PPAT® Assessment

Library of Examples – Family and Consumer Science

Task 2, Step 1, Textbox 2.1.1: Selecting a Single Assessment

Below are two examples of written responses to Textbox 2.1.1 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 2.1.1

a. Provide an in-depth description of the assessment. Provide a rationale for choosing or designing the assessment based on its alignment with the standards and learning goal(s) that meet the students' needs.

b. What data did you use to establish a baseline for student growth related to this lesson's learning goal(s)?

c. Describe the rubric or scoring guide you have selected or designed. How does it align to your learning goal(s)? How will you communicate its use to your students?

d. What evidence of student learning do you plan to collect from the assessment? How will you collect the data? Provide a rationale for your data-collection process.

Example 1: Met/Exceeded Standards Level

a. The assessment was created and used in my Introduction to Foods Course. This assessment tested students' knowledge on safety, sanitation, and food borne illnesses. The assessment consisted of short answers and multiple choice. The two representative pages of the assessment showcase questions about the proper cooking temperatures, food borne illnesses and their sources, the danger zone, sanitation, and cross contamination. Since this is an Introduction to Foods course, students will have the option to take an Advanced Foods course during the next trimester. Because of this option, I chose a unit and assessment that will benefit students for both courses. Safety and sanitation is one of the biggest takeaways in a foods class. Students should always know about safety and sanitation. When evaluating what high schoolers typically do for a job, they usually work in the food industry. Choosing a unit and assessment that would be applicable to them in their everyday life was important to me. I believe that teaching students about safety and sanitation serves a dual purpose. It helps them outside of high school and it also prepares them for another course offering that they may wish to take in the future.

When looking at competency 8.2 of the Family and Consumer Sciences National Standard, it says "Demonstrate food safety and sanitation procedure." This standard incorporates food borne illnesses, outbreaks, reporting, sanitation, and much more. Teaching students about safety and sanitation creates this umbrella for knowledge, because this competency encompasses beneficial information. Two main learning targets that students needed to know by the end of the unit was knowing the difference between clean and sanitize and being able to prevent cross contamination. With this we dove into looking at food borne illnesses that can be a result of cross contamination.

b. During this unit, I collected baseline data that I gathered from giving students a pre-test. This pre-test assessed student's current knowledge on the danger zone, cross contamination, the difference between cleaning and sanitizing, and the temperature of properly cooked foods. These topics were the key part of the learning targets that I wanted students to be able to know by the end of the unit. The learning targets focused on cleaning, sanitizing, and cross contamination. With these learning targets, I branched off into important subjects that were relatable to students. After the pre-test was given, I evaluated the data. I evaluated the baseline data for the whole class and two focus students. My two focus students had different learning needs. One of the focus students is an English Language Learner and the other focus student is on an IEP for behavior. These two students and the whole class are included in the data that I graphed for the baseline.

c. dSince this assessment consisted mainly of short answer, I created a key for this test to use as the rubric scoring guide. I felt that this was the best way to score students on this assessment. It also guided my instruction, so I was making sure I hit all the important information. I printed off the assessment that I gave to students and I filled in the answers and this served as a key. When I was creating the key, I made sure to put all information on it that we discussed in class. There were a few different questions on the assessment that the answers could vary. There were also questions on the assessment that only had one correct answer. I used this key to guide my instruction, so I made sure students were learning everything that was going to be on the assessment. This scoring guide aligned with my learning goals that I had for the student. The learning targets focused on cleaning, sanitizing, and cross contamination. When I made this test and the key, the questions and answered fulfilled what students were expected to know by the end of the unit. When using the final assessment and key as a method of guiding instruction, I was able to hit these key learning targets. Before students took the assessment, I communicated with them that I would be using a key to grade their assessments. I explained to them that some questions had more than one right answer and some questions had only one right answer. I expressed the importance of students taking their time when reading and answering the questions. After the assessment was graded, I handed them back to students and allowed them to look over the questions that they missed. I also allowed students to ask questions about their assessment grade. I felt that this was a beneficial way to allow students to see how I used the scoring guide to score their assessment.

