

PPAT® Assessment

Library of Examples – Agriculture

Task 2, Step 2, Textbox 2.2.2: Analysis of the Assessment Data and Student Learning for Each of the Two Focus Students

Below are two examples of written responses to Textbox 2.2.2 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 2.2.2

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

Example 1: Met/Exceeded Standards Level

- Overall, I learned that when I really put a magnify glass over students and find what works for them, I can help them to not only meet the learning goals, but also exceed them. With these two Focus Students, I took the time to identify their needs and made it a point to ensure their needs were met so they could be successful. With FS1, I learned that when this student is given an aid, like notecards, to help remember the important pieces of their presentation, they can give a very good presentation and demonstrate thorough knowledge. For example, FS1's earnings in each category increased, particularly organization and their knowledge/ ability to answer questions. I could tell FS1 had twice as much confidence with the notecard aid in the post-assessment than what they did without an aid in the pre-assessment. With FS2, I learned the importance of creating a purpose for the assignment and checking in with students (not just FS2) regularly for understanding and completion. Just by looking at FS2's outline, I know the learning goals were met and that the student found purpose and meaning for the assignment. FS2 did a great job of finding information and completing the assignment in its entirety and gave a great presentation. Seeing that both students improved their scores by 32% and scoring

very close to what the average was demonstrates the two students achieved the learning goals.

- b. My modifications for both Focus Students had a very positive impact on their demonstration of learning. When FS1 was provided notecards to help with memory, FS1 was better able to remember the information they researched, thus better able to answer questions after their presentation. They went from receiving 1 out of 3 points on the pre-assessment to receiving all 5 of the points on the post-assessment. I credit the notecard aids to FS1's improvement in the areas of poise, mannerisms and gestures, voice, and eye contact. Just by having the notecards as a safety net, FS1 felt more confident in the presentation and demonstrated what they had learned in the post-assessment. Giving FS2 a little more attention as far as finding a purpose for the assignment and chunking the assignment into even smaller components made a positive impact for them to complete the assessment successfully. Looking at the comparison from the pre to post assessment, it is easy to see FS2's overall performance and in each category improved significantly, and I account the success to a more individualized plan and attention for FS2.
- c. The two Focus Students were part of the larger group for when I initially went through the rubric and scores after each of the assessments, moreover, I held a meeting with each of them individually to talk to them about their results once again. It was basically the same conversation as the one we had during class; however, I was able to talk to them about their score specifically and point out specific areas in how they performed in comparison to the class. I feel this conversation was very beneficially for both students, especially FS2, because it built up some confidence and encouragement to carry with them for the rest of the semester. These students may be used to getting pulled aside to talk about their poor performance, so being able to take them aside to congratulate them on their success means a lot to them. I look forward to continuing these one-on-one conversations in the future.

Refer to the [Task 2 Rubric](#) for Textbox 2.2.2 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. Overall, the two focus students showed progress from this assessment. Focus student 1 made a 70% on quiz 1 and a 75% on quiz 2. This student showed growth by making an 82% on the test. Focus student 2 showed progress from the previous quizzes as well. This student previously made a 19% on quiz 1 and a 49% on quiz 2. On the assessment the student made much growth, earning a 75%.

- b. Based on the assessment data, the modifications made for both students made a positive difference for the two focus students for this test. Allowing for focus student 1 to have three answer choices rather than four allowed for the student to have less to look at per question which helped the student to focus more heavily on the question at hand. Having this ability was helpful to the student and allowed him to be more successful.
- c. Each of the focus students analyzed their results by discussing the test questions with the class while looking at their graded test. Being able to understand the questions they missed were from error, lack of knowledge or lack of understanding. Understanding why a question was missed is key to continued progression.

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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
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- The rationale for the grouping of students
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- 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.