

PPAT® Assessment

Library of Examples – Art

Task 2, Step 3, Textbox 2.3.1: Reflecting on the Assessment for the Whole Class

Below are two examples of written responses to Textbox 2.3.1 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 2.3.1

- How will your data analysis inform or guide future instruction for the whole class?
- What modifications to the data-collection process would you make for future use? Provide a rationale.
- What modifications to the assessment would you make for future use? Provide a rationale.
- In what ways would an assessment that is different from the type used in this task allow students to further demonstrate their achievement of the learning goal(s)?

Example 1: Met/Exceeded Standards Level

- Collecting data after distributing a pre-assessment and post-assessment has encouraged me to collect more concrete data throughout my lessons and units. It is easy to assume what a student comprehends through looking at their artwork and discussion, but without a structured way to gather information from every student in the class, some students' lack of progress could go unnoticed. In the future, I begin lessons about specific art skills and techniques with a similar pre-assessment, and return the assessment back to them to correct after they have learned and practiced the skill. This will create an overall awareness to both the teacher and students about his or her progress.
- In the future, I might take data on the specific questions that students answered in addition to the separate parts of the assessment as a whole. While this would not have made noticeable difference in this specific assessment, it could illuminate if there was one specific part, like one of the four color schemes, that continued to perplex the students. Then, I could reteach one of the concepts to the class as needed. The specific data I received informed me that I did not have to reteach either of these concepts and could

instead focusing on the next steps in the project that included choosing one color scheme and using appropriate watercolor techniques in a final map painting. This would create a more complex system of data collection but would result attending a more narrow effort in students' specific deficiencies about a concept.

- c. In the future, I would have modified the assessment even further for English Language Learners and students with special needs by providing a word bank that listed the four different color schemes. That way, the students could make an attempt at matching the labels instead of completely leaving them blank on the pre-assessment.
- d. To accomplish the learning objective for the lesson, this assessment tested if the students could define the four color schemes. The second part of the objective is to provide their own examples of the four color schemes. A different way to assess this would be to have students provide examples which is a higher form of learning according to Bloom's Taxonomy and would help the students apply the information they learned. One informal formative assessment that could be used is the creation of a graphic organizer that asks students to paint one example of each of the color schemes. For example, in the box for "complementary", students could paint blue with orange, red with green, or yellow with violet. This would help the students to retain the information and apply it meaningfully while simultaneously practicing a separate skill of painting with watercolor.

Refer to the [Task 2 Rubric](#) for Textbox 2.3.1 and ask yourself:

In the candidate's reflection on the assessment for the whole class, where is there evidence of the following?

- How the data analysis will inform future whole-class instruction
- A rationale for how the data analysis will inform future whole-class instruction
- Necessary modifications to the data-collection process in the event that the assessment is administered again
- A rationale for the modifications to the data-collection process
- Consideration of a different assessment that will allow students to demonstrate their achievement of the same learning goals

Why is the candidate's reflection substantive?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Based on the analysis of my data, I have noticed that the students did not have much prior knowledge of symmetry. Knowing this for future instructions, I will inquire upon the student knowledge before giving instruction to ensure all of the students have the same base line of understanding.
- b. To modify the data-collection process, I would collect the data by question as well as by student. This way I would be able to see which questions the majority of students are struggling with understanding. This would provide better instruction for those students.
- c. To modify the assessment for future use, I would include more questions that are creating, rather than responding. I would include a question that asks the students to choose a radial design from an image, to assist the students in recognition as well. This would better prepare the students for the project, where they create their own designs, as well as better equip them to think more creatively.

- d. Another assessment that would further demonstrate the achievement of the student learning goals is to use a multiple choice online assessment. In this type of assessment, the students would choose the image that shows radial symmetry, as well as be able to draw a symmetrical design and get immediate feedback. This would provide an opportunity for student growth as well as demonstrate their progress toward the learning goals with numerical data.

Refer to the [Task 2 Rubric](#) for Textbox 2.3.1 and ask yourself:

In the candidate's reflection on the assessment for the whole class, where is there evidence of the following?

- How the data analysis will inform future whole-class instruction
- A rationale for how the data analysis will inform future whole-class instruction
- Necessary modifications to the data-collection process in the event that the assessment is administered again
- A rationale for the modifications to the data-collection process
- Consideration of a different assessment that will allow students to demonstrate their achievement of the same learning goals

Why is the candidate's reflection minimal?

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.