

## PPAT® Assessment

### Library of Examples – Early Childhood

#### 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

- Choose one successful aspect of the assessment for either Focus Student. Provide a rationale for your choice.
- How will your data analysis inform or guide future instruction for each of the two Focus Students?
- 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

- For Focus Student #1, I think a successful aspect of the assessment for her was showing that she could solve for correct time, while using a number line, (although one number line was incorrect) which incorporated time intervals which had a larger gap in between them. For example, she wasn't solving for an elapsed time of an hour, she was solving for the time of two hours and a specific amount of minutes. This was a new unit for all the students, and she was able to take this new material and put previous knowledge into use in order to correctly solve both word problems. My rationale for choosing to say this about her is because while she is in the higher group in the math class, she is still learning just like every other student. I think every student needs confidence whether they are at a low or high level, and being able to successfully answer two new word problems for a new unit will most likely have engaged her more for learning the material and being successful at it rather than incorrectly answering the pre-assessment problems and receiving a score of zero.

- b. The data analysis will guide me in the same way it would for the other students within the classroom. For each of the two Focus Students, I would have liked to analyze more with them on their thought processes when answering the problem. For Focus Student #1, she received the majority of her points on her pre-assessment in comparison to Focus Student #2 who did not. I would just liked to have talked more with her about what she was thinking when using the number line and solving for the problems...did she even need to use the number line...was she able to work the problems out in her head before solving...did she estimate the time before she solved...? The same goes for Focus Student #2. While he only had the start times correct on the assessment, I would have liked to see if he was able to discuss with me more about solving the problem, with or without the number line. Again, while time is of the essence in any classroom, I would have liked to really break down the problem even further than I did with each student to really analyze their thought processes on the two problems and number lines.
- c. Again, just like for the rest of the class, I would have liked to add in clocks for both of the Focus Students to see how their answers may have changed in that regard. Focus Student #2 may have been able to successfully solve both problems, as well as Focus Student #1. While I am following what the curriculum and standard is stating to do in terms of teaching the elapsed time, I think it is important for students to have a variety of ways in order to solve a problem. I only gave them one way in which to solve for their elapsed time, and for future use of my Focus Students, I would like to give them at least two ways in which to solve for a problem so that I can see and analyze where exactly their thoughts and preference for solving that specific problem is headed.

**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. With Focus Student 1 creating a barrier between him and all the other distraction of the classroom seems to really help him focus. Before he had a cubical he would constantly talk with those around him causing many other students to get off task. Since we started implementing the cubical Focus Student 1 has become less of a distraction as well as less distracted.
- b. After careful analysis of data, many different strategies for differentiation became clear. As long as the students continue to progress I will continue using the modified instructional techniques.
- c. I would create specific assessment for each Focus Student. Each assessment would focus on strengths rather than weaknesses of each student.

**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.