

## **PPAT<sup>®</sup> Assessment**

### Task Requirements

#### **Task 2 Assessment and Data Collection to Measure and Inform Student Learning**

**In this task, you will demonstrate your understanding, analysis, and application of assessment and data collection to measure and inform student learning.**

#### Standards and Indicators Measured in This Task

The following InTASC Model Core Teaching Standards represent the focus of this task. The evidence you submit must address and will be scored according to the following.

- Standard 1, Indicator a
- Standard 2, Indicators b and f
- Standard 6, Indicators b, c, d, g, and h
- Standard 7, Indicator d
- Standard 8, Indicator b
- Standard 9, Indicator c

## What Do You Have to Do for This Task?

**For this task, you must submit the following evidence.**

1. Written Commentary of a maximum of **22,500 characters** (approximately seven typed pages) that
  - responds to all parts of the guiding prompts;
  - references your artifacts to support your written evidence; and
  - describes, analyzes, and reflects on the evidence
2. Identification of two Focus Students who reflect different learning needs
3. Eight different artifacts (maximum of eleven pages), including

| Artifact   | Maximum Number of Pages | Textbox Location |
|--|-------------------------|------------------|
| representative pages of the selected assessment  | 2                       | 2.1.1            |
| representative pages of the baseline data for the whole class  | 2                       | 2.1.1            |
| representative page of the rubric or scoring guide   | 1                       | 2.1.1            |
| representative page of the baseline data for Focus Student 1   | 1                       | 2.1.3            |
| representative page of the baseline data for Focus Student 2   | 1                       | 2.1.3            |
| representative pages of a graphic representation (e.g., spreadsheet, pie chart, table) of the collected data | 2                       | 2.2.1            |
| a completed assessment from Focus Student 1  | 1                       | 2.2.2            |
| a completed assessment from Focus Student 2  | 1                       | 2.2.2            |

**How to Submit Your Evidence (Refer to the Submission System User Guide for details.)**

- Upload your artifacts into your Library of Artifacts.
- Refer to the artifacts in your Written Commentary.
- Link the artifacts to your Written Commentary within the appropriate textbox.

**How to Compose Your Written Commentary**

This task has three steps, each with guiding prompts to help you provide evidence that supports the rubric. Your response needs to address **all parts** of each of the guiding prompts.

- Step 1: Planning the Assessment
- Step 2: Administering the Assessment and Analyzing the Data
- Step 3: Reflecting

***Please read the entire task before responding to any guiding prompts.*** Use the textboxes located under the guiding prompts to compose your responses and