

## PPAT® Assessment

### Library of Examples – Special 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

- Data taken from this assessment will be used to determine students' strengths and weaknesses in repeated addition. Since most students did not show a strategy for how to complete the problem, I will teach multiple ways to do so, including arrays, grouping pictures, and skip counting. Teaching multiple strategies can appeal to the multiple types of learners in the classroom. This will increase the chances that they learn a strategy they can use frequently. The data taken also allows me to appropriately group students for small group instruction. Students who performed higher on the pre-assessment will work in the higher group that will utilize larger numbers, more problems, and independent practice. Students who did not perform as well will be working with smaller numbers and less problems, with more direct instruction.
- In the future, I would not make any modifications to the data collection process. I was able to analyze, and evaluate all data by utilizing the spreadsheet gradebook I created for

the pre and post-assessment. This gradebook allowed me to keep my data organized, and easily viewable to determine progress between pre and post assessment.

- c. In the future, I believe giving the students access to many manipulatives such as, a number line, base ten cubes, counters, tens frames, or blocks. My reasoning is kinesthetic learners could work through the problems easier, and students with poor fine motor skills would have also benefited from this modification. In the pre-assessment, I believe I should have given the students a section on the assessment where images/pictures were given, similar to the post-assessment matching and creating groups section. My rationale for these modifications include, overall better understanding of questions/task. I would have also liked to use fewer choices in the multiple choice questions for the pre-assessment. The justification is that I believe too many options overwhelmed the students. I believe the students benefited from the use of symbol supports, such as those on the post-assessment. My rationale is that symbol supports gave them a visual representation of the instructions on the assessment. I would like to incorporate this into the pre-assessment.
- d. I believe some students may have benefitted from completing an electronic assessment for repeated addition, using a game-based learning application. My rationale is, that students with poor fine motor skills would not be required to write/circle answers, instead they could just tap to select. Students also could be given the proper accommodations in reading. For example, the application could read questions and answers to them versus waiting for a staff member to become available for assistance. If an electronic pre-assessment was taken multiple question types could be used and data could be recorded electronically throughout. The students all enjoy the use of technology, which would make the assessment more desirable and fun. I also would enjoy seeing how a task based assessment would go with these students. For example, I would show them a repeated addition problem and have them create groups with manipulatives while I mark data. The justification for this would be that students could show how they problem solve, and I could determine deficits.

**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. Based on the data showing progress it was beneficial for focus student 1 to have frequent practice with 4 letters at a time, starting with some familiar and unfamiliar letters in his name. This student is also practicing the skill of name identification on his cubby, desk, signing in during morning meeting, etc. which allows for frequent exposure and practice with these letters throughout the school day.

- b. The data analysis will provide information on what strategies and methods works best for each student to be successful as well as what activities will aid in achieving the learning goal on this skill. This is evident in the results of which letters they identify correctly and incorrectly. It's also important to taking into consideration their strengths, abilities, and interests while planning further instruction and practice.
- c. To avoid a sticky mess, I would provide focus student 1 with gummy bears at the end of assessment and reinforce with high fives during the assessment process. For focus student 2 I would have his back facing the class, as he became distracted by his peers at times. One of his highest reinforcers is engaging and socializing with peers so I would make that something he earns after completing assessment so he is able to focus with time on task.

**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.