

## PPAT® Assessment

### Library of Examples – Spanish

#### Task 2, Step 2, Textbox 2.2.2: Analysis of the Assessment Data and Student Learning for Each of the Two Focus Students

Below are two examples of written responses to Textbox 2.2.2 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 2.2.2

- What did you learn overall about the progress of each of the two Focus Students toward achieving the learning goal(s)? Cite evidence from each of the two Focus Students' completed assessment and any other related data to support your analysis.
- Based on the assessment data, both baseline and graphic, what impact did your modification(s) of the assessment have on the demonstration of learning from each of the two Focus Students? Cite examples to support your analysis.
- Describe how you engaged each of the two Focus Students in analyzing his or her own assessment results to help understand progress made toward the learning goal(s).

#### Example 1: Met/Exceeded Standards Level

a. Focus Student #1 scored a 4 on his pre-assessment and a 4 on the assessment. During the pre-assessment, F.S.1 did not have any modifications or accommodations. The student completed almost all of the assignment on his own, however, when he and his peers around him were stuck on a question they used each other as resources to figure out the correct answers. For this reason, I feared that some of the students' scores would not be valid representations of their abilities. F.S. #1 worked hard on this assessment and scored a 4 again, proving to me that he not only mastered the learned material, but also exceeded the expectations set for all students. F.S.1 correctly translated all four of the level 2 words. He correctly translated nine out of ten level 3 words, and additionally translated three of the level 4 words by using context clues to infer the meaning. From conversations in class with this student, I know that he has put in a lot of effort and time outside of the classroom to practice the material on his own. Focus Student 2 received a 2 on his formative assessment before the test. As mentioned previously, this

student has dyslexia and requires texts to be spoken aloud for him during assessments and long assignments. While completing the pre-assessment, this student did not have the page read aloud to him entirely. For this reason, F.S.2 was not able to perform to the best of his abilities on this practice and received a 2, which is labeled as 'approaching expectations,' by our IWLA competency standards. He correctly identified six out of the fifteen words on the practice assessment, all of which were familiar level 3 words. However, on the assessment this student was given appropriate modifications and accommodations and increased his score by an entire point. He received a 3 on the test and therefore showed that he is proficient in the targeted skill when the task is adjusted to fit his learning needs. On the assessment, F.S.2 correctly defined all four of the level 2 words. He correctly defined four of the level 3 words, and partially defined three of the level 3 words. He identified the subjects correctly, but did not use the correct verb. For example, this student said that 'van' means 'they drive'. 'Van' means 'they go'. This is a very easy confusion to make, especially because this student was associating the Spanish word 'van' to the English word 'van'. He also correctly defined four words in the level 4 category, showing advanced skills in interpreting meaning in the TL. This student's scores have been consistent over the course of the semester. He is showing proficiency in a range of world language competencies.

b. The addition of some English definitions was helpful to the Focus Students as they inferred meaning on the assessment. For F.S.2, removing two of the verbs on the backside of the assessment was beneficial to him. This student showed some difficulty with conjugating the verbs on the front of the assessment. He has mastered identifying the verb subjects based on the verb's present tense endings, but has not fully memorized the definitions of the verbs themselves. The verbs on the front of the assessment were some of the most high frequency words we have been using in class, and the two verbs we removed (aprende, empieza) are less frequently used and were only learned in the past week. Therefore, I believe that F.S.2 would have had trouble defining these words. F.S.1 could have benefited from an unmodified assessment based on the proficiency that he has shown me on multiple formative and summative assessments. I believe that this student has memorized all of our unit vocabulary and would have felt confident in his ability to define and translate the two conjugated verbs that we removed from the assessment. Leaving these verbs on the assessment would have allowed for this student to show us even more capability in the TL at a level 4 advanced proficiency.

c. I passed back the Focus Students' tests and conferenced with them individually. F.S.1 wanted to know the correct answers. I had him read the story to me aloud and fill in the blanks until he came up with the answers himself. F.S.2 had questions about the verbs. I explained their meanings to him, and ensured him that he was doing a great job of identifying the subjects based on the conjugated endings. He became frustrated with himself, because he knew the meaning of 'van' but wrote 'they drive' because he uses the mental image of a van to remember that it means 'to go', and accidentally wrote down the wrong word. Overall, these two students were both very proud of themselves for the grades that they earned on this assessment.

