

PPAT® Assessment

Library of Examples – Elementary Education

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

- One successful aspect from Focus Student 2's assessment was that I was able to analyze that she truly does understand this material even with the assessment being mostly short answer instead of multiple choice. The reason I know this, and consider it a successful modification, is if she did not understand the material, she would have struggled in some areas instead of answering each question correctly. When she took the assessment I noticed she struggled more than she normally does with our multiple choice assessments because she had to think to make the connections based on the presented data, but she was able to successfully make those connections which I believe enhanced her learning than if she had only had a multiple choice test.
- In much the same way that I organized my pre- and post-unit assessment data into a spreadsheet for the whole class, I will analyze the data I collect to inform me where my students' strengths and areas of need are. I will also use the information gathered through my data analysis to aid me in making modifications for my students, my focus students in this case. For example, I know that my modification for Focus Student 1

possibly did not fully demonstrate her understanding of our learning goal, so I would take that information and utilize it for her next assessment modifications. For Focus Student 2, I know that she understood the material well, so in the future I would make modifications to her assessments where I would challenge her more than I did on this one.

- c. For Focus Student 1, the modification I would make to the assessment for future use would be to have her verbally answer the questions. For example, if the question was about what weather is associated with low pressure, I could ask her what she knows about low pressure and the corresponding weather. I know reading comprehension is her issue, so I would make my modification where she does not have to read anything but instead tells me what she knows. I would make this modification to see if her knowledge is there but she cannot translate that to paper or if she truly does not understand the material. If she can properly verbalize her answers, then there is some comprehension of the material, but the format of the assessment is her actual issue. For Focus Student 2, the modification I would make to the assessment for future use would be to give her just general information, like a type of air pressure, and then have her write what the corresponding weather conditions, possible clouds, and possible precipitation would be for that air pressure. For example, if I told her high pressure, her answer could be: nice weather with cirrus clouds and no precipitation; however, the cirrus clouds indicate the weather will change in the next few days to low pressure with cloudy and rainy conditions. The reason I would modify a test like this for her is to give her more of a challenge in order to analyze how much of the material she truly does know and to what extent she can go to the limit of our learning goal of predicting weather events based on data. Questions and answers like the example would require her to go to even more of a depth than the assessment she took as she would have to formulate her own answers based on a very small amount of data.

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. I believe this assessment helped to see that focus student 2 is having comprehension struggles and that writing and verbally trying to explain is not a strong point for her. This helped not only me but my cooperating teacher see that this student does need an IEP and that she is struggling and if she doesn't get the help she needs in the classroom she will suffer and us seeing this helped to push for that IEP so she can be successful in the classroom.
- b. It helps me to see what are strong points and not as strong points for the students. Focus student one has great writing skills and is able to obtain knowledge presented to her in

many different ways. Student two needs more help and more modified instruction and this data analysis helped to see that she needs more one on one time and that whole class instruction may not be always best for her.

- c. For student one she would be able to go more into depth, whereas student two needs more modified such as pictures and the information already written down for her, to where she just needs to match or verbally talk about which object goes where.

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.