

## PPAT® Assessment

### Library of Examples – Music

#### 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

- After viewing the pre and post test data seen here, I see that many students have made a huge amount of progress. (24 students added to the "Above Average" group, 13 students fewer in the "Below Average" group. The same holds true for grades, with 32 students receiving A's.) When graphing the results, I broke down the results into three categories: Above Average, Proficient, and Below Average. A student that was placed in the Above Average category, received an A on their written test. Any student that received a B or C, was placed in the Proficient category. A Student that was placed in the Below Average category, Just like the pre test, the categories or based on the knowledge they demonstrated. The grade they received demonstrates the knowledge they knew on the test. The graphs show that a majority of the class were able to accomplish the learning goals of the chapter. A majority of the class, went above average. They demonstrated that any student can go from not knowing about a concept to going above average on a concept. I also included the breakdown of grades, to show how close some student were to moving to the next category. For example, there were students that were on the edge of moving into the Above Average category. If the students would have gotten another

beat correct, or tried on the extra credit, that could push them into the next category. Overall, I feel most of the class progressed leaps and bounds towards the learning goals.

- b. I feel that the data-collection process I selected was efficient. I categorized the test by letter grade and then put those grades into categories. They were broken down just like the pre assessment categories. There were 3 different categories, Above Average (now 32 students), Proficient (now 4), Below Average (now 7). These categories were based on the pre test. I also categorized the grades on the post test into the same categories. By doing this, I was able to see the progress in the students just in a couple weeks. For example, students that were below average, I now see they are at the above average level. The students like these were able to progress leaps in just a matter of weeks.
- c. The students were more engaged in the playing part of the assessment. The students mostly have to play by themselves with the whole class listening. Often I congratulate the student, then ask the other students if they know why a student did so well. Some students said because of the tone. That was correct but, I was looking for more to do with the concept. Students started to realize the answer I was looking for. They said the student playing demonstrating syncopation. Another response, the student was emphasizing the off-beats. This response, especially, showed me that the students were understanding how to play syncopation. The students were including exact parts of the definition of syncopation. The musician playing could also hear it in their own playing. Some of the students developed a movement when they play syncopation, this helped them emphasize more. The students were beginning to understand the progress toward syncopation, they were becoming very proud. at first, they did not even know what the concept meant. Now, they are able to play the crazy word they could not pronounce.

**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 entire class has made excellent progress towards the learning goal. The baseline data displayed the students lack knowledge with the content. Then you can clearly see the progress the entire class made by looking at the post test scores. Every student in the class made some type of progress towards mastering the learning goal.
- b. The data collection process was extremely efficient because each question was worth one point and the students either received complete credit per question or no credit. No question will receive partial credit to maintain a fair and reliable assessment. In the final section of the assessment is possible for the students to get part of the rhythms correct however, if they miss even one part of it the entire question is marked wrong.

- c. I engaged the students in analyzing their own assessment results by returning their pretest and posttest once I recorded their scores. This allowed students to see what they improved on and they can self-evaluate their performance before and after the lessons have been taught. Students can also assess their achievement towards the learning goal.

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

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- 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.