

PPAT® Assessment

Library of Examples – Spanish

Task 2, Step 2, Textbox 2.2.1: Analysis of the Assessment Data and Student Learning for the Whole Class

Below are two examples of written responses to Textbox 2.2.1 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 2.2.1

- Based on your baseline data and the data shown in your graphic representation, analyze the assessment data to determine your students' progress toward the learning goal(s).
- How efficient was the data-collection process that you selected? Cite examples to support your analysis.
- Describe how you engaged students in analyzing their own assessment results to help them understand their progress toward the learning goal(s).

Example 1: Met/Exceeded Standards Level

a. The assessment consists of 6 multiple choice questions and 3 short answer questions where they need to write at least two paragraphs to each question. The first part is about: Costa rica se identifica por?; Cual es el pais que tiene zonas costeras en el oceano pacifico y caribe?; La bandera del Peru tiene los colores?; El ceviche es un plato tipico de?; La capital de Colombia es?; La capital del Peru es? These questions have only one correct answer where they need to choose the best one related to the question. The second part is about: Encuentra similitudes o diferencias entre los paises que vimos en clase y relacionalo con tu pais; ¿Hubo algun pais qye te gusto? Por que?; Escribe acerca de un pais que viste en clase, Que te sorprendio? ¿Donde te gustaria viajar? ¿Te gusto alguna comida? ¿Alguna celebracion que quisieras hacer? The three questions are free answers and needs at least two paragraphs. The learning goals for this assessment are aligned three sets of standards which are "Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied" (Standard 2.1), Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied" (Standard 2.2), and "Students acquire information and recognize the distinctive viewpoints that are only available through the foreign

language and its cultures" (Standard 3.2). The learning goals read: Students will be able to identify, describe, classify, determine and compare different cultures. I designed this assessment as a multiple choice and short answers because it requires students to identify different countries, classify different answers and compare the target country with their perspective. Additionally, because the standards that I choose are skill grading levels of novice, intermediate and advanced. This helped me to create a pre assessment where students have a baseline for the student growth related to the learning goals and explained that the purpose of the pre-assessment is to see and determine the level of their knowledge in Hispanic culture.

b. To establish a baseline for student growth, the pre-assessment lets me to know where each student knowledge is in relation to each individual learning goal and give me a view to compare with the summative assessment and determine mastery of each students and the class overall. For the pre-assessment, I resolved that for Objective One, 10 students met the objective, 8 students did not meet the objective; for the Objective Two, 7 students met the objective, 11 students did not meet the objective; for the Objective Three 14 students met the objective, 4 students did not meet the objective. This data will help me to keep track of students that take more time to learn and give them more resources to be the same as other students. For example, I can give all the students a binder where they can have all the materials so they can take home and practice and some extra homework for those who need more help or want to practice.

c. The rubric aligns with the learning goals directly, students will "to identify different countries, classify different answers and compare the target country with their perspective" and "recognize different Hispanic countries around the world." The rubric use terms Objective 1, Objective 2 and Objective 3 where it can be identified as a Novice, Intermediate and Advanced to denote whether they are meeting or did not meeting the objectives. That way, I can score each student with the standard goal in the school which is divided by number where 1 is lower and 4 is higher. My students are familiar with the scores 1 to 4 and I explained to them that assessment is divided by objectives and terms. To communicate this rubric to the students, I create a document for them explaining the rubric and the expectations of the assessment and each one will receive a copy and they will have access electronically in Schoology.

d. I will collect evidence of student learning in paper and electronically by scoring each response separately as either they met or they not met the objectives which will help me to compare with the pre-assessment. I will do a excel chart comparing the data on the basis of each individual learning objective. I will collect data using the rubric that I gave to the students and assessed as met or did not met under each learning objective. I will use the two charts of the pre-assessment and post-assessment to classify students based in the school standard goal as a 1,2,3 or 4 and certified if the student met the objective or did not met. This allows me to analyze the numbers of the students who met the objective versus those who did not met the objective. I am using this data collection because it easy to process and analyze each objective in the pre-assessment and post-assessment. I felt that doing this collection help me to see students struggles and how to improve for the next lesson.

Refer to the [Task 2 Rubric](#) for Textbox 2.2.1 and ask yourself:

In the candidate's analysis of the assessment data and student learning for the whole class, where is there evidence of the following?

- A comparison of the baseline data and the assessment data
- An analysis of the students' progress toward the learning goals

- An analysis of the efficiency of the data-collection process
- Specific examples of the efficiency of the data-collection process
- Analysis by students of their assessments in relation to their progress toward the learning goals
- Why is the candidate's analysis complete?

Example 2: Did Not Meet/Partially Met Standards Level

The baseline provided by the pre-assessment demonstrated that this class felt confident with most of the vocabulary words. Thus, instead of focusing on acquisition of words we shifted the focus to extending the depth and ability to use words effectively. The definitions then demonstrated the depth that students had in each word and shed light to some misconceptions that we were able to clarify through the lessons. Additionally, students had a chance to practice using these words through multiple class discussions. We then adapted the post-assessment to reflect effective use of words. The data collected was efficient and quick. Looking at the stars per word was quick and easy, the definitions were right besides so it was a smooth process collecting them. If you look at the assessment provided, simply by looking at one sheet you can easily gauge where each student is individually and how much support they will need. You can also look at the definitions they provided and check for any misconceptions with the same document. Additionally, it's easy to count how many students indicated they knew a specific word. Students could see what words they hadn't initially recognized and attempt to create an initial definition by connecting the word to an image and the images to the comments their classmates were saying. This helped students create a web of connections as they acquired the word.

Refer to the [Task 2 Rubric](#) for Textbox 2.2.1 and ask yourself:

In the candidate's analysis of the assessment data and student learning for the whole class, where is there evidence of the following?

- A comparison of the baseline data and the assessment data
- An analysis of the students' progress toward the learning goals
- An analysis of the efficiency of the data-collection process
- Specific examples of the efficiency of the data-collection process
- Analysis by students of their assessments in relation to their progress toward the learning goals
- Why is the candidate's analysis 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.