



## PPAT<sup>®</sup> Assessment

### Task 2 Assessment and Data Collection to Measure and Inform Student Learning

Rubric for Step 1: Planning the Assessment (textboxes 2.1.1, 2.1.2, and 2.1.3)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the teacher candidate’s ability to describe an assessment and identify how it aligns to the standards, learning goal(s), and student learning needs; to use data to establish a baseline for student growth; to describe the rubric/scoring guide, its alignment to the learning goal(s), and the communication of its use to students; to identify evidence of student learning using a data-collection method; to identify learning activities and student groupings to be used during the assessment; to identify materials, resources, and technology to be used during the assessment; to</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher candidate’s ability to describe an assessment and identify how it aligns to the standards, learning goal(s), and student learning needs; to use data to establish a baseline for student growth; to describe the rubric/scoring guide, its alignment to the learning goal(s), and the communication of its use to students; to identify evidence of student learning using a data- collection method; to identify learning activities and student groupings to be used during the assessment; to identify materials, resources, and technology to be used during the assessment; to</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher candidate’s ability to describe an assessment and identify how it aligns to the standards, learning goal(s), and student learning needs; to use data to establish a baseline for student growth; to describe the rubric/scoring guide, its alignment to the learning goal(s), and the communication of its use to students; to identify evidence of student learning using a data- collection method; to identify learning activities and student groupings to be used during the assessment; to identify materials, resources, and technology to be used during the assessment; to</p>	<p>A response at the 4 level provides <i>consistent</i> evidence that demonstrates the teacher candidate’s ability to describe an assessment and identify how it aligns to the standards, learning goal(s), and student learning needs; to use data to establish a baseline for student growth; to describe the rubric/scoring guide, its alignment to the learning goal(s), and the communication of its use to students; to identify evidence of student learning using a data- collection method; to identify learning activities and student groupings to be used during the assessment; to identify materials, resources, and technology to be used during the assessment; to</p>

Rubric - Assessment and Data Collection to Measure and Inform Student Learning – Task 2



Score of 1	Score of 2	Score of 3	Score of 4
<p>identify two Focus Students who reflect different learning needs for whom the assessment will be modified; to use data to establish a baseline for measuring growth of these two Focus Students; and to modify the assessment based on the Focus Students' specific learning needs.</p> <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 1. Evidence may also be missing.</p>	<p>identify two Focus Students who reflect different learning needs for whom the assessment will be modified; to use data to establish a baseline for measuring growth of these two Focus Students; and to modify the assessment based on the Focus Students' specific learning needs.</p> <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 1.</p>	<p>identify two Focus Students who reflect different learning needs for whom the assessment will be modified; to use data to establish a baseline for measuring growth of these two Focus Students; and to modify the assessment based on the Focus Students' specific learning needs.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 1.</p>	<p>identify two Focus Students who reflect different learning needs for whom the assessment will be modified; to use data to establish a baseline for measuring growth of these two Focus Students; and to modify the assessment based on the Focus Students' specific learning needs.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 1.</p>
<p style="text-align: center;"><b>Score of 0 for Step 1</b></p> <p>If a Zero is assigned, the Step is considered "Not Scoreable" because of insufficient evidence. A Zero is assigned to Step 1 for at least one of the following reasons.</p> <ul style="list-style-type: none"> <li>• <b>No written response is in any of the Task 2—Step 1 textboxes.</b></li> <li>• <b>The written response does not address any of the guiding prompts for Task 2—Step 1.</b></li> <li>• <b>The artifact attachments contain only hyperlinks.</b></li> <li>• <b>None of the following required artifacts are acceptable or attached to any of the Task 2 textboxes.</b> <ul style="list-style-type: none"> <li>○ Representative pages of the selected assessment</li> <li>○ Representative pages of the baseline data for the whole class</li> <li>○ Representative page of the rubric or scoring guide</li> <li>○ Representative page of the baseline data for at least one Focus Student</li> </ul> </li> </ul>			



