

PPAT® Assessment

Score Report Feedback

Task 2: Assessment and Data Collection to Measure and Inform Student Learning

Score Level 4

Step 1: Planning the Assessment

2.1.1. Your response at score level 4 on this step provides strong, in-depth evidence of the selection of a significant assessment that is tightly aligned with the standards, learning goal(s), and students' needs. There is a highly effective rationale for your choice of assessment. You provide highly significant data used to establish a baseline for measuring student growth related to the lesson goal(s). Your rubric/scoring guide is meaningful and tightly aligned with the learning goal(s), and there is strong evidence of an insightful plan to communicate its use to students. There is comprehensive evidence of a plan to evaluate the extent of student learning, a method to collect data, and a highly developed rationale for the choice of method.

2.1.2 The response provides extensive evidence of the choice of impactful learning activities and student groupings, and you provide substantive, in-depth reasons for your choices. There is strong, in-depth evidence that you chose impactful materials, resources, and technology to use in administering the assessment, your choices are tightly connected to the learning goals, and you offer a thoroughly developed rationale for each of your choices.

2.1.3. Your response provides an in-depth discussion of your selection of the two Focus Students and their differing learning needs. Your choice of data to establish a baseline for growth for the two Focus Students is substantive. A strong connection is made between the data and the specific learning needs of the Focus Students. There is evidence of a thoroughly developed rationale that provides analytic and insightful connections between each student's learning needs and the modifications you made for each student's assessment.

Step 2: Administering the Assessment and Analyzing the Data

2.2.1. Your response at score level 4 on this step provides strong evidence of an extensive analysis of assessment data taken from the graphic representation you created; the analysis demonstrates a thorough understanding of what the data represent about student learning. There is also extensive evidence of your ability to analyze student progress toward the learning goal(s). Your description of the efficiency of the data-collection process was rich with details and contained insightfully supported examples as to why some aspects of the data-collection process may or may not have worked. You provide highly effective evidence of engaging with all students to help them analyze their assessment results and understand their progress toward the learning goal(s).

2.2.2. You provide substantive evidence from each Focus Student's work sample and from your assessment data (both the baseline data and the data represented graphically) to thoroughly support your analysis of each student's progress toward achieving the learning goal(s). There is extensive analysis of the assessment data and thoroughly supported evidence of how the modifications impacted each of the Focus Students' learning outcomes. Your engagement with the Focus Students provided comprehensive evidence that it helped them understand the shared data, analyze their assessment results, and track goal(s).

Step 3: Reflecting

2.3.1. Your response at score level 4 on this step provides an insightful explanation and in-depth evidence for how you used data analysis to inform the next steps of your whole-class instruction. The connection between the data analysis and your instructional choices is tight and explained in extensive detail. You insightfully discuss the choice of significant modifications to be made to the data-collection process for future use. Your highly detailed description of what was successful and what was not strongly supports and is tightly connected to your rationale for the modifications. You also identify an impactful alternate assessment that is tightly connected to the learning needs of your class and that could be used to allow students to better demonstrate their knowledge and achieve the learning goals.

2.3.2 You provide significant evidence about one meaningful aspect of the modification of the assessment for either of the Focus Students that you consider successful; you also provide an extensively developed rationale for your choice. Your analysis of the data is substantive and is used to identify significant, tightly connected modifications you could make to the assessment for future use with each of the two Focus Students. There is an insightful explanation of your analysis of the data and a thoroughly supported, tightly connected rationale for how your analysis will guide impactful modifications to your instruction for each of the Focus Students.

Score Level 3

There are three kinds of writing required in this task: descriptive, analytic, and reflective. A response assigned a score of 3 indicates that you clearly address the guiding prompts by providing evidence of appropriate rationales and explanations to support your choices and decisions. As you read through your submitted response, compare what you have written to the requirements of the guiding prompts and consider whether it might have benefitted from providing more analytic and reflective writing. When a guiding prompt requests a rationale or an explanation, think about the evidence you could submit to support your choices and decisions.

When selecting your Focus Students, be sure to carefully consider their individual learning needs. The activity descriptions and guiding prompts use terminology like "different learning needs" to emphasize the importance of this selection. By choosing students with varied learning challenges, you can demonstrate your ability to apply appropriate strategies tailored to each student's specific needs. If you select students with similar learning needs, you minimize your opportunity to demonstrate your command of a variety of teaching skills. As you review your response, ensure that the learning needs of your Focus Students are sufficiently distinct and supported by the evidence you provide. Also consider the comments that follow.

