

PPAT® Assessment

Library of Examples – Business, Industrial, and/or Technical Education

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

- a. What learning activities and student groupings will you use during the assessment? Provide a rationale for your choices.
- b. What materials, resources, and technology will you use to administer the assessment? Provide a rationale for your choices.

Example 1: Met/Exceeded Standards Level

- a. One successful aspect of the assessment for focus student 1 was that he increased his overall grade by 34%, which is a lot, considering he struggles academically and has attention issues when it comes to book-type work. After teaching the unit, the student improved his grade from a 30% on the pre-assessment to a 64% on the post-assessment. The student made the effective correlations between the pre- and post-assessment and managed to look back on what areas he needed to improve and applied that on his post-test. One area that focus student 1 did not do good one in the pre-test was shop safety. He scored only 1/3 but improved it to 4/5 on the post test. To accommodate the learning requirements for focus student 1, I read the information out loud, stopping at times, and re-explaining what we read in the section. In addition, when working in the shop, I pointed out safety issues to the student. By actually seeing them in the shop and me explaining them to him, helped him a lot to remember them during the post test. This method of orally explaining the safety concepts and issues proved to be successful for focus student 1 on the post-assessment.

- b. After analyzing the data results, I determined that both focus students will benefit from more oral instruction. In class, I will need to do better and do a short lesson review individually with each student to check their understanding of the lesson content. In addition, I will use the online video tutorials to re-emphasize what we studied in class. For focus student 1, I can add subtitles, letting him read along for better comprehension, while also assigning shorter and not as many videos. For focus student 2, I can have him watch the videos with subtitles too (and in rare occasions in Spanish), which will help him remember terms and concepts that are not in everyday English. I can also verbally read the questions of the assignment out loud to both students, not just the student on an IEP. This will help that they stay focused and not guess on questions they feel not sure about. Based on the data analysis of the assessment, I will enhance oral learning in my classroom by orally reviewing information with the students throughout the unit and prior to the assessment.
- c. The modifications I would make to the assessment for the future would be assessing each focus student by including a question where they can include their opinion or point of view. By allowing focus student 1 and 2 to give their point of view, they connect more to the topic. By being invested and realizing its importance they might improve more on the multiple-choice section. This opinion question would come prior to the multiple-choice part, which will kind of "warm them up" to the questions that follow. Since these questions belong to the constructed response part, I also need to do a better job of phrasing them and provide more details. Since both focus students struggled with that section of the assessment, it is clearly necessary to improve verbiage and details. In addition, if the focus students would struggle with the response part, I can let them answer orally, which will show their knowledge of the safety concepts. In addition, focus student 2 could type his answer in Spanish and then use a translation app. This may not be grammatically correct but still conveys if the student understands the safety issues taught in class.

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

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response clear?

Example 2: Did Not Meet/Partially Met Standards Level

- a. One successful aspect of the assessment for focus student 1 was that it clearly showed me that this student accomplished the learning objectives. Since his score improved to a 100% it is safe to assume that he understood what was taught.

- b. The data analyses for each of the two focus students showed me that it is important to allow accommodations to students that need them. Providing simple things like a quiet environment or extra time could be just what a student needs in order to be successful.
- c. One modification I might make to the assessment for focus student 1 would be to allow him to take breaks during the assessment if he needs it. If he is having a hard time staying focused it might be helpful to allow him to take a short break and walk to get a drink of water or something similar. This might help him to become more focused once he sits back down. Focus student 2 showed similar improvement as the rest of the class, so I would not make any modifications to the assessment that is already in place. Focus student 2 did not struggle with completing the assessment and he did not require much extra time to complete it.

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

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response limited?

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.