PPAT® **Assessment**

Library of Examples – English Language Arts

Task 2, Step 1, Textbox 2.1.1: Selecting a Single Assessment

Below are two examples of written responses to Textbox 2.1.1 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 2.1.1

a. Provide an in-depth description of the assessment. Provide a rationale for choosing or designing the assessment based on its alignment with the standards and learning goal(s) that meet the students' needs.

b. What data did you use to establish a baseline for student growth related to this lesson's learning goal(s)?

c. Describe the rubric or scoring guide you have selected or designed. How does it align to your learning goal(s)? How will you communicate its use to your students?

d. What evidence of student learning do you plan to collect from the assessment? How will you collect the data? Provide a rationale for your data-collection process.

Example 1: Met/Exceeded Standards Level

a. The assessment consists of 4 short-answer questions, one that addresses each objective about a piece of public art: Who is the intended audience?; What is the purpose of this piece?; What message is it trying to send?; and What connections do you see to the 2016 presidential election? Two of the questions are free answer and two of them have a menu of options from which the students must select at least one answer; each one requires that the student identify at least one answer from the menu of options for each and then asks that the student explain or justify each answer. At the top of the assessment reads the essential question for the mini unit--In what ways does art illuminate and respond to our societal concerns?--which is a part of an Elections Seminar. The learning goals for this assessment are aligned with two sets of standards: the National Council of Teachers of English and International Reading Association Standards for the English Language Arts. They read "Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities" (Standard 11), and "Students use spoken,

written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information) (Standard 12). The learning goals read: Students will be able to identify and analyze the purpose(s), socially-concerned art works; identify and analyze the audience(s) of socially-concerned art works; identify and analyze the message(s) of socially-concerned art works; and connect the purpose and/or message of the murals to a contemporary issue of the 2016 presidential election. I designed this assessment as short answer because it requires students to interpret visual language (murals) and use written or oral language to reflectively and creatively express the ways in which art illuminates and responds to societal concerns. Additionally, because we do standards- and skill-based grading (with the grading levels of novice, certified, and artisan), I disaggregated each skill to align with one question, which then aligns with one learning goal. I distributed a pre-assessment to establish a baseline for student growth related to the learning goals. Before distributing it, I explained to the class the purpose of the pre-assessment: that it isn't a quiz or a test for which they will receive a grade but that it will determine where the class and each individual student is in relation to our learning goals so that I can measure growth over the lessons and inform or adjust my teaching practice as we go into the lessons. Each short answer question on the pre-assessment aligns with a skill identified in the learning goals--identify and analyze (1) audience, (2) purpose, (3) and message of socially-concerned art, and (4) connect the purpose and/or message to an aspect of the 2016 presidential election.

b. To establish a baseline for student growth, the pre-assessment allows me to see where each student initially stood in relation to each individual learning goal and gives me a point with which to compare the post-assessment and determine mastery of each student as well as the class overall. From the pre-assessment, I determined that for Objective One, 1 student was artisan/exceeding, 11 students were certified/meeting, and 17 were novice/approaching; for Objective Two, 2 students were artisan/exceeding, 7 were certified/meeting, and 20 were novice/approaching; for Objective Three, 0 students were artisan/exceeding, 8 were certified/meeting, and 21 were novice/approaching; and for Objective Four, 1 student was artisan/exceeding, 6 were certified/meeting, and 22 were novice/approaching.

c. The rubric aligns with the learning goals directly, as it assesses students on their ability to "Identify and analyze the purpose(s), audience(s), and message(s) of different local murals" and "connect the purpose and/or message of the murals to a contemporary issue of the 2016 presidential election." The rubric uses the rating terms Novice, Certified, and Artisan to denote whether they are approaching, meeting, or exceeding the objectives, respectively, and each skill is disaggregated. That way, I can assess each student on whether or not they have mastered each of the four criteria, the learning goals. Each box contains criteria to achieve a certain rating for a skill as either novice, certified, or artisan. Our school uses mastery grading and standards-based assessment to assess students, using the terms Novice, Certified, and Artisan. My students are already familiar with this skill-based grading and we use the terms Novice, Certified, and Artisan to assess other skills using similarly skill-disaggregated rubrics. To communicate this rubric to the students, they will each receive a copy of it on Google Classroom® and be given time to read it and use the comments section of the document to post clarifying questions.

d. I will collect evidence of student learning by scoring each response separately as either artisan, certified, or novice and comparing it to the baseline data provided by the pre-

assessment. I will do an item-analysis and compare the data on the basis of each individual learning goal. I will collect data using a table similar to the rubric that records the number of students assessed as artisan, certified, or novice under each learning goal. I will also create a table comparing students who have met the learning goal to students who did not meet the learning goal for each of the four objectives (Note: According to my rubric and the standards-based scoring system of novice, certified, and artisan, both the scores of artisan and certified signify the student has met the objective while novice signifies that the student has not yet met the objective). This allows me to more simply analyze the number of students who met the objective versus those who didn't without artisan--exceeded expectations--being a separate category. I am using this data-collection process because it is easiest for me to compare the two sets of data (pre-assessment and post-assessment) overall and on an item-by-item basis. I felt that doing an item-analysis was more useful for me to see which individual objectives the students were meeting/not meeting than having an aggregated score of novice, certified, and artisan that would muddle which objectives were actually met.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.1 and ask yourself:

In the candidate's description of selecting the assessment, where is there evidence of the following?

- The standards, learning goals, and student needs
- The baseline date used
- The rubric or scoring guide and its alignment to the standards and learning goals
- Communication of the rubric to the students
- How the student learning will be collected
- The rationale for the data collection process

Why is the candidate's response detailed and tightly connected?

Example 2: Did Not Meet/Partially Met Standards Level

a. My assessment is an eight question multiple choice quiz over literary devices and plot. Since this is the start of the year knowing their previous knowledge is essential for this. That is why some of the question on this assessment is material they should have learned in the previous years. Also this is one of the best ways to test is students actually understand literary devices and plot. These are all questions that come straight from the standards. The learning goal is by the end of the unit students should be able to score five out of eight on this assessment.

b. I used a pretest to see how the students scored. Surprisingly most of my students did very well on the pretest which showed me we can go a lot deeper, especially with plot. It also showed me, that my post test may not tell everything and that seeing their actual work throughout this unit would be more important than this diagnostic test.

c. My scoring guide was just the answer key to the assessment. It aligns to my learning goals because they are to have the students answer five out of eight correctly. We will not only go over the answer in class but we will discuss why the answer is correct and that is a very effective way to communicate this with my students.

d. Since this is a multiple choice test I wanted to see if students knew the terms. This data will translate into me seeing what we need to go over in class and what they already know. The follow up assessment will really help me out because I will see if the students actually learned the terms. We will also go over the test the first time so I will see if students understand the content or not. This is the reason for collecting data this way to help me out and the students.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.1 and ask yourself:

In the candidate's description of selecting the assessment, where is there evidence of the following?

- The standards, learning goals, and student needs
- The baseline date used
- The rubric or scoring guide and its alignment to the standards and learning goals
- Communication of the rubric to the students
- How the student learning will be collected
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Why is the candidate's response partial?

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.