Step 1: Planning the Assessment

2.1.1. Your response at score level 3 on this step provides evidence of the selection of an appropriate assessment that is ; you also provide an effective rationale to support your selection of the assessment. There is evidence of appropriate data used to establish a baseline for measuring student growth that is connected to the lesson's goal(s). You provide an effective rubric/scoring guide that is aligned with the learning goal(s), as well as an appropriate plan to communicate its use to students. Your choice of a data-collection plan to evaluate the extent of student learning is effective, and you develop an appropriate rationale for the choice of a data-collection method.

2.1.2. Your response provides evidence that you chose appropriate learning activities and student groupings, and it supports the reasons you chose them with an effective rationale. There is evidence that you chose materials, resources, and technology logically, and that you develop a rationale for each of those choices that connects them to the assessment.

2.1.3. You accurately identify and describe two appropriate Focus Students with different learning needs for whom you will modify the assessment, and you provide an effective rationale for your choices. Your choice of data to establish a baseline for growth for the two Focus Students is informed and supported with a detailed rationale. The evidence clearly shows that you develop a rationale that logically connects each student's learning needs to the modifications you made to their assessments.

Step 2: Administering the Assessment and Analyzing the Data

2.2.1. Your response at score level 3 on this step provides evidence that your analysis of the assessment data taken from the graphic representation is informed and that it focuses on the extent of student learning. Your analysis also provides evidence of a clear connection between student progress and the learning goals. There is evidence that your analysis of the efficiency of the data-collection process is informed and logical and that you examine examples as to why some aspects worked and some did not. You provide evidence that you effectively shared the data with the whole class to help the students analyze their assessment results and to understand their progress toward the learning goal(s).

2.2.2. You provide evidence from each Focus Student's work sample and from your assessment data (both the baseline data and the data represented graphically) to accurately support your analysis of each student's progress toward achieving the learning goal(s). There is evidence that your analysis of the assessment data (both the baseline data and the data represented graphically) results in an informed reflection on the effect the modification had on the learning demonstrated by each of the Focus Students. You provide evidence that you engaged effectively with the Focus Students, developing appropriate support that shows that you shared the data with them and helped them to analyze their assessment results and understand their progress toward the learning goal(s).

Step 3: Reflecting

2.3.1. Your response at score level 3 on this step clearly explains how your data analysis appropriately informed appropriate modifications to be made to your instruction for the whole class. You also demonstrate a clear connection between the data and your modifications, providing a rationale with detailed support. There is evidence of modifications to be made to the data-collection process and the assessment, each supported with an appropriate rationale. Your effective description of what was successful and what was not supports your modifications. You also provide evidence that you have identified an appropriate and logical alternate assessment that could be used to allow students to further demonstrate their knowledge of the learning goal(s), and you support your choice in detail.

2.3.2. You provide clear evidence about one aspect of the modification of the assessment for either of the Focus Students that you consider successful, offering an appropriate rationale. As part of your reflection informing the next steps of your instruction for each of the two Focus Students, you provide evidence of an effective analysis of the data that connects the performance of the Focus Students to your plans for the next steps in your instruction for each of them. You propose logical modifications that could be made to the assessment for future use for each Focus Student, and you support your choices with an appropriate rationale.

Score Level 2

There are three kinds of writing required in this task: descriptive, analytic, and reflective. Often, a response assigned a score of 2 places a large emphasis on descriptive writing. As you read through your submitted response, compare what you have written to the requirements of the guiding prompts and consider whether it might have benefitted from providing more analytic and reflective writing. When a guiding prompt requests a rationale or an explanation, think about the evidence you could submit to support your choices and decisions.

When selecting your Focus Students, be sure to carefully consider their individual learning needs. The activity descriptions and guiding prompts use terminology like "different learning needs" to emphasize the importance of this selection. By choosing students with varied learning challenges, you can demonstrate your ability to apply appropriate strategies tailored to each student's specific needs. If you select students with similar learning needs, you minimize your opportunity to demonstrate your command of a variety of teaching skills. As you review your response, ensure that the learning needs of your Focus Students are sufficiently distinct and supported by the evidence you provide. Also consider the comments that follow.

Step 1: Planning the Assessment

2.1.1. Your response at score level 2 on this step provides some evidence that supports your choice of an assessment, but the assessment may be loosely connected to standards, learning goal(s), and student needs. The assessment may be too simplistic and/or the connections to the standards, learning goal(s), and students' needs may need to be more detailed. There is discussion of the data used to establish a baseline for measuring student growth related to the learning goal(s), but the data may be sketchy and/or the evidence showing the connections between the data and the lesson goal(s) may be confusing. There is also evidence of a rubric/scoring guide, but its alignment to the learning goal(s) and its communication to the students may be inconsistent. You provide some evidence of a plan for data collection; however, the rationale for your method may need to be more detailed, and the description of the data-collection process may need to be clearer.