## Response for Textbox 2.1.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• a <i>disconnected</i> assessment, with <i>minimal</i> description, based on its alignment with standards, learning goal(s), and student needs</li> <li>• <i>irrelevant</i> data used as a baseline for student growth and related to the learning goal(s) of the lesson</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• a <i>loosely connected</i> assessment, with <i>partial</i> description, based on its alignment with standards, learning goal(s), and student needs</li> <li>• <i>sketchy</i> data used as a baseline for student growth and related to the learning goal(s) of the lesson</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• an <i>appropriate</i> assessment, with <i>detailed</i> description, based on its alignment with standards, learning goal(s), and student needs</li> <li>• <i>appropriate</i> data used as a baseline for student growth and related to the learning goal(s) of the lesson</li> <li>•</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• a <i>tightly connected</i> assessment, with <i>in-depth</i> description, based on its alignment with standards, learning goal(s), and student needs</li> <li>• <i>significant</i> data used as a baseline for student growth and related to the learning goal(s) of the lesson</li> </ul>
<ul style="list-style-type: none"> <li>• selection of a rubric/scoring guide that is <i>disconnected</i> from the learning goal(s) and <i>minimal</i> communication of its use to students</li> <li>• an <i>illogical</i> choice of and rationale for a data-collection method to show evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>• selection of a rubric/scoring guide that is <i>loosely connected</i> to the learning goal(s) and <i>inconsistent</i> communication of its use to students</li> <li>• a <i>vague</i> choice of and rationale for a data-collection method to show evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>• selection of a rubric/scoring guide that is <i>aligned</i> to the learning goal(s) and <i>appropriate</i> communication of its use to students</li> <li>• an <i>effective</i> choice of and rationale for a data-collection method to show evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>• selection of a rubric/scoring guide that is <i>tightly connected</i> to the learning goal(s) and <i>insightful</i> communication of its use to students</li> <li>• a <i>significant</i> choice of and rationale for a data-collection method to show evidence of student learning</li> </ul>



## Response for Textbox 2.1.2

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><li>• an <i>irrelevant</i> selection of and rationale for the activities and student groupings used during the assessment</li><li>• an <i>illogical</i> selection of and rationale for materials, resources, and technology used during the assessment</li></ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><li>• an <i>uneven</i> selection of and rationale for the activities and student groupings used during the assessment</li><li>• an <i>incomplete</i> selection of and rationale for materials, resources, and technology used during the assessment</li></ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><li>• an <i>appropriate</i> selection of and rationale for the learning activities and student groupings used during the assessment</li><li>• a <i>logical</i> selection of and rationale for materials, resources, and technology used during the assessment</li></ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><li>• an <i>insightful</i> selection of and rationale for the activities and student groupings used during the assessment</li><li>• an <i>in-depth</i> selection of and rationale for materials, resources, and technology used during the assessment</li></ul>



## Response for Textbox 2.1.3

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• a <i>misinformed</i> identification and discussion of and rationale for selecting the two Focus Students who reflect different learning needs for whom the assessment would be modified</li> <li>• an <i>inappropriate</i> choice of data to be used to establish a baseline for growth for each of the two Focus Students</li> <li>• a <i>misinformed</i> choice of and rationale for modifications of the assessment for each of the two Focus Students based on their specific learning needs</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• a <i>limited</i> identification and discussion of and rationale for selecting the two Focus Students who reflect different learning needs for whom the assessment would be modified</li> <li>• a <i> cursory</i> choice of data to be used to establish a baseline for growth for the each of the two Focus Students</li> <li>• a <i>vague</i> choice of and rationale for modifications of the assessment for each of the two Focus Students based on their specific learning needs</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• an <i>appropriate</i> identification and description of and rationale for selecting the two Focus Students who reflect different learning needs for whom the assessment would be modified</li> <li>• an <i>informed</i> choice of data to be used to establish a baseline for growth for each of the two Focus Students</li> <li>• a <i>logical</i> choice of and rationale for modifications of the assessment for each of the two Focus Students based on their specific learning needs</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• an <i>extensive</i> identification and discussion of and rationale for selecting the two Focus Students who reflect different learning needs for whom the assessment would be modified</li> <li>• a <i>significant</i> choice of data to be used to establish a baseline for growth for each of the two Focus Students</li> <li>• an <i>insightful</i> choice of and rationale for modifications of the assessment for each of the two Focus Students based on their specific learning needs</li> </ul>



