PPAT® Assessment

Library of Examples – Family and Consumer Science

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. Overall, regardless of the growth shown by the data on the Focus Students, I think a successful aspect was that the modification for FS1 allowed him to be much more present and active in the lab itself. Generally, he is distracted by his phone, which prevents him from taking initiative in helping with the lab. Since he was not able to use his phone in this lab, he was much more observant of his peer's progress and needs throughout the lab, and was much more helpful and involved than normal. I believe that if I had developed a more accurate way to collect data from the assessment (lab), this student would've shown quite a bit of growth, but since there was so much room for error and inaccurate self-reflections, little growth was shown.

b. Both students claimed to have a fairly decent grasp on this content before the lesson was even taught, which is one of the reasons why their growth was not as substantial as the remainder of the class. Given this information, I will work to challenge these students slightly more on a day-to-day basis in order to encourage even more growth.

c. I would like to see the student growth data on the two Focus Students if I keep very similar modifications in place, but utilize a more accurate assessment. Both students appeared to show quite a bit of growth in their abilities from what I was able to see, even though their self-reflection data only showed minimal growth. With that being said, I would modify future instruction almost the same way that I did for this assessment, and just forego the self-reflection component. Upon completion of that, I would re-evaluate the data, and would make further determinations for future instruction of the Focus Students from there. These modifications may include more restrictions on phone use, as well as more student involvement in both creating and teaching lessons and more detailed labs and lectures. This will be decided on after further and more accurate data collection is completed.

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. Focus Student 2 is very creative and artistic and I think this assignment let him have a bit of free reign to express himself, which made him passionate about the assessment. I think he tried hard because he felt confident in his abilities. As well, giving him that exra time helped his anxiety about turning it in.

b. I got to see where they started off which was helpful to see what progress they made. Especially Focus student 1 because he had been gone for so long.

c. They both did exceptionally well given the circumstances so I think the modification I made toward the assessment for the focus students aided them well. I might add a step by step video of me going through the website and explaining all the different parts of the website to them so they feel very confident in the website.

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.

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