

PPAT® Assessment

Library of Examples – Science

Task 2, Step 3, Textbox 2.3.2: Reflecting on the Assessment for Each of the Two Focus Students

Below are two examples of written responses to Textbox 2.3.2 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 2.3.2

- Choose one successful aspect of the assessment for either Focus Student. Provide a rationale for your choice.
- How will your data analysis inform or guide future instruction for each of the two Focus Students?
- What modifications would you make to the assessment for future use for each of the two Focus Students? Provide a rationale.

Example 1: Met/Exceeded Standards Level

- One successful aspect of the assessment for Focus Student 2 was that their assessment was shortened due to their ADHD. Since their assessment was shortened, this allowed the student to stay focused and fully show their progress toward the learning goal. I chose this aspect because Focus Student 2 showed typical growth toward the learning goal and I feel like they were able to accomplish this because of the modification made to the assessment. If their assessment was not shortened, there is a chance that Focus Student 2 may not have performed as well as they did.
- The analysis of the data of the focus students showed me that Focus Student 2 is pretty much on track for the rest of the class. Therefore, as long as I keep making the modifications I am already making, Focus Student 2 will continue to progress in a favorable way toward the learning goals. For Focus Student 1, however, did not show typical growth, so I need to modify what I teach and when I teach it to ensure that Focus Student 1 is in the class for as much of the "important" stuff as they can. I will also be sure to question Focus Student 1 on whether or not they get the notes or assignments

they miss, if any, from another student. Focus Student 1 has the drive to learn and I want to encourage that but sometimes they get a little less confident in themselves because of how much class they miss.

- c. The modifications I will make in the future for Focus Student 1 would be to chunk the test up, like I already do, but allow them to be given the test section by section instead of all at once; that way Focus Student 1 is not overwhelmed by the length of the test. If their anxiety about the length of the test still becomes an issue, I would speak with the Special Education Coordinator and see what we can do about having shortened tests added to their 504 plan. I would do this because they performed fairly well with having the test chunked but I feel that they would perform even better if the test were given to them section by section. I feel that if I can have a modification that would take Focus Student 1's test anxiety out of the question, I would see a more accurate representation of student learning growth and progress toward the learning goal. For Focus Student 2, the only modification I would make would be to keep shortening the assessments by one page. Focus Student 2 showed typical growth when compared to the class so this tells me that the modification already in place is working out. I would not add any more modifications because Focus Student 2 does not need any more to be able to show positive student leaning growth and/or progress toward the learning goals. The rationale behind this is that Focus Student 2 did not struggle at all with completing the assessment or staying focused during the assessment and still showed typical growth so no further modifications are required.

Refer to the [Task 2 Rubric](#) for Textbox 2.3.2 and ask yourself:

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

- A successful aspect of the assessment for one of the focus students and a rationale for the success
- Modifications to be made for future use in the choice of student activities and groupings and/or materials, resources, and technology for each Focus Student.
- How data analysis will inform or guide the next steps for teaching each of the focus students

Why is the candidate's reflection analytic?

Example 2: Did Not Meet/Partially Met Standards Level

- a. One successful aspect of the assessment was that after the review session and doing one on one teaching for the students, the two focus students were able tin modify their answers and increase their scores.
- b. From analyzing the data, I concluded that the two focus students would benefit from specialized instructions and be given modified worksheets.
- c. I would modify the assessment by providing a definition box of the vocabulary words to make it easier for the students to understand what the question is asking. I would also provide alternative wording of the questions so that students that have a hard time understanding the wording have multiple ways of reading the question.

Refer to the [Task 2 Rubric](#) for Textbox 2.3.2 and ask yourself:

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

- A successful aspect of the assessment for one of the focus students and a rationale for the success
- Modifications to be made for future use in the choice of student activities and groupings and/or materials, resources, and technology for each Focus Student.
- How data analysis will inform or guide the next steps for teaching each of the focus students

Why is the candidate's reflection incomplete?

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.

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