## Rubric for Step 2: Administering the Assessment and Analyzing the Data (textboxes 2.2.1 and 2.2.2)

Score of 1	Score of 2	Score of 3	Score of 4
<p><b>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the teacher candidate’s ability to analyze both baseline and graphic data to determine student progress toward the learning goal(s); to determine the efficiency of the data-collection process; to engage students in analyzing their own assessment results to help them understand their progress toward the learning goal(s); to cite evidence of progress made by the two Focus Students toward achieving the learning goal(s); to identify the impact, based on data, both baseline and graphic, that the modification(s) of this assessment had on the demonstration of learning from the two Focus Students; and to engage each of the two Focus Students in analyzing his or her assessment results to help understand progress toward the learning goal(s).</b></p>	<p><b>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher candidate’s ability to analyze both baseline and graphic data to determine student progress toward the learning goal(s); to determine the efficiency of the data-collection process; to engage students in analyzing their own assessment results to help them understand their progress toward the learning goal(s); to cite evidence of progress made by the two Focus Students toward achieving the learning goal(s); to identify the impact, based on data, both baseline and graphic, that the modification(s) of this assessment had on the demonstration of learning from the two Focus Students; and to engage each of the two Focus Students in analyzing his or her assessment results to help understand progress toward the learning goal(s).</b></p>	<p><b>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher candidate’s ability to analyze both baseline and graphic data to determine student progress toward the learning goal(s); to determine the efficiency of the data-collection process; to engage students in analyzing their own assessment results to help them understand their progress toward the learning goal(s); to cite evidence of progress made by the two Focus Students toward achieving the learning goal(s); to identify the impact, based on data, both baseline and graphic, that the modification(s) of this assessment had on the demonstration of learning from the two Focus Students; and to engage each of the two Focus Students in analyzing his or her assessment results to help understand progress toward the learning goal(s).</b></p>	<p><b>A response at the 4 level provides <i>consistent</i> evidence that demonstrates the teacher candidate’s ability to analyze both baseline and graphic data to determine student progress toward the learning goal(s); to determine the efficiency of the data-collection process; to engage students in analyzing their own assessment results to help them understand their progress toward the learning goal(s); to cite evidence of progress made by the two Focus Students toward achieving the learning goal(s); to identify the impact, based on data, both baseline and graphic, that the modification(s) of this assessment had on the demonstration of learning from the two Focus Students; and to engage each of the two Focus Students in analyzing his or her assessment results to help understand progress toward the learning goal(s).</b></p>



Score of 1	Score of 2	Score of 3	Score of 4
<p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 2. Evidence may also be missing.</p>	<p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 2.</p>	<p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 2.</p>	<p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 2.</p>
<p style="text-align: center;"><b>Score of 0 for Step 2</b></p> <p><b>If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. A Zero is assigned to Step 2 for at least one of the following reasons.</b></p> <ul style="list-style-type: none"> <li>• <b>No written response is in any of the Task 2—Step 2 textboxes.</b></li> <li>• <b>The written response does not address any of the guiding prompts for Task 2—Step 2.</b></li> <li>• <b>The artifact attachments contain only hyperlinks.</b></li> <li>• <b>None of the following required artifacts are acceptable or attached to any of the Task 2 textboxes.</b> <ul style="list-style-type: none"> <li>○ Representative pages of a graphic representation (e.g., spreadsheet, pie chart, table) of the collected data</li> <li>○ A completed assessment from at least one Focus Student</li> </ul> </li> </ul>			



## Response for Textbox 2.2.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• a <i>minimal</i> analysis of all of the data to determine students' progress toward the learning goal(s)</li> <li>• an <i>inappropriate</i> analysis of the efficiency of the data-collection process</li> <li>• <i>minimal</i> engagement of students to analyze their own assessment results to help them understand their progress toward the learning goal(s)</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• a <i>partial</i> analysis of all of the data to determine students' progress toward the learning goal(s)</li> <li>• a <i>partial</i> analysis of the efficiency of the data-collection process</li> <li>• <i>limited</i> engagement of students to analyze their own assessment results to help them understand their progress toward the learning goal(s)</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• an <i>informed</i> analysis of both forms of data to determine students' progress toward the learning goal(s)</li> <li>• an <i>appropriate</i> analysis of the efficiency of the data-collection process</li> <li>• <i>effective</i> engagement of students to analyze their own assessment results to help them understand their progress toward the learning goal(s)</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• an <i>extensive</i> analysis of all of the data to determine students' progress toward the learning goal(s)</li> <li>• a <i>thorough</i> analysis of the efficiency of the data-collection process</li> <li>• <i>significant</i> engagement of students to analyze their own assessment results to help them understand their progress toward the learning goal(s)</li> </ul>

