PPAT® Assessment

Library of Examples – Math

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

a. How will your data analysis inform or guide future instruction for the whole class?

b. What modifications to the data-collection process would you make for future use? Provide a rationale.

c. What modifications to the assessment would you make for future use? Provide a rationale.

d. 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

a. My data analysis showed me that 40% of my students are still uncomfortable with fractions, and lack a complete understanding of them. The lesson I used to teach them these concepts was heavy in discovery-learning, and relied on students' ability to collaborate with their partners in order to build their understanding. Although discovery learning and collaboration worked really well for the majority of my students, these 40% clearly need additional supports in order for them to truly achieve mastery. I will use this data to guide future instruction by planning lessons that provide these students with additional supports. For example, if I plan to do more discovery learning in the future I can pull these struggling students into a small group and give them more guidance during the discovery learning. In addition, I can give them more opportunities to use their notes while they practice so they can have something to reference that will help them learn the concept without feeling completely lost. I also feel that my data showed me that these 11 students need a little more practice than their peers in order to master a topic; knowing

this, I will plan additional practice into future lessons for these students and extension work for their peers.

b. I would not make any modifications to my data-collection process. My process was successful, and allowed me to analyze my students' individual performances in order to determine the progress of each and every students. My process also allowed me to identify areas of weakness and determine what percentages of my class needed additional practice in those areas. I am able to track, organize, interpret, and adapt to my data with ease, which is why I believe my process is highly effective for myself, and allows me to be highly effective for my students.

c. If I were to use this assessment in the future I would only make one slight modification. Although I verbally warned students that they would lose points if they failed to fully simplify every answer, more than half my class still forgot to. There were at least 6 students who would have gotten 100% on their assessments if they would have simplified their answers. In the future, I would type "Simplify your answer" above each and every question. In previous grade levels, students weren't asked to simplify their fractions. 6th grade is the first time students experience this rule, so even though they know how to do it, many forgot. I would provide this small reminder so that students don't lose points over something silly.

d. A different type of assessment that could be used for these topics to allow students to demonstrate achievement of the learning goals is an error-analysis assessment. Providing students a fully completed test with incorrect answers and asking them to find the mistake would be an alternate method of assessment. If students are able to pick apart someone else's mistakes, it would show a true understanding of the learning goal. This form of assessment is arguably more difficult, as it doesn't leave students much room to guess; they would have to have a solid grasp of the material in order to figure out what was done wrong.

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. The data from the assessment shows that my class, as a whole, is still struggling with many concepts. The overall average for this class is 77% with 5 students with D's and F's.

b. I would not change the data-collection process because all students completed the quizzes and assessments.

c. I also would not change the assessments because I think it fair to the students. I would however create different lessons so students would be able to practice more. I find that my students do not retain information, procedures and concepts without a lot of reinforcement. For example, I can go over a problem during class, assign homework and two days later, the class will be completely stumped at a very similar question. It is a shock to me that they cannot remember the concept and procedure of mean after a few days.

d. A different assessment that could be used is incorporating technology and allowing the students to take the test via computer. The online version of the test might be able to illustrate concepts and questions differently to stimulate the students.

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.