

PPAT® Assessment

Library of Examples – Elementary Education

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

- The learning goal for question 1 and question 2 is students solve addition problems with 3 digit numbers by using strategies that involve breaking numbers apart by place value or by adding one number in parts. For question 1 on the baseline data, 18/25 students met proficiency (MP), which is 72% of the class. For question 1 on the baseline data, 4/25 students scored progressing (NP), which is 16% of the class. For question 1 on the baseline data, 3/25 students scored beginning (BP), which is 12% of the class. For question 2 on the baseline data, 21/25 students met proficient (MP), which is 84% of the class. For question 2 on the baseline data, 1/25 students scored progressing (NP) and 3/25 students scored beginning, which is 12% of the class. This data tells me that most of the students have a strategy for solving the problem using place value and should meet the learning goal. This data tells me that some of students need to review their work before submitting because of simple computation errors and will be able to meet the learning goal after continued practice and fluency practice. This data shows me that 3 students are in beginning level, and therefore will need additional support and will need to work on aspects of fluency to reach the learning goal.

- b. This direct data collection was helpful to analyze the whole class data and easily pinpoint which students need support. The data was collected in a chart in Excel®, which totaled the number of students who MP, NP, and BP for each question and provided percentages. The data is organized in a clear and concise manner. For example, I saw that focus student 1 scored MPs for both questions, while focus student 2 scored BPs for both questions. This data collection method also allowed me to write notes down next to the scores, for example student 21 completed with support.
- c. I engaged students in analyzing their own assessments results by giving them class time and a structure to examine their own work in relation to the rubric. We worked on improving their work towards the learning goals. Students worked on identifying their mistakes with a partner. They considered why they made the mistakes and discussed ways to compute it differently next time. After the students analyzed their mistakes with a partner, they set some learning goals. I strategically paired partnerships. For example, I made heterogeneous partnerships. BP students worked with MP students to look at their work and NP students worked with MP students. The students set their own goals for learning by looking at their strengths and weaknesses on the assessment. Students are learning to self-monitor and are using each other as math coaches. It is proven that students learn better from students.

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. The pre-assessment data demonstrated that many of the students did not understand how to provide three key details from the text and use those details to identify the narrator's point of view. The post-lesson assessment demonstrates a large growth in the number of students proficient or advanced in the skill of providing three key details from the text and using those details to identify a narrator's point of view. The data collection process was very efficient. All of the students that were present for the pre-assessment were present for the lesson and the post-assessment.
- b. The data collection was fair and objective in determining the students' progress toward the learning goal of identifying the narrator's point of view in a folktale by identifying for details that show how the narrator thinks. Students will also use the actions and reactions of the narrator or characters to infer their point of view when it is not directly stated. I took the data and entered it into an online graphing tool. The pre-assessments and the post-assessments were returned to the students so they could have a comparison to view their growth toward their learning goal.

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.