

PPAT® Assessment

Library of Examples – Math

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

- Focus Student 1 had no strategies to solve word problems and got frustrated when working on the Do Now Pre-Assessment and shut down and was unable to answer any of the problems receiving a score of 0. After taking the assessment Focus Student 1 achieved a score of 35 out of 48 on the assessment. The modification to the assessment allowed them to only answer 6 problems and the score from that was doubled so it would be comparable to the other student's grades. Focus Student 1 met the learning goal by meeting 3 out of 4 of the steps. This data showed that Focus Student 1 made significant progress towards the learning goal by being able to perform the 4-step strategy that was taught. Focus Student 2 had very similar problems as Focus Student 1 when given the Do Now Pre-Assessment. They attempted the problems but had no strategy for solving word problems and got the problems wrong receiving a score of 0. After taking the assessment Focus Student 2 achieved a score of 44 out of 48 on the assessment showing mastery of the learning goal by meeting all 4 steps. This data showed that Focus Student 2 made

significant progress towards the learning goal by being able to perform the 4-step strategy that was taught.

- b. For Focus Student 1 being given the same test but being allowed to choose only 6 problems allowed there to be less pressure to complete the assessment. This allowed more time to comprehend the questions and what is being asked. With having a learning disability for both reading and math Focus Student 1 started off weak in the unit leading up to the assessment. Focus Student 1 went from a 0 on the pre-assessment to a 35 on the post-assessment which showed a level of growth and progress towards the learning goal for the unit. When comparing their score to the class average of a 38.72 Focus Student 1 was just under that by 3 points at a score of 35. So, they were very close to the class average and could show their ability to meet the learning goal because of the modifications. To meet a step, they only had to score 4 or higher for each step in the questions. For Focus Student 2 their modification of having all the numbers on the test in Arabic form allowed them to completely understand everything that was asked in each word problem. This allowed them to show how well they could apply the 4-Step strategy that was taught without becoming frustrated. Focus Student 2 started off weak in the unit leading up to the assessment because of their inability to comprehend numbers in written form. Once this was changed during the unit and on the assessment Focus Student 2 showed a vast improvement. Focus Student 2 went from a 0 on the pre-assessment to a 44 on the post-assessment which showed a significant level of growth and progress towards the learning goal for the unit. When comparing their score to the class average of a 38.72 Focus Student 2 scored 6 points more with a score of 44. So, they were above the class average and showed their ability to master the learning goal by scoring 9 or more points for each step in the questions.
- c. After the post-assessments were graded the students were given back both the pre- and post-assessments so they could see and reflect on how far they came from the beginning of the unit to the end of the unit. I went over all the answers on the assessment and asked if there are any questions about what any of the students got wrong. They were then given the opportunity to make test corrections on a separate form to get half the points back that they lost. They were required to identify what wrong answer they gave, what they did wrong, and show what they need to do to correctly answer the problem.

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 is a visual learner, I know this because when I look at his assessment scratch work I noticed that he wrote out each step just as I did when I was modeling the steps during the unit. I could look at his assessment and see exactly what he did. Focus Student 2 understands the process of the questions and how to do them, but is not a strong test taker because he is not very good at time management when taking the test. I strongly feel that he will do well if he continues to practice his time management. I could tell by looking at Student 1s assessment that the visuals I used during my instruction were beneficial for him as he completed his post assessment.
- b. By giving these students more challenging problems to complete, they answered most of the higher order thinking questions correctly.
- c. I provided positive feedback when I handed back the pre assessments and post assessment. Before I collected the pre assessments, I asked the students to compare their assessments to engage them in their learning. I also wanted to take them up because I wanted to see how the students were doing.

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.