

PPAT® Assessment

Library of Examples – Physical 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 graphic representation displays the results from both the pre-assessment and assessment; it shows the average for each section. 30 is the highest score possible for the entire test, with section one being a max of 9, section two is 4, section 3 is 12 points max, and section 4 is 5 points max which makes a total of 30 points. In the first section of the pre-assessment, the students averaged a score of 6. In the second section of the pre-assessment, the students averaged a score of 2. In the third section of the pre-assessment, the students averaged a score of 9, and the last section had an average of 2. The average score of each section increased after the students took the assessment for the second time; this is the result of the in-class activities that supported the assessment. The in-class sport demonstrations, explanations, drills, and games supported the learning goals; students can explain a rule in a sport, students can explain how to perform a fundamental movement/sport skill, students can name a position in a sport, and the students can explain a sport terminology. These in-class activities helped the students improve towards these learning goals. When the students took the assessment after the in-class activities, the students averaged an 8 for section one, a 3 for section two, an 11

for section three, and a 4 in section 4. For section one, the percent increase in the average score is between a $\frac{6}{9}$ and $\frac{8}{9}$ which is a 33% increase. For section two, the percent increase in the average score is between a $\frac{2}{4}$ and $\frac{3}{4}$ which is a 50% increase. For section three, the percent increase in the average score is between $\frac{9}{12}$ and $\frac{11}{12}$ which is a 22% increase. For section four, the percent increase in the average score is between $\frac{2}{5}$ and $\frac{4}{5}$ which is a 100%. These percentages show which part of floor hockey the students learned the most about, which was four two. Even though section four had a higher percentage increase, section three had the best total answers correct, but had the lowest percentage increase because of how well the students scored on the pre-assessment. The average scores show the students' prior knowledge and also shows if the average score for a sport section is a passing or failing grade. The average student had a $\frac{7}{9}$ in section one which is a 78%, section two was a $\frac{2.5}{4}$ which is 62.5%, section three was a $\frac{10}{12}$ which is an 83%, and section four was $\frac{4}{5}$ which is an 80%. The average of all sport sections is 74.5%, which is a passing average.

- b. The data-collection process that I selected was very efficient. The chart shows how much prior knowledge my students have of floor hockey. The chart allows me to compare the students' scores to one another to find out which section they know most about and which section they know least about. It also allows me to find out the percentage increase for each sport section which reflects how much the students learn. All I need to do is divide the total score of each section by the total number of questions in that respective section from both the pre-assessment and assessment and subtract them. The chart can also be used to calculate the average grade of all the sections combined to determine if your students have an average passing or failing grade.
- c. I engaged the students in analyzing their own assessment results to help them understand their progress towards their learning goals by giving them their pre-assessment and assessment back. I had them compare the pre-assessment with the assessment scores. I also had them calculate the percentage increasing by dividing the total score of a section by how many questions were in that section from both the pre-assessment and assessment and subtract them. This would allow the students to see how much they have learned since the pre-assessment.

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. According to the data show in my graphic representation and initial baseline data, my students improved in all 6 components of dribbling and made significant progress towards the learning goal.
- b. The data-collection process that I selected was efficient because it visibly showed areas of growth for my students from the initial assessment; by using graphs for both the pre and post assessment I was able to determine quickly whether or not my students had made progress towards the learning goals. By looking at the two graphs it is evident that the scores for the right hand were more remarkable than scores for the left hand. Data collection was made easy by simply adding up how many students scored in the A, M, or N range and applying it to the graph.
- c. After completing the Post assessment students were handed back their pre assessment and were able to compare scores from both and I reminded them that if their scores stayed the same, then they hadn't made progress toward the learning goal, but if they moved up a spot they had made significant progress. Students handed back the assessments for me to collect data and then later were given their assessments back for future reference on what they need to work on.

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.