

## PPAT® Assessment

### Library of Examples – Elementary Education

#### 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

- The data analysis will inform and guide future instruction for the whole class by showing me that the lesson plan was on target for this class and meeting their learning needs. Every student showed growth from the pre assessment to the post assessment. The students did very well with every question, except question 5, which was a three digit by two digit multiplication problem. Only 8 out of 22 students answered this question correctly. This informs me that in the future I need to spend more time teaching and practicing three digit by two digit multiplication problems with the students. I will model this type of problem using each strategy. The students will have more practice problems for three digit by two digit multiplication problems that we will complete as a class, then in small groups, then with a partner or individually.
- The modifications I would make to the data collection process for future use would be to use another source of data such as another pre assessment, standardized test, or the students MI scores in addition to the data I already collected. This would allow me to

compare all of the data and have a greater understanding of the areas that the students know well and the areas the students need to learn.

- c. The modifications I would make to the assessment for future use would be to add another word problem. I would add a second word problem to give students another chance to show their knowledge and understanding. The second word problem would be different from the other word problem because I would make it a three digit by two digit word problem. This will also give the students another chance to show their knowledge of three digit by two digit multiplication problems. I would also make the boxes bigger for the missing number problems. This would help students who write bigger and would make it easier when lining up the numbers to add.
- d. An assessment different from the type used would allow students to further demonstrate their achievement towards the learning goal by adding a question for each strategy taught. Although there were already questions informing students to use the partial product method and the standard algorithm method, there were no questions telling the students to use the area model method. Even though questions 2, 3B, 4, and 5, students could use any strategy taught, there were some students who never chose to use the area model. I would add a question telling the students to use the area model method. Then, for the rest of the problems, the students would be allowed to use whichever strategy they like best. This will allow me to see that the students understand every strategy that was taught and could meet or make progress towards the learning goal of fluently solving multi-digit multiplication problems using different strategies. I would also add a challenge question where the students would have to use two different strategies to solve the same problem. This question would relate to the Mathematical Practice Standard 6: attend to precision, students can check to see if their strategy and calculations are correct.

**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. This data will help me guide further instruction by not only helping my focus students focus on the exam but also to help all students know what things will work the best for them. This data will also show me what things the students even after the posttest what standards still need to be addressed while moving on to the next unit. Then it will also need me to be aware of what unit 2 is and how I can plug unit 1 aspects into the upcoming unit.

- b. I am not sure that I would change anything about the data collection process. I like that all the scores are available on the data director website and I can have accesses to them whenever I need them. I would change the way that the paper bubble sheets. I am not sure that I like that students are filling out the bubble sheet as well as the internet copy of the test. I would either like to get rid of the bubble sheet or move to or other so the students were not doing more work then they needed to be doing.
- c. I think an assessment that allowed students to talk through each question with the teacher would be better. I think that it would allow students the ability to work through problems that they are not sure on but I also think that when students have the ability to talk through things they can show a deeper understanding. By having the ability to talk through things the student may not be able to answer the question at hand but they could show that they understand the overall theme of the question.

**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.