

## PPAT® Assessment

### Library of Examples – Social 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

- Focus Student 1 was able to seamlessly incorporate economic concepts to the life of his character. He was able to explain the under-consumption of farm goods from the perspective of the farmer, giving his character personality and attitude through the journal entry ("I fear that I will soon be jobless and people will no longer remember the name "Arthur Hyde"). In this way, he was not only able to show understanding of what happened to farmers and their businesses during this time, but also predict what could happen to this character in addition to personalizing the summary to also capture the emotional impact this had on the farmer. Not only does this show comprehension of the interaction between social and economic impacts, but the extension of this comprehension to developing empathy and emotional understanding of those who had endured the Great Depression.
- Both Focus Student 1 and 2 did well on this assignment. Focus Student 1 was able to incorporate good detail to develop a well-written summary that both showed that he understood the material and could apply it to his character's life. However, he did not fully

explain two causes of the Great Depression (only really addressing under-consumption) or what happened to his character in relation to the bank closures. Furthermore, Student 2 did a good job summarizing what happened to his character before and after the bank closures, but included barely any detail related to the lesson and the causes of the Great Depression. This analysis informs me that I need to make instructions for these students more specific in the future. Additionally, these students could benefit from a whole-class review of the lesson material in order to better guide them in completing their summaries in the future. Since both students had problems incorporating details about the causes of the Great Depression, I will include more elaborate explanations and reviews of this material in future instruction.

- c. For both Focus students, I will provide more clear and detailed instructions. I will also give each student an example of exemplary student work to show them how they could incorporate details and address all the prompts successfully. For Focus Student 1, I will link the rubric on the assignment submission on our learning management system. This way, as he prefers materials clearly presented and organized on his tablet computer, he will be able to see and check off his assessment before submitting it. Additionally, I would put all the lesson materials (like the role card, which he needed for the assessment) on the assessment itself, so that he could clearly have these pieces of information in front of him as he is filling out his summary. For Focus Student 2, I will create more specific prompts for the more creative, less writing-intensive options. For example, under every picture box, I will have two numbered lines, indicating that he needs to provide two sentences of captions for every picture. Additionally, I make the instruction about including specific detail from class material bolder, and right above the section for his response, rather than simply a bullet-point at the top of the page which he simply glanced over. This could serve as a reminder to one of the most important aspects of the prompt. These modifications could ensure that students are completely clear on what they are doing and have access to all the necessary information.

**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. As stated before focus student two showed great response to this assessment by showing me her test struggling. By seeing her struggling during the test taking time and then after by observing her grade I was able to figure out that she needs her questions reworded for her to better understand what it is asking from her. I chose this students because of how well she reacted to the change in learning after taking the formative and then taking the summative assessment. She reacted very positively and appreciated the extra help. This

also made me aware to keep any eye on her when reading in the book, reading directions, or working on a task.

- b. This data has opened my eyes to how much formative assessments are very important in a classroom. I would have missed the needs of these students if I would not have given these assessments. I see how I can adapt my instruction to better fit the needs of a student by looking at what concepts the students are struggling with. The data analysis is an important feature to teaching because it is the proof of what the students are understanding and not understanding.
- c. I really have no large modifications I would make to the assessment except possibly adding more data assessments to show frequent data daily. If I have more data, I can't observe before the assessment then I can possibly catch a struggling student before the formative.

**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.