

PPAT® Assessment

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

Task 2, Step 3, Textbox 2.3.1: Reflecting on the Assessment for the Whole Class

Below are two examples of written responses to Textbox 2.3.1 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 2.3.1

- How will your data analysis inform or guide future instruction for the whole class?
- What modifications to the data-collection process would you make for future use? Provide a rationale.
- What modifications to the assessment would you make for future use? Provide a rationale.
- In what ways would an assessment that is different from the type used in this task allow students to further demonstrate their achievement of the learning goal(s)?

Example 1: Met/Exceeded Standards Level

a. From the data I gathered, it seemed to me that students learned the most on the first few days of instruction and from the things that were the most interesting to them. So they struggled with learning about magnetism - something they were less excited to learn about and that was taught on the last day - but they did well with questions on the engineering design process and on maglevs, both of which were taught earlier in the unit and that they had more interest in through its relation to the project and to the real world. Because of this, in the future I will probably shift my instruction around, and provide more hands-on instruction with magnetism. For example, giving a worksheet on magnets and allowing them to find the answers themselves on basic questions such as if the same poles attract or repel. If the students go through this process themselves, and therefore create a relationship with this more difficult subject early on and on their own, they will likely perform even better on a test on the subject.

b. In the future, I will use Canvas, or whatever website the class is run through, rather than Qualtrics to collect my data. While Qualtrics provides all the data I need, it is easier to consolidate it all in one place with their rubric attached and see their final scores laid out in a better format. It would also allow me to connect easily to their grading website. What I wouldn't change is providing the assessment online. By doing this, students were able to take the test easily even if they missed a day of class. By providing the pre-test online, it allowed for a more relaxed environment where I could learn more about the student's inherent knowledge instead of also testing their ability to work in a stressful testing environment.

c. For future use, I would create a longer and more in-depth pre and post test. While this one was successful for testing their knowledge of maglevs and seeing some improvement there, it wasn't focused on the engineering design process, which is what I was concerned that they learn about. Creating a longer assessment would show me specific improvements I need to make after each time I teach these lessons. I would also add their scores on the posttest to the rubric, making it a graded assessment that would encourage them to pay more attention to what they are learning and if they can recall the information in the future. It is important that they can recall this information because the engineering design process is used throughout the rest of the engineering course. I would also use more short-answer questions vs. multiple choice questions to prevent the problem of students guessing and getting the correct answers when they don't really know the information.

d. A different assessment that could allow my students to demonstrate their achievement of the learning goal would be a performance assessment where students could try the activity on their own, without any instruction, and then try again after receiving instruction. In this case of a lesson based around maglevs, students could create a basic maglev, with no instruction on what a maglev even is, and see how fast it goes down the track. After getting instruction on the engineering design process, maglevs, and magnetism, they could try again and we could see the difference. This would be a more engaging assessment, but it might make them not see the reason for the engineering design process. A performance assessment like this one would cover the learning goal, but would also provide a real-world scenario where the engineering design process is useful.

Refer to the [Task 2 Rubric](#) for Textbox 2.3.1 and ask yourself:

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

- How the data analysis will inform future whole-class instruction
- A rationale for how the data analysis will inform future whole-class instruction
- Necessary modifications to the data-collection process in the event that the assessment is administered again
- A rationale for the modifications to the data-collection process
- Consideration of a different assessment that will allow students to demonstrate their achievement of the same learning goals
- Why is the candidate's reflection clear?

Example 2: Did Not Meet/Partially Met Standards Level

- a. The data from the assessment allowed me to see how a variety of instructional strategies benefits my students. Also, students were more engaged in their learning because they believed they were helping me by getting a high score on the assessment. I discovered that sharing the baseline results with them gave them a starting point and allowed them to set a goal for their learning.
- b. In the future, I would like to combine quantitative and qualitative data to be able to gather a larger picture of the students learning. I plan to move my grading process to standards- based learning and assessments and I believe that combining these two types of data will help me to grow in this area.
- c. As I stated previously, I would most likely add a short answer question to assess their ability to explain concepts in their own words. This would also allow me to gain knowledge of their literacy and writing skills. This data would give me the opportunity to include literacy skills into my lessons more often.
- d. I indicated in my previous answer that I would like to be able to use this data to include more cross subject, math, and literacy skills. This type of cross curricular lesson planning would make a more well-rounded learning experience.

Refer to the [Task 2 Rubric](#) for Textbox 2.3.1 and ask yourself:

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

- How the data analysis will inform future whole-class instruction
- A rationale for how the data analysis will inform future whole-class instruction
- Necessary modifications to the data-collection process in the event that the assessment is administered again
- A rationale for the modifications to the data-collection process
- Consideration of a different assessment that will allow students to demonstrate their achievement of the same learning goals
- Why is the candidate's reflection minimal?

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.