and gather a greater understanding of how children establish relationships with adults and peers at an early age. Over the assessment period the children, as a group, were able to develop their own strategies of successful ways to enter play. Each and every child in the class showed constructive progress as seen in the graphic representation and data collection. Taking into account the progress that they have made in the 6-week period, I would guide further instruction by focusing on the friendships forming from these peer interactions. I would like to create more controlled activities and cooperative games within the classroom, such as a large group puzzle or building Mat Man from Handwriting without Tears®, that foster group interactions and collaboration while working on the same skills instead of collecting data from just child directed play. I believe that this would be a more concrete way of collecting data from the class.

- b. For future use of this assessment, I would like to create a checklist to be used biweekly throughout the data-collection process. This would allow me to score and make notes on how the students were interacting and how I could provide support to make sure they reach the desired learning goal. I believe having a checklist during this process would have made the collection of data more organized and easier to keep track of particular skills I was looking for and observing from the students.
- c. For this assessment, I would like to create more descriptive goals for the children to reach. I felt that at the end of the assessment period, my learning goal that was set was too vague/broad and did not focus on particular communication or interaction skills that the children were demonstrating. By creating teacher initiated activities and play scenarios, I would be able to set descriptive goals, such as the child taking turns with materials when building with wooden blocks. This would assist me in determining if the children had all demonstrated a similar skill set and if not, what they would need during the assessment period to reach the end learning goal of establishing successful strategies of entering play and sustaining positive relationships.
- d. By making an assessment more available to the students, they would be able to reflect more and demonstrate their achievement of the learning goal. During this assessment, I involved the students in analyzing their assessment by including them in open discussions about their emotions and strategies they could use to create a healthy learning environment for the whole class. A different way to allow the students to demonstrate their achievement would be through their own work samples. By having them create their own drawings that demonstrate how being kind to a friend makes them feel, or how they feel when a friend is unkind to them, they are signifying their understanding of establishing relationships with their peers. Another way an assessment could further demonstrate their achievement of the learning goal is to make the students aware when they have reached a goal by giving them a friendship award that they can color and hang in the classroom. This will give the class a visual representation of the learning goal of the assessment and make them feel proud of what they have learned.

**Refer to the [Task 2 Rubric](#) for Textbox 2.3.1 and ask yourself:**

In the candidate's reflection on the assessment for the whole class, where is there evidence of the following?

- How the data analysis will inform future whole-class instruction
- A rationale for how the data analysis will inform future whole-class instruction
- Necessary modifications to the data-collection process in the event that the assessment is administered again
- A rationale for the modifications to the data-collection process
- Consideration of a different assessment that will allow students to demonstrate their achievement of the same learning goals

Why is the candidate's reflection substantive?

**Example 2: Did Not Meet/Partially Met Standards Level**

- a. How will your data analysis inform or guide future instruction for the whole class? I can look at which students seem to be struggling more with their spelling and work

individually with them to help them to better understand the things that they are missing most.

- b. What modifications to the data-collection process would you make for future use? Provide a rationale. I think I will keep a closer eye on the data collected in the future. The baseline information that I had was not very extensive and I think if I would have had more information from previous assessments I would have been able to understand the baseline of these children better before giving them this assessment.
- c. What modifications to the assessment would you make for future use? Provide a rationale. This assessment is pretty basic and I know that the teacher wants it to be done with the class so I will not be able to modify it very much. However, I can assess them in spelling in less formal ways. I can look at their daily work to see what sounds or rules they are struggling most with. I could ask my teacher if it would be ok if I gave different students different assessments to find where they strive and work from there.
- d. In what ways would an assessment that is different from the type used in this task allow students to further demonstrate their achievement of the learning goal(s)? I think a less formal assessment will be able to give different and more results. If I look at their daily work I might be able to pinpoint the areas that the children are struggling in without stressfulness of test taking.

**Refer to the [Task 2 Rubric](#) for Textbox 2.3.1 and ask yourself:**

In the candidate's reflection on the assessment for the whole class, where is there evidence of the following?

- How the data analysis will inform future whole-class instruction
- A rationale for how the data analysis will inform future whole-class instruction
- Necessary modifications to the data-collection process in the event that the assessment is administered again
- A rationale for the modifications to the data-collection process
- Consideration of a different assessment that will allow students to demonstrate their achievement of the same learning goals

Why is the candidate's reflection minimal?

**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.