## Response for Textbox 2.2.2

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>little or no</i> analysis of all the data to learn about the progress of each of the two Focus Students toward achieving the learning goal(s)</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• a <i>partial</i> analysis of all the data to learn about the progress of each of the two Focus Students toward achieving the learning goal(s)</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• an <i>accurate</i> analysis of all the data to learn about the progress of each of the two Focus Students toward achieving the learning goal(s)</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• a <i>thorough</i> analysis of all the data to learn about the progress of each of the two Focus Students toward achieving the learning goal(s)</li> </ul>





Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> <li>an <i>ineffective</i> analysis, based on data, both baseline and graphic, of the impact of the modification of the assessment for each Focus Student to be able to demonstrate learning, with <i>minimal</i> evidence</li> <li><i>minimal</i> engagement of each of the two Focus Students in analyzing his or her own assessment results to understand progress toward the learning goals, with <i>inappropriate</i> evidence to support the analysis</li> </ul>	<ul style="list-style-type: none"> <li>an <i>incomplete</i> analysis, based on data, both baseline and graphic, of the impact of the modification of the assessment for each Focus Student to be able to demonstrate learning, with <i>weak</i> evidence</li> <li><i>cursory</i> engagement of each of the two Focus Students in analyzing his or her own assessment results to understand progress toward the learning goals, with <i>inconsistent</i> evidence to support the analysis</li> </ul>	<ul style="list-style-type: none"> <li>an <i>informed</i> analysis, based on data, both baseline and graphic, of the impact of the modification of the assessment for each Focus Student to be able to demonstrate learning, with <i>appropriate</i> evidence supporting the analysis</li> <li><i>effective</i> engagement of each of the two Focus Students in analyzing his or her own assessment results to understand progress toward the learning goals, with <i>appropriate</i> evidence to support the analysis</li> </ul>	<ul style="list-style-type: none"> <li>an <i>in-depth</i> analysis, based on data, both baseline and graphic, of the impact of the modification of the assessment for each Focus Student to be able to demonstrate learning, with <i>thorough</i> evidence</li> <li><i>extensive</i> engagement of each of the two Focus Students in analyzing his or her own assessment results to understand progress toward the learning goals, with <i>significant</i> evidence to support the analysis</li> </ul>



Rubric for Step 3: Reflecting (textboxes 2.3.1 and 2.3.2)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the teacher candidate’s ability to identify how the data analysis will inform or guide future instruction for the whole class; to identify modifications to the data-collection process for future use; to identify modifications to the assessment for future use; to identify a different assessment that would allow students to further demonstrate achievement of the learning goal(s); to identify one aspect of the assessment that was successful for either Focus Student; to identify how data analysis of this assessment will inform or guide the future instruction for each Focus Student; and to identify modification to the assessment for future use with the two Focus Students.</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher candidate’s ability to identify how the data analysis will inform or guide future instruction for the whole class; to identify modifications to the data-collection process for future use; to identify modifications to the assessment for future use; to identify a different assessment that would allow students to further demonstrate achievement of the learning goal(s); to identify one aspect of the assessment that was successful for either Focus Student; to identify how data analysis of this assessment will inform or guide the future instruction for each Focus Student; and to identify modification to the assessment for future use with the two Focus Students.</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher candidate’s ability to identify how the data analysis will inform or guide future instruction for the whole class; to identify modifications to the data-collection process for future use; to identify modifications to the assessment for future use; to identify a different assessment that would allow students to further demonstrate achievement of the learning goal(s); to identify one aspect of the assessment that was successful for either Focus Student; to identify how data analysis of this assessment will inform or guide the future instruction for each Focus Student; and to identify modification to the assessment for future use with the two Focus Students.</p>	<p>A response at the 4 level provides <i>consistent</i> evidence that demonstrates the teacher candidate’s ability to identify how the data analysis will inform or guide future instruction for the whole class; to identify modifications to the data-collection process for future use; to identify modifications to the assessment for future use; to identify a different assessment that would allow students to further demonstrate achievement of the learning goal(s); to identify one aspect of the assessment that was successful for either Focus Student; to identify how data analysis of this assessment will inform or guide the future instruction for each Focus Student; and to identify modification to the assessment for future use with the two Focus Students.</p>



