

PPAT® Assessment

Library of Examples – Art

Task 4, Step 4, Textbox 4.4.2: Reflection on the Two Focus Students

Below are two examples of written responses to Textbox 4.4.2 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 Prompts for Task 4, Textbox 4.4.2

- Based on the baseline data and student work samples, to what extent did each of the two Focus Students achieve the learning goal(s) of the lesson?
- How will your analysis of the baseline data and student work samples guide planning for future lessons for each of the two Focus Students?

Example 1: Met/Exceeded Standards Level

- Based on the baseline data and student work sample, both of the two focus students achieved the learning goals. Focus student one showed growth in his pre and post assessments. As you can see between the baseline data and student work sample, focus student one went from 57% understanding to 85.7% understanding. He understood 6/7 of the questions on the post assessment which shows me that he learned more throughout the lesson. He also turned in a final piece which shows achievement of the learning goals. He created a mug thrown on the wheel. He created it to fit a gear from a car that he brought from home. On both the pre and post assessment, focus student two got 100%. She showed that she understood the content on the assessments and was capable of creating a piece using the various clay techniques. From the baseline data to the student work sample you can see that focus student two clearly understood the content on the assessments. What you cannot see through the student work sample is her final piece. She met the goals by turning in one final piece which consisted of four tea cups with plates. This tea set went with an Alice in Wonderland theme and she used glass as her second material. By turning in this final piece she was able to show me that she met the learning goals of the lesson.

b. The analysis of baseline data and student work samples will help guide planning toward future lessons for each of the focus students in different ways. In order to foster learning for focus student one I will cover the question that he missed consistently on his pre and post assessment which was "What is a slab?" Focus student two created his final project on the wheel which shows me that he did not work with slabs, and may still not understand the technique. In the future I will give focus student one an individual demonstration on slabs and explain to him what they are and how they are best used. I will challenge him to use this technique in future assignments. In order to foster student learning for focus student two I will continue to push her. After analyzing her pre and post assessments along with her final project I can see how much she understood. I can see that she met the learning goals and understood the assignment. In the future I will continue to challenge her and push her to explore different techniques using clay.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.2 and ask yourself:

- How does the candidate use each Focus Student's work sample to indicate attainment of the learning goal(s) and to guide future planning?
- Why is the reflection effective?

Example 2: Did Not Meet/Partially Met Standards Level

a. After assessing the baseline data and student work samples from focus students one and two, I think that both students were able to achieve the learning goals. Both students were able to accurately draw the 3D shapes and applied color to their work. This is a huge leap forward as more often than not both students fail to meet objectives and/or do not complete assignments.

b. My analysis of the baseline data and student work samples tell me that all modifications made were successful and should be applied to future lessons. Both students were enthusiastic and eager to complete work due to modifications and close monitoring. Focus student one sat away from other students at his own table and was very successful at both the drawing and painting portions of the project. Focus student two accurately completed shapes during the drawing, but was a bit rushed and sloppy during the painting. In the future I would work with her about neatness and craftsmanship.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.2 and ask yourself:

- How does the candidate use each Focus Student's work sample to indicate attainment of the learning goal(s) and to guide future planning?
- Why is the reflection ineffective?

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.