

## PPAT® Assessment

### Library of Examples – Art

#### Task 2, Step 2, Textbox 2.2.2: Analysis of the Assessment Data and Student Learning for Each of the Two Focus Students

Below are two examples of written responses to Textbox 2.2.2 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 2.2.2

- What did you learn overall about the progress of each of the two Focus Students toward achieving the learning goal(s)? Cite evidence from each of the two Focus Students' completed assessment and any other related data to support your analysis.
- Based on the assessment data, both baseline and graphic, what impact did your modification(s) of the assessment have on the demonstration of learning from each of the two Focus Students? Cite examples to support your analysis.
- Describe how you engaged each of the two Focus Students in analyzing his or her own assessment results to help understand progress made toward the learning goal(s).

#### Example 1: Met/Exceeded Standards Level

- I learned from both focus student 1 and 2 their strengths and different learning needs through working with them individually and analyzing their pre and post assessments. I learned that focus student one had little experience with clay to begin with, and lacked understanding on questions 1, 5, and 7. From the post assessment I could see that focus student 1 understood questions 1 and 5 after the lesson. He still missed question 7 which asks about what can be used with water to stick clay together. This shows growth after the lesson because student 1 went from 57% understanding to 86% understanding. Focus student 2 received 100% on both the pre and post assessments. This tells me that she understood the content. Although I cannot see her growth it leads me to believe that she could benefit from enrichment in art.
- Based on the assessment data I can see that the modifications of the assessment have improved the knowledge of focus student 1. By going through the questions with the

students, using demonstration, individual assistance, and using the terms consistently with the students, focus student 1 grew by 29%. Focus student 2 stayed at 100%. From the modifications I can see the impact on focus student 1. I can also see that modifications could have been made on question 7, leading to a better understanding of the topic.

- c. I engaged focus student 1 in analyzing his assessment by conferencing with him about his grade. I talked with the whole group about the assessment, discussed the questions, and answered any questions about the assessment. As a class I demonstrated to them the techniques. Individually, I met with focus student 1 to show him the questions he missed and explained the correct answers. We looked at his assessment with his sketch and talked about how the techniques could apply to his finished product. This kept focus student 1 engaged because he was actually able to see the techniques in action, and relate them to his project. By discussing his grade, we were able to discuss areas for improvement and involve student 1 in his plan for growth. Since focus student 2 received 100% I conferenced with her individually about her grade. I talked with her about helping others, extra techniques that she could use, and how she could use multiple techniques in a project. We looked at her sketch and talked about ways that she could do more, such as creating a tea set that fit one unified theme. Through this, focus student 2 was engaged and excited about the planning of her project.

**Refer to the [Task 2 Rubric](#) for Textbox 2.2.2 and ask yourself:**

In the candidate's response, where is there evidence of the following?

- An analysis of the progress of Focus Student 1 and Focus Student 2
- An example of the progress of Focus Student 1 and Focus Student 2
- An analysis of the impact of the assessment modifications made for Focus Student 1 and Focus Student 2
- An example of the impact of the assessment modifications made for Focus Student 1 and Focus Student 2
- The engagement of Focus Student 1 in reviewing the assessment results for understanding of his or her particular progress
- The engagement of Focus Student 2 in reviewing the assessment results for understanding of his or her particular progress

Why is the candidate's analysis substantive?

**Example 2: Did Not Meet/Partially Met Standards Level**

- a. Focus Student 1 scored a 4 out of 7 on the individual quiz. Based on his quiz results he does not know the correct terms of the glass tools. He did correctly answer techniques to use when working with the tools. Although he scored low on his quiz, I have observed and questioned him in class when working and he can correctly identify tools and he also uses proper techniques when using the glass tools. Overall, based on the baseline data Focus Student 1 has shown progress toward the learning goals. Focus Student 2 scored a 6 out of 7 on the individual quiz.
- b. Based on his quiz results he can correctly identify tools and missed only one technique question. Overall, based on the baseline data Focus Student 2 has shown progress toward the learning goals. Based on the results of the baseline and growth data I believe the

modifications made to administering the assessment allowed both students to answer questions individually without distracting or being distracted by classmates. I personally graded each assessment. Once graded, I passed back the assessments to the students with their grade.

- c. As a whole group we reviewed the quiz and discussed commonly missed questions. By going over the test both focus students were able to see their test and which questions they missed. Also, reviewing the tools and techniques I was able to reinforce the correct terms and procedures that the focus students missed.

**Refer to the [Task 2 Rubric](#) for Textbox 2.2.2 and ask yourself:**

In the candidate's response, where is there evidence of the following?

- An analysis of the progress of Focus Student 1 and Focus Student 2
- An example of the progress of Focus Student 1 and Focus Student 2
- An analysis of the impact of the assessment modifications made for Focus Student 1 and Focus Student 2
- An example of the impact of the assessment modifications made for Focus Student 1 and Focus Student 2
- The engagement of Focus Student 1 in reviewing the assessment results for understanding of his or her particular progress
- The engagement of Focus Student 2 in reviewing the assessment results for understanding of his or her particular progress

Why is the candidate's analysis uneven?

**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.