**Refer to the [Task 2 Rubric](#) for Textbox 2.2.2 and ask yourself:**

In the candidate's response, where is there evidence of the following?

- An analysis of the progress of Focus Student 1 and Focus Student 2

- An example of the progress of Focus Student 1 and Focus Student 2
- An analysis of the impact of the assessment modifications made for Focus Student 1 and Focus Student 2
- An example of the impact of the assessment modifications made for Focus Student 1 and Focus Student 2
- The engagement of Focus Student 1 in reviewing the assessment results for understanding of his or her particular progress
- The engagement of Focus Student 2 in reviewing the assessment results for understanding of his or her particular progress
- Why is the candidate's analysis clear?

### **Example 2: Did Not Meet/Partially Met Standards Level**

a. Focus student one was able to receive a three, he was proficient in this assessment. Under a vocabulary quiz that the students took days before the assessment, focus student one was able to get a proficient as well. During the Reading activity before the assessment, focus student one was engaged and answering the questions correctly. He wasn't able to get if proficient on this Reading assessment. Overall, he answered most of the questions correctly, losing Half points for lack of detail. Focus student to receive a form or an exemplary on the assessment. Focus student two was able to provide Great detail and wrote thorough sentences in his responses. Focus student two took his time and do not rush through the assessment. On his vocabulary quiz that the student had taken days prior to this assessment Focus student to was also able to receive it four on the quiz, and during the activity before the assessment had great discussions in his Group. He was very helpful to his other classmates and performed well on this assessment and definitely met the goals.

b. Focused student one has great anxiety when taking in assessment, this was not the exception. During the beginning when I handed out the assessments, I saw how nervous he was, so I offered hands the stress relieving the balls and he Took some right away. During the assessment, he was squeezing the ball with his hand that was not writing. Towards the end of the assessment when most of the students were finishing up with assessment, I made the announcement that the students could take as much Time as they needed to finish the assessment. I did this to ease off the stress since he was looking around, in looking at everyone turning over their assessment as they were finishing. After making the announcement his face didn't show some really. One of the things I also noted while focus student one did draw on his paper to really some stress. The focus student to work diligently on his assessment focused student to Took the time to write as much detail as a student was able to write. Having the assessment asked open-ended questions allowed the students to demonstrate his ability and level in the target language. This assessment did not restrict the student I'm choosing or writing one-word answers. The student had plenty of space to write as much as the student could write.

c. Both of the focus students were able to correct an assessment of their classmates, both the students were very engaged when you correcting the assessment. Focus student two asked questions about an answer and if a certain answer would be acceptable or not, then Focus student asked why or why wasn't the certain answer acceptable or not. Focused student loan was awesome very engaged when you correcting that Assessment the classmate. By the time we were correcting this assessment focused student one seemed to be better and not stressed. When the students what done taking the assessment focused student one what up to the desk and In return the stress relieving object. Focus student one seemed calm and did a great job

correcting the assessment of the classmate. When focused student one got his assessment back focused student one seemed pleased at the score.

**Refer to the [Task 2 Rubric](#) for Textbox 2.2.2 and ask yourself:**

In the candidate's response, where is there evidence of the following?

- An analysis of the progress of Focus Student 1 and Focus Student 2
- An example of the progress of Focus Student 1 and Focus Student 2
- An analysis of the impact of the assessment modifications made for Focus Student 1 and Focus Student 2
- An example of the impact of the assessment modifications made for Focus Student 1 and Focus Student 2
- The engagement of Focus Student 1 in reviewing the assessment results for understanding of his or her particular progress
- The engagement of Focus Student 2 in reviewing the assessment results for understanding of his or her particular progress
- Why is the candidate's analysis uneven?

**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.