Score of 1	Score of 2	Score of 3	Score of 4
<p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 3. Evidence may also be missing.</p>	<p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 3.</p>	<p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 3.</p>	<p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 3.</p>
<p style="text-align: center;"><b>Score of 0 for Step 3</b></p> <p><b>If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. A Zero is assigned to Step 3 for at least one of the following reasons.</b></p> <ul style="list-style-type: none"><li><b>No written response is in any of the Task 2—Step 3 textboxes.</b></li><li><b>The written response does not address any of the guiding prompts for Task 2—Step 3.</b></li></ul>			



## Response for Textbox 2.3.

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• a <i>minimal</i> explanation of how the data analysis will inform or guide future instruction for the whole class</li> <li>• <i>ineffective</i> identification of modifications to be made to the data-collection process for future use with <i>minimal</i> rationale</li> <li>• an <i>inappropriate</i> choice of modifications to the assessment and rationale for this choice</li> <li>• an <i>illogical</i> alternative assessment to allow students to further demonstrate their achievement of the learning goal(s)</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• a <i>cursory</i> explanation of how the data analysis will inform or guide future instruction for the whole class</li> <li>• <i>partial</i> identification of modifications to be made to the data-collection process for future use with a <i>limited</i> rationale</li> <li>• a <i>limited</i> choice of modifications to the assessment and rationale for this choice</li> <li>• a <i>partial</i> alternative assessment to allow students to further demonstrate their achievement of the learning goal(s)</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• an <i>appropriate</i> explanation of how the data analysis will inform or guide future instruction for the whole class</li> <li>• <i>informed</i> identification of modifications to be made to the data-collection process for future use with an <i>appropriate</i> rationale</li> <li>• an <i>appropriate</i> choice of modifications to the assessment and rationale for this choice</li> <li>• a <i>logical</i> alternative assessment to allow students to further demonstrate their achievement of the learning goal(s)</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• an <i>insightful</i> explanation of how the data analysis will inform or guide future instruction for the whole class</li> <li>• <i>insightful</i> identification of modifications to be made to the data-collection process for future use with a <i>thorough</i> rationale</li> <li>• a <i>significant</i> choice of modifications to the assessment and rationale for this choice</li> <li>• a <i>significant</i> alternative assessment to allow students to further demonstrate their achievement of the learning goal(s)</li> </ul>



## Response for Textbox 2.3.

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• a <i>misinformed</i> choice of and rationale for one successful aspect of the assessment for either Focus Students</li> <li>• a <i>minimal</i> use of data analysis to inform or guide the next steps of instruction for each of the two Focus Students</li> <li>• a <i>minimal</i> identification of modifications to be made to the assessment for future use for each of the two Focus Students, with a <i>minimal</i> rationale</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• a limited choice of and rationale for one successful aspect of the assessment for either Focus Student</li> <li>• a <i>tangential</i> use of data analysis to inform or guide the next steps of instruction for each of the two Focus Students</li> <li>• a <i>vague</i> identification of modifications to be made to the assessment for future use for each of the two Focus Students, with a <i>limited</i> rationale</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• an <i>informed</i> choice of and a rationale for one successful aspect of the assessment for either Focus Student</li> <li>• an <i>appropriate</i> use of data analysis to inform or guide the next steps of instruction for each of the two Focus Students</li> <li>• a <i>logical identification</i> of modifications to be made to the assessment for future use for each of the two Focus Students, with an <i>appropriate</i> rationale</li> </ul>	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• a <i>significant</i> choice of and an in-depth rationale for one successful aspect of the assessment for either Focus Student</li> <li>• a <i>substantive</i> use of data analysis to inform or guide the next steps of instruction for each of the two Focus Students</li> <li>• an <i>insightful</i> identification of modifications to be made to the assessment for future use for each of the two Focus Students, with a <i>thorough</i> rationale</li> </ul>