d. During this portion of the Introduction to Foods class, I delivered a pre-test to assess current student knowledge and at the end I delivered a post-test to evaluate students' level of knowledge after the unit was over. For the baseline data and assessment, I was testing to see student's current knowledge level. I wanted to evaluate what students currently know about cleaning, sanitizing, time and temperature, and cross contamination. I chose to evaluate this information in a pre-test, because I wanted to see how in depth, I needed to cover the information that I had planned to teach. The baseline assessment was to help me gather data on current student knowledge. For the post-assessment, I also chose to give students a test in

class. This assessment covered the information learned in class in more depth. I had students expand on their knowledge and critical thinking. On the post-test I wanted to encourage a higher order of thinking, so I included short answer questions that required students to reflect on what we have been discussing in class. For the post-test, my goal was to collect data in regard to how students have increased their knowledge level on this topic. I also wanted to collect this data to reflect on my own teaching skills. By collecting this data, I wanted to measure how effective my instruction was during class time. When evaluating students' scores on the post-test, I was looking to see how well students understood the content that I was teaching and how effectively I taught it. When collecting data, from the pre-test I analyzed the students' scores on the tests. I looked at how many questions students got wrong on the pre-test. I also analyzed what questions students got wrong. If there was a high volume of students missing the same question, then I knew that I needed to spend more time on that specific area. When analyzing the data from the pre-test, I also looked at the breakdown of questions that students got wrong. I was looking to see if there was a commonality among missed questions. If so, then this would be a reflection on my teaching. For example, if the majority of students missed the same question, then I may not have covered this information in enough depth. My main focus was on what questions students got wrong. I felt that this was beneficial in the data collection process. Again, this helped me reflect on my personal teaching. It helped me decide if I covered the topic in enough depth. This also helped me evaluate students learning level. For example, are they at the level that they need to be at? I think evaluating assessments in this way is beneficial for evaluating teaching and student learning.

Refer to the Task 2 Rubric for Textbox 2.1.1 and ask yourself:

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

- The standards, learning goals, and student needs
- The baseline date used
- The rubric or scoring guide and its alignment to the standards and learning goals
- Communication of the rubric to the students
- How the student learning will be collected
- The rationale for the data collection process
- Why is the candidate's response detailed and tightly connected?

Example 2: Did Not Meet/Partially Met Standards Level

a. The assessments that I have designed for this lesson plan is aligned to the NASAFCS standard 15.4, analyze physical and emotional factors related to beginning the parenting process, and standard 15.4.1, analyze biological processes related to prenatal development, birth, and health of child and mother. The assessments are both summative assessments. The baseline is a short 9 question quiz over the basic information that will be covered at the beginning of the lesson. I used these questions specifically to understand what knowledge my students came into the classroom with, and also because it goes hand in hand with the learning goals. The lesson was made for one class period and that is the reason for a short baseline and assessment. The assessment is a quiz that asks the same 9 questions as the baseline. The standards for this lesson put an emphasis on students understanding the biological processes that relate to the development of a child. The objectives of this lesson were that students will describe the stages of prenatal development and that students will outline what occurs during the stages of fetal

development. The purpose of the chosen questions was to make sure that the students understand the different stages of development and can outline what happens during each stage.

b. I used the baseline data to gain a better understanding of where my students were at, and that is why I used the same questions on the assessment to see what information they gained or information that they retained. As you can see in my baseline data, there were no students that did not improve on their assessment. I took questions that directly correlated with my learning goal of students understanding the stages of prenatal development and students being able to outline what happens in each stage. As seen on my selected assessment, the first question asks what happens during the germinal period of development. These questions will help me have a better understanding if the students understand the learning goals.

c. I used an answer key as the scoring guide. The answer key allowed me to obtain quantifiable data to compare the baseline with the final assessment. The answer key gives me an automatic answer to what concepts the students understand and what concepts they do not. Student have expressed to me their experience with test anxiety, so I took that into consideration when planning for instruction and choosing an assessment. I wanted a summative assessment, but one that was not overwhelming towards the students. Students will already have reviewed this material multiple times throughout the lesson, so that way they will feel better prepared.

d. I plan on collecting the assessments and comparing the scores from the baseline to the assessment. With the assessment containing the same 9 questions as the baseline, it will be fairly easy to measure the growth of student learning. I chose to create an excel sheet showing the number of correct from the baseline to the number correct on the assessment for each student. This showed me immediately the change in results.

Refer to the Task 2 Rubric for Textbox 2.1.1 and ask yourself:

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

- The standards, learning goals, and student needs
- The baseline date used
- The rubric or scoring guide and its alignment to the standards and learning goals
- Communication of the rubric to the students
- How the student learning will be collected
- The rationale for the data collection process
- Why is the candidate's response partial?

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.

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