

PPAT® Assessment

Library of Examples – Art

Task 2, Step 2, Textbox 2.2.1: Analysis of the Assessment Data and Student Learning for the Whole Class

Below are two examples of written responses to Textbox 2.2.1 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 2.2.1

- Based on your baseline data and the data shown in your graphic representation, analyze the assessment data to determine your students' progress toward the learning goal(s).
- How efficient was the data-collection process that you selected? Cite examples to support your analysis.
- Describe how you engaged students in analyzing their own assessment results to help them understand their progress toward the learning goal(s).

Example 1: Met/Exceeded Standards Level

- Data was collected from the students' work by first analyzing their pre-assessment and second, by analyzing their progress shown on a post-assessment. It was noted whether or not the students got parts 1 and 2 of the pre-assessment correct or incorrect. The same was noted from the post-assessment. The data from both of the assessments was compared as shown in the spreadsheet and graphs attached and reveals that in part 1 of assessment, 18% more of the students answered part 1 correctly after the lesson, jumping from 78% to 96% understanding of the concept of color mixing. More drastically, the data shows a 93% increase in student understanding of part 2, color schemes, jumping from 0% understanding to 93% understanding. With one of the lesson objectives being "to define four examples of color schemes, including warm, cool, complementary, and monochromatic", students' performance on the assessment proved that the lesson met this objective.
- The simple nature of the assessment and its scoring guide provided a seamless data-collection process. Rather than scoring each individual question on the assessment, the

questions were grouped as part 1 or part 2 and students were expected to answer the entire part correctly or they did not show complete understanding of the two concepts. With a simple rubric that can easily be transferred to a spreadsheet, analyzing the data showed clear improvement among the students understanding and made clear to see which few students still needed assistance in grasping the concepts. For example, as seen on the attached spreadsheet, student "DA" and student "MM" still did not understand the concepts in part 2 even by the time they took the post-assessment. Entering this data into a spreadsheet made it clear that these were the only two students that still needed help grasping the concept of color schemes and would receive extra coaching until they could identify and apply them.

- c. By handing the pre-assessments back to the students and asking them to correct them with the new knowledge they had acquired to serve as a post-assessment, students were able to actively analyze, engage, and improve upon their own assessment. Each of the students was able to see their progress and could make concrete changes to their original answers. Now that they could identify color schemes, they could then apply them to the watercolor painting in which they had to paint in one of the four color scheme.

Refer to the [Task 2 Rubric](#) for Textbox 2.2.1 and ask yourself:

In the candidate's analysis of the assessment data and student learning for the whole class, where is there evidence of the following?

- A comparison of the baseline data and the assessment data
- An analysis of the students' progress toward the learning goals
- An analysis of the efficiency of the data-collection process
- Specific examples of the efficiency of the data-collection process
- Analysis by students of their assessments in relation to their progress toward the learning goals

Why is the candidate's analysis complete?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Based on the baseline data and the data shown in graphic representation, only 3 out of 21 students did not fully understand primary and secondary colors on the color wheel. Compared to only 6 out of 21 students understanding the primary and secondary colors on the color wheel before instruction. Analyzing this data would tell me, as the instructor, that I was able effectively communicate the learning goals to the majority of the class but that I may need to adjust in order for all students to achieve.
- b. The data collection process was very efficient and specific for this assessment. I was able to see which students progressed, some from no correct answers to all correct answers. The data collection was simple, fair, and easy to record and chart in a spreadsheet document. Students were also able to see self-growth by returning both pre-test and completed assessment project.
- c. To engage students in analyzing their own progress toward learning goals we did a gallery walk. The students completed artworks were displayed in a mock art gallery in the classroom. We then looked at the works together as a class. Each student was given their own pre-test to compare with. As a class, we discussed what was learned and how the knowledge will carry over into future lessons.

Refer to the [Task 2 Rubric](#) for Textbox 2.2.1 and ask yourself:

In the candidate's analysis of the assessment data and student learning for the whole class, where is there evidence of the following?

- A comparison of the baseline data and the assessment data
- An analysis of the students' progress toward the learning goals
- An analysis of the efficiency of the data-collection process
- Specific examples of the efficiency of the data-collection process
- Analysis by students of their assessments in relation to their progress toward the learning goals

Why is the candidate's analysis limited?

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.