

## PPAT® Assessment

### Library of Examples – Social Science

#### 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

- Overall, the progress of focus student 1 was significant – baseline of 6/10 to a 10/10 on the assessment. He has difficulty with reading comprehension and usually only understands the "gist" of what he is reading, as was the case in the baseline assessment where he provided evidence but not an explanation and provided no analysis of the author's purpose or a larger connection. However, in the assessment he completed each learning goal effectively with full explanations and meaningful connections. For example, his response to the author's purpose was a fully explained sentence about the author requesting clothes Mrs. Roosevelt no longer needed. He then used two relevant quotes regarding the matter to make up his statement. The progress of focus student 2 was not as significant – baseline of 5/10 to a 7/10 on the assessment. He received 2s instead of 1s of components 2 and 3 for the assessment making his statement of the purpose and larger connection more prominent than before, but he still lacked clarity and a full

explanation. For example, he fails to fully explain the connection between the evidence and larger theme.

- b. Given Focus Student 1's progress it would appear the use of the graphic organizer was greatly beneficial to him as it scaffolded the learning goals making them more attainable. For example, at the top of the assessment, he was asked direct questions that only required pulling the "gist" from the letter – something that is easily accomplished by him independently. Then as he continued through and the assessment became more difficult, he had evidence from the letter to reference because of how the graphic organizer was structured. His IEP also requires him to have extra time to complete assignments and to be seated close to the teacher. Because of these factors, he was also able to take the assignment home with him and work at his own pace to fully grasp the expectations and I was near his desk throughout the assessment to assist his progress when needed. Given Focus Student 2's progress it would appear that he could have benefited from more modification or reinforcement of the learning goals before the assessment. While he now knew a statement regarding the author's purpose and a connection to a larger theme were necessary he did little to explain his position and showed no improvement in the way of sourcing. For example, he stated the author's purpose as "helping kids with the conditions they were living" in the assessment; something completely absent in the baseline data. However he was still unable to connect this to a larger more meaningful theme.
- c. I engaged my focus students in analyzing their performance in the same way I did the rest of the class – The day following the lesson I showed students the baseline data to explain where they began and then I handed back the assessments. Students looked over their scores and see which learning goals they did and did not improve on. Students then discussed their responses with their partner to determine and explain where they extended their learning and where they still needed improvement. In completing this activity students effectively analyzed their responses to determine where they need reinforcement and which learning goals they have mastered.

**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. I learned that even though focus student 1 has learning difficulties, when he is put in a comfortable setting he is able to effectively demonstrate his knowledge and learning to the best of his abilities. On the assessment he answered three of the four questions without error. Focus student two continued to progress in her learning through her consistent involvement in class discussion.
- b. I need to continue to find ways to differentiate my lesson for focus student two so that she does not stagnate or grow bored. However, the assessment data proves that the differentiation for focus student one was effective. I will continue to assess him in a similar manner.
- c. I engaged focus student one in analyzing his assessment by giving him an encouraging note on his assessment that I handed back.

**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.