2.1.2. The learning activities and student groupings may not directly fit the assessment, and/or your rationale for your choices may be vague or uneven. The materials, resources, and technology may be loosely connected to the administration of the assessment and/or your rationale may need more detail.

2.1.3. There is some evidence identifying the learning needs of each Focus Student, but the difference between the needs of each Focus Student may need to be explained more clearly. Furthermore, your rationale for choosing the Focus Students may be limited or partial. The data used to establish a baseline to measure the growth of the two Focus Students provides vague details and/or the choice of data may be confusing. There is evidence that shows how knowledge of each of the Focus Students informed the modification of the assessment, but a more detailed rationale may be needed for why the modification was necessary. The connection between the modification and the students' needs may be confusing, and the modifications and/or your rationale for selecting them may be vague.

Step 2: Administering the Assessment and Analyzing the Data

2.2.1. Your response at score level 2 on this step provides evidence of a graphic representation that may not provide a detailed look at the data. The analysis of the data to determine students' progress toward the learning goal(s) may not adequately reflect the graphic representation. Overall, there is some evidence of an analysis of student progress toward the learning goal(s), but it may be partial and more use of data to support your conclusions may be needed. The analysis of the efficiency of the data-collection process selected may be vague or may not have been sufficiently detailed, or the examples used to make the analysis may be loosely connected to the learning goal(s). You provide evidence of the sharing of data with the whole class, but the examples may need to more clearly show the extent to which the students were able to analyze their own assessment results and understand their progress toward the learning goal(s).

2.2.2. You provide evidence of what you learned about the two Focus Students' progress toward the learning goal(s), but it is partial or limited. You use evidence from the assessment data (both the baseline data and the data represented graphically) to analyze the progress of the Focus Students; however, more detail from the data might be needed to make the analysis stronger. You provide evidence of the impact of your modifications on the learning of each of the Focus Students, but the connections to the details of the assessment data may be partially explained or may be confusing. There is evidence that data was shared with each of the Focus Students, but more details may be needed to clarify the students' analysis of their assessment results and their understanding of their own progress.

Step 3: Reflecting

2.3.1. Your response at score level 2 on this step provides limited evidence of an analysis of the data as part of your reflection to inform or guide the next steps of your whole-class instruction. The connection between the data and your modifications may be global in nature and/or may need more specific detail for support. There may be partial evidence of modifications to be made to the data-collection process for future use. More detail about what was successful and what was not may be needed to support your modifications. There may be some evidence regarding modifications to the assessment for future use; however, the rationale may need more detail connecting the assessment with the reasons for the modifications. There may be some evidence of the identification of an assessment that is different from the type used earlier in the response, but the details of the effectiveness of the alternate assessment may be confusing or cursory.

2.3.2. There is some evidence that you reflect on a successful aspect of the assessment for at least one of the Focus Students, but your rationale linking the extent of student learning to the assessment's success may be vague or loosely connected. Your analysis of the data as part of your reflection to inform or guide the next steps of your instruction for each of the two Focus Students may need more detail. You present a general connection between the Focus Students and the next steps in your instruction, but greater detail about each of the students may be needed. There is some evidence of a modification you could make to the assessment for future use with each Focus Student, but the rationale may be limited or incomplete.

Score Level 1

There are three kinds of writing required in this task: descriptive, analytic, and reflective. Often, a response assigned a score of 1 provides little or no analysis and/or reflection. As you read through your submitted response, compare what you have written to the requirements of the guiding prompts and consider how much analytic and reflective writing is present. When a guiding prompt requests a rationale or an explanation, think about the evidence you could submit to support your choices and/or decisions.

When selecting your Focus Students, be sure to carefully consider their individual learning needs. The activity descriptions and guiding prompts use terminology like "different learning needs" to emphasize the importance of this selection. By choosing students with varied learning challenges, you can demonstrate your ability to apply appropriate strategies tailored to each student's specific needs. If you select students with similar learning needs, you minimize your opportunity to demonstrate your command of a variety of teaching skills. As you review your response, ensure that the learning needs of your Focus Students are sufficiently distinct and supported by the evidence you provide. Also consider the comments that follow.

Step 1: Planning the Assessment

2.1.1. Your response at score level 1 on this step may provide little or no detail to support a choice of an assessment or show how it aligns to standards, learning goal(s), or students' needs, or the assessment may be disconnected from the learning goal(s). There may be some evidence that data was used to establish a baseline for measuring student growth, but the alignment to the learning goal(s) may be unclear, irrelevant, or illogical. The rubric may be disconnected from the learning goal(s) or there may be little or no description of the alignment of your rubric/scoring guide to the learning goal(s), and there may be little or no evidence that you communicated the rubric/scoring guide's use to the students. There may be evidence of a plan for data collection, but there is minimal detail about how you will collect this data, and a rationale for your choices may be illogical or missing.

