PPAT® Assessment

Library of Examples – Family and Consumer Science
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

a. How will your data analysis inform or guide future instruction for the whole class?

b. What modifications to the data-collection process would you make for future use? Provide a rationale.

c. What modifications to the assessment would you make for future use? Provide a rationale.

d. 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. As a whole class, there was quite a bit of growth. Out of all four learning objectives, there were six instances where students stated that they could "Never" perform the task, and 21 stated that they could "absolutely" perform at least one of the learning objectives on the Pre-Self-Assessment. By the Post-Self-Assessment, 0 students said they could "never" perform any of the learning objectives, and there were 46 times that students felt they could "absolutely" perform one of the learning objectives. What this tells me is that although my Focus Students may not have shown extreme growth in their abilities, a large majority of my students have. In the future, I am going to continue collecting data like this, and then using that I will continue modifying lessons for the students who are not showing growth. Overall though, my learning activities and instructional strategies seem to be encouraging this growth in a large majority of my students, which is a great place to start.

b. Since I was working with only about twenty students, it was fairly easy to have them complete their Self-Reflection on paper and then to analyze it and transfer it to a digital

chart/graph. The largest modification I would make would be to begin the process of collecting this data from the beginning of the school year. Because my mentor teacher was teaching this class at the beginning of the school year, this was the first interaction students had with having posted learning objectives for a lab and then having to critique their own performance on those labs, so it was not something they were necessarily comfortable with. If they were introduced to this idea at the beginning of the school year and were expected to do this for every lab, the process would've gone much more smoothly, and I believe my results would've been more accurate due to their exposure to my expectations.

c. To be completely honest, I struggled with the creation of this assessment. Knowing that I wanted to find a way to gather data on a lab as an assessment, I had a difficult time figuring out how to do this in a way which would not change the whole grading system my mentor teacher already had in place. I determined that the best way to do this was to have the students score themselves on their ability to perform the learning objectives, but I knew going into this that sometimes self-reflections are not the most accurate way to gauge a student's performance. It is well-known that some students will over-score themselves, while others will under-score themselves. In order to help limit the amount of over-scoring that took place, I included a question that the student must be able to accurately answer in order to give themselves the highest score possible. While this seemed to be an effective way to prevent over-scoring, I quickly found that it was not preventing under-scoring. Students who were fully capable of performing the learning objective (i.e. dicing foods), maybe didn't know the actual definition of dicing, which was the question they were required to answer in order to score themselves the highest possible. On top of that, the learning objective was focused on their ability to perform the task of dicing, not their ability to know the definition of dicing. Because of this, I believe that students who were fully capable of "absolutely" performing the learning objective were giving themselves a lower self-reflection score than necessary. Students were given a rubric to help them more accurately determine where they should score themselves, but I still feel as though many students did not utilize this to help them. In the future, I would integrate a way that quantitative data can be collected from student's lab performances that did not rely on self-reflections. If self-reflections were the only viable option, though, I would take the time to walk students through the rubric and explain my expectations for their honesty and responsibility in their answers. I would also remove the question that is required for them to answer in order to score themselves as high as possible, and would instead ask them to actually demonstrate that skill for me in the lab, or write a detailed description of how the skill can be done. Although this may be more time consuming for me as the teacher, and may require more reading in the data collection process, I think it would benefit the students as it allows me to create a more accurate representation of their growth.

d. Another way that students could demonstrate their knowledge on the learning objectives through this lab would be a "Vlog"-type assessment. Baseline data would be collected through a classroom discussion where students are asked things like, "What is the difference between a Chef's Knife and a Paring Knife?" and student answers would be recorded. The assessment portion of this would require students to video themselves performing and describing the tasks outlines in the learning objectives, which would allow them to display how well they have grown into the learning objectives.

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 I collected will help me determine if I will need to reteach any of the learning goals or if the class is able to move on to the next set of learning goals. Also, with the assessment I used, the data can also help show me if the assessment truly measured their knowledge or if I need to differentiate how the students are assessed.

b. I don't think I would make any modifications to the data-collection process. The data-collection process was easy to do for me and it clearly showed me what learning goals I needed to focus on more than other learning goals.

c. I really liked the assessment I made for this topic. There was a variety of question formats so students were able to stay engaged with the assessment provided and could demonstrate their knowledge through different formats.

d. If I chose to use a different type of assessment to mearsure their understanding of the learning goals, the students could have possibly used their strengths to demonstrate their knowledge. Not all students are successful test takers, so being able to give students variations of an assessment could really benefit them and showcase their skills and knowledge.

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.