PPAT® Assessment

Library of Examples – Early Childhood

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

a. 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).

b. How efficient was the data-collection process that you selected? Cite examples to support your analysis.

c. 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

a. Looking at the first learning goal, "the student is able to add 2-digit plus 1-digit numbers accurately", I found that 1 out 21 students was able to exceed my learning goal, 13 out 21 (62%) students were able to meet my first learning goal, and 7 out of 21 (33%) were approaching first learning goal. When examining my second learning goal, "the student was able to represent the concept of regrouping through pictorial representation using base 10 blocks", no students exceeded the learning goal (not applicable), 4 out of 19 (21%) students met the goal, and 15 out of 19 (79%) students were approaching the goal. Looking at the rubric, the reason there are only 19 students for the second goal is because focus student 1 and another student with IEP modifications were not being tested on using a pictorial representation in this assessment.

b. The data collection process I used included an exit slip. I allowed the students 15 minutes to complete the exit slip and was able to gather most of them within that time period. There were two students that were not present when the assessment was given but they were able to get started independently when it was given to them later. I think that the

process I used was efficient, could be modified based on my students learning needs, and also directly addressed both of my learning goals. However, I would have liked to given my students more practice with actually drawing a pictorial representation of the problem using base 10 blocks. I felt like I jumped too quickly from having them use manipulatives to having them draw a picture, which many needed more practice with.

c. After the assessment was administered and scored, I met with students individually to discuss if they met both learning goals or not. I showed each student their graded assessment and discussed the two learning goals with them. I told them if they did or did not meet the goals. If students did not meet the goals I told them I would be pulling them in a small group throughout the week and encouraged them to practice on their own as well. For those who exceeded, which was only one, I encouraged him to also practice the pictorial representation so he can show me he understands the concept of regrouping.

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. Students performed much better on the post-assessment rather than the pre-assessment. Most of the students achieved the learning goal. The students who did not achieve the learning goal only need more practice rather than more instruction. The students will get the extra practice they need in the upcoming lessons throughout each day. I will implement sorting and matching in to each lesson when I can.

b. The data collection process was efficient because it was timely, reliable, and easy to enter data and understand the readings. I called the students up to my desk individually for the pre-assessment, which was a little harder to do due to time. Also, one student was absent on the day of the pre-assessment, but he made it up the next morning before the lesson. The representation pages I created are color coded so I could easily see the differences between the pre and post assessments. I organized the data in alphabetical order of the students' first names. This is the best way for this class because we organize everything in the classroom, from lockers to lining up, this way.

c. After the post-assessment, I called each student to my desk individually and explained their results to them. I told them whether they improved and if they still needed more practice. I kept the short conference positive and steered away from using negative words, like fail. I also explained that even though they did not do well on the pre-assessment, that it was alright because they have improved. I told them how proud I was of them. I also told them that this is how it works when new concepts are being taught.

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.