

PPAT® Assessment

Library of Examples – Art

Task 2, Step 3, Textbox 2.3.2: Reflecting on the Assessment for Each of the Two Focus Students

Below are two examples of written responses to Textbox 2.3.2 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 2.3.2

- a. Choose one successful aspect of the assessment for either Focus Student. Provide a rationale for your choice.
- b. How will your data analysis inform or guide future instruction for each of the two Focus Students?
- c. What modifications would you make to the assessment for future use for each of the two Focus Students? Provide a rationale.

Example 1: Met/Exceeded Standards Level

- a. One successful aspect of the assessment includes a 20% increase in Focus Student 2's assessment score. Focus student 2 received a 40% on the diagnostic pre-assessment I administered before I taught the lesson. After teaching the lesson, Focus Student two received a 60% on the post-assessment. This student successfully made the connection between the pre-assessment and the post-assessment and managed to reflect on the content of the lesson and apply it to the post-assessment. One of the questions missed on the pre-assessment was answered correctly after the reading from the lesson. To accommodate the learning needs of Focus Student 2, I read the passage out loud, stopping occasionally to explain, clarify, or break down the reading. This method of checking for student understanding proved to be successful in Focus Student 2's performance on the post-assessment.
- b. After analyzing the data from the assessment results, I concluded that each of the two Focus Students might benefit from reviewing the lesson content with me individually at the end of the lesson. Another conclusion I made from the data analysis is that the Focus

Students might also benefit from repetition of the lesson content over time. The post-assessment was taken a week after the pre-assessment and the introduction to the lesson. During the time between the pre-assessment, the introduction of the lesson, and the post-assessment, the Focus Students worked independently on their scratchboard drawings for the project. I chose not to go over a review of the questions before students took their post-assessment so I could measure how well they retained and reflected on the content of the lesson. Another method I could implement in future instruction includes verbally reading the assessment questions to each Focus Student to ensure that they are not guessing when selecting an answer for each question. Based on the data analysis of the assessments, for future instruction I will implement a content review process at the end of a lesson to check for understanding from each Focus Student.

- c. The modifications I would make to the assessment for future use would include assessing each Focus Student with constructed response questions. I would make this modification due to the possibility that they could guess and answer the true/false and multiple choice assessment questions correctly without truly knowing the content. If the assessment required each Focus Student to construct their answer through a written response, I would be able to measure if the Focus Students had a true understanding of the content of the lesson. If the Focus Students struggled with written responses for the assessment, I would ask them to verbally construct their answer and assess their understanding through verbal responses to assess their individual knowledge of the lesson content.

Refer to the [Task 2 Rubric](#) for Textbox 2.3.2 and ask yourself:

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

- A successful aspect of the assessment for one of the focus students and a rationale for the success
- Modifications to be made for future use in the choice of student activities and groupings and/or materials, resources, and technology for each Focus Student.
- How data analysis will inform or guide the next steps for teaching each of the focus students

Why is the candidate's reflection analytic?

Example 2: Did Not Meet/Partially Met Standards Level

- a. One successful aspect of the assessment for Focus Student 1 was using visual aids. The visual aids bridged the language barrier and gave us an effective communication to complete the task. One successful aspect of the assessment for Focus Student 2 was establishing a work ethic. After I was able to give her a 1 on 1 hands-on demonstration she was able to pick up the pace with her work and maintain focus.
- b. The data will inform me of the Focus Students' learning growth. I will be able to play up their strengths, such as visual and hands-on learning, and work with them on what they need improvement on, such as art history knowledge.
- c. I would ask my Focus Students to write critiques about a work of art by the assigned artist. After reading their assessment I noticed that although they feel like they did well on their work they did not feel like their work captured the style of Pop Art. Assigning

them to write critiques about works of art will give them more history about an art movement, giving them more resources to apply to their own work.

Refer to the [Task 2 Rubric](#) for Textbox 2.3.2 and ask yourself:

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

- A successful aspect of the assessment for one of the focus students and a rationale for the success
- Modifications to be made for future use in the choice of student activities and groupings and/or materials, resources, and technology for each Focus Student.
- How data analysis will inform or guide the next steps for teaching each of the focus students

Why is the candidate's reflection incomplete?

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.