2.1.2. The learning activities and student groupings may be tangential or irrelevant to the learning goal(s), or a rationale demonstrating a connection may be inappropriate or missing. If evidence demonstrating the materials, resources, and technology used to administer the assessment is provided, it may not be connected to the learning goal(s), or a rationale explaining the connection may be inappropriate or missing.

2.1.3. There may be evidence supporting your identification of the learning needs of only one Focus Student, or the two Focus Students you chose may have very similar learning needs. The use of data to establish a baseline for the growth of the two Focus Students may be inappropriate, misinformed, missing, or may provide little connection to the students and their learning needs. Evidence that shows how knowledge of each Focus Student informed the modification of the assessment may be inappropriate or missing or does not address both students.

Step 2: Administering the Assessment and Analyzing the Data

2.2.1. Your response at score level 1 on this step may provide little or no evidence of an analysis of the baseline data and of the graphic representation to determine students' progress toward the learning goal(s). The analysis of the efficiency of the data-collection process selected may be missing or inappropriate, or examples may be absent or ineffective. There may be evidence that some of the data was shared with the whole class, but there may be minimal evidence showing the extent to which the students were able to analyze their own assessment results to understand their progress toward the learning goals.

2.2.2. There may be evidence of what was learned about the progress each of the two Focus Students made toward the learning goals, but the evidence may be minimal and/or has little connection to the details from the assessment data (either the baseline data or the graphic representation of the data). You may have considered only one of the Focus Students in your analysis of learning progress. There may be evidence that your modifications had an impact on each of the Focus Students's learning, but your analysis of the connection between the assessment data and their learning progress may be ineffective. There may be evidence that scores were distributed to the Focus Students, but the evidence that the Focus Students analyzed their results or understood their progress may be missing or inappropriate.

Step 3: Reflecting

2.3.1. Your response at score level 1 on this step may provide minimal evidence of a discussion of the data to inform or guide the next steps of instruction for the whole class, and/or your reflection may be ineffective or missing details that would support the evaluation. There may be minimal evidence of modifications to be made to the data-collection process for future use, or the rationale for such a modification may be missing or ineffective. You may present little or no evidence regarding appropriate modifications to the assessment for future use, and/or your rationale for your choices may be missing or ineffective. There may be some discussion of another assessment that could be used with students, but the assessment is illogical or does not differ from the type already discussed in the response.

2.3.2. There is minimal evidence that you identified a successful aspect of the assessment for one of the Focus Students, and/or the rationale for your choice may be misinformed or missing. There may be minimal evidence that you identified modifications you could make to the assessment for future use with each Focus Student and/or your modifications may be disconnected from their learning needs. There may be trivial evidence concerning the next steps of instruction you chose for each of the two Focus Students. You may have used data only minimally to inform the conclusions that you reached and/or your rationale for your choices may be missing or inappropriate.

Score Level 0

Step 1: Planning the Assessment

If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. Listed below are the reasons why the Step might have received a Zero. As you read through your submitted response, review your artifacts and think about what kind of evidence you need to submit to support the choices and/or decisions you described in your written commentary. Also, return to the Submission System to confirm that what you attached was legible and did not contain hyperlinks. A Zero is assigned to Step 1 for at least one of the following reasons.

- No written response is in any of the Task 2—Step 1 text boxes.
- The written response does not address any of the guiding prompts for Task 2—Step 1.
- The artifact attachments contain only hyperlinks.
- None of the following required artifacts are acceptable or attached to any of the Task 2—Step 1 text boxes.
 - Representative pages of the selected assessment
 - Representative pages of the baseline data for the whole class
 - Representative page of the rubric or scoring guide
 - Representative page of the baseline data for at least one Focus Student

Step 2: Administering the Assessment and Analyzing the Data

If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. Listed below are the reasons why the Step received a Zero. As you read through your submitted response, review your artifacts and think about what kind of evidence you need to submit to support the choices and/or decisions you described in your written commentary. Also, return to the Submission System to confirm that what you attached was legible and did not contain hyperlinks. A Zero is assigned to Step 2 for at least one of the following reasons.

- No written response is in any of the Task 2—Step 2 text boxes.
- The written response does not address any of the guiding prompts for Task 2—Step 2.
- The artifact attachments contain only hyperlinks.
- None of the following required artifacts are acceptable or attached to any of the Task 2—Step 2 text boxes.
 - Representative pages of a graphic representation (e.g., spreadsheet, pie chart, table) of the collected data
 - A completed assessment from at least one Focus Student

Step 3: Reflecting Task 3 Step 4

If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. Step 3 does not require any artifacts, so this means that either you did not write anything in any of the Step 3 text boxes or your commentary did not address any of the guiding prompts for Task 2—Step 3. Please return to the Submission System to review what you submitted.