PPAT® Assessment

Library of Examples – English Language Arts

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. In terms of successes from the assessment, for Focus Student Two, the limited answer choices was a huge success. I think that this allowed him to process his thoughts in a much more timely way. He even stated that he felt more confident through the entire assessment than he normally does. I chose this aspect of the assessment because creating assessments that are not daunting to the student is a teacher's biggest goal in assessment creation. Students with learning difficulties often hate to take tests, but if I am able to create an assessment that does not make a child feel discourages as they take it, that is a huge feat for me.

b. The data analysis will inform future instruction for both of the Focus Students. By seeing how well they were able to function on a test with minimal modifications, it allowed me to see that they could benefit from these modifications all of the time. During whole group instruction when using guided notes, rather than give Focus Student One an entire note sheet, supplying him with a chunked sheet will allow us to hold his attention for longer and he will not feel so overwhelmed. For Focus Student Two, when he is completing

individual work, simply limiting the number of choices he has will allow for him to process information with much more ease and much less stress.

c. For future use of the assessment, I would keep the assessments that I implemented for each student. The chunking was very successful for Student One. Not once during the assessment did he become disengaged and begin to doodle. However, I would like to set a goal for him so that he will be more interested in his test results. By setting a goal for him, and going over it with him before he attempts an assessment, he may be even more motivated. For Focus Student Two I would continue to use to limited answer choices. However, over time I would like to slowly introduce choices back into his assessments and compare the data. If he could eventually learn how to process more and more options that would allow for him to eventually complete an unmodified assessment.

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 my Focus Student would have to be that they showed equal quality and quantity of work in their assessments as their peers. Considering that the Focus Students were at a disadvantage in the class, this shows that the modifications ad assessments proved to be effective.

b. The data analysis for each of the Focus Students will allow me to better adjust the modifications to improve efficiency and effectiveness in providing aid for students who are at a disadvantage in class due to a particular reason.

c. For future use, the assessment needs modifications in being more sequential as the assessments are comparable to a bumpy road. Transitioning from one assessment to another leaves the Focus Students confused as they need more direct instruction to smoothen the transition.

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.