# *PPAT*® **Assessment**

## Library of Examples – Special 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

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. Data taken from this assessment will be used to determine students' strengths and weaknesses in repeated addition. Since most students did not show a strategy for how to complete the problem, I will teach multiple ways to do so, including arrays, grouping pictures, and skip counting. Teaching multiple strategies can appeal to the multiple types of learners in the classroom. This will increase the chances that they learn a strategy they can use frequently. The data taken also allows me to appropriately group students for small group instruction. Students who performed higher on the pre-assessment will work in the higher group that will utilize larger numbers, more problems, and independent practice. Students who did not perform as well will be working with smaller numbers and less problems, with more direct instruction.

b. In the future, I would not make any modifications to the data collection process. I was able to analyze, and evaluate all data by utilizing the spreadsheet gradebook I created for the pre and post-assessment. This gradebook allowed me to keep my data organized, and easily viewable to determine progress between pre and post assessment.

c. In the future, I believe giving the students access to many manipulatives such as, a number line, base ten cubes, counters, tens frames, or blocks. My reasoning is kinesthetic learners could work through the problems easier, and students with poor fine motor skills would have also benefited from this modification. In the pre-assessment, I believe I should have given the students a section on the assessment where images/pictures were given, similar to the post-assessment matching and creating groups section. My rationale for these modifications include, overall better understanding of questions/task. I would have also liked to use fewer choices in the multiple choice questions for the pre-assessment. The justification is that I believe too many options overwhelmed the students. I believe the students benefited from the use of symbol supports, such as those on the post-assessment. My rationale is that symbol supports gave them a visual representation of the instructions on the assessment. I would like to incorporate this into the pre-assessment.

d. I believe some students may have benefitted from completing an electronic assessment for repeated addition, using a game-based learning application. My rationale is, that students with poor fine motor skills would not be required to write/circle answers, instead they could just tap to select. Students also could be given the proper accommodations in reading. For example, the application could read questions and answers to them versus waiting for a staff member to become available for assistance. If an electronic pre-assessment was taken multiple question types could be used and data could be recorded electronically throughout. The students all enjoy the use of technology, which would make the assessment more desirable and fun. I also would enjoy seeing how a task based assessment would go with these students. For example, I would show them a repeated addition problem and have them create groups with manipulatives while I mark data. The justification for this would be that students could show how they problem solve, and I could determine deficits.

**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 as a whole shows my students do have some good study strategies. All of the students, except one showed growth from their pre-assessment to their post-assessment. I found out that as a group the five students that played the interactive games were the students that improved, and the one student that did not play the games was the student that did not improve. Amongst the students that played the games we were able to find

out that the more the students played the games the better that they did on the post assessment.

b. I believe that I had a very efficient method for collecting data. I was able to get the data that I needed, as well as provide feedback to the students in a timely fashion. The students were allowed to keep both of their assessments so they have as much time as they want to reflect on their own.

c. For the assessment I would allow the students to fill out the map on their own with the quiz. The requirements would be that they put 25 of the terms on the blank map for the quiz. I would make this change to the quiz because we still were testing for 25 of the 50 terms, but it would not have to be as specific.

d. A different type of assessment could include the students needing to write what type of industry was used around the city. This would further demonstrate the students' achievement of the learning goals, because it would be tied directly to the standards. The type of assessment that is currently being used is being indirectly tied to the standards later on in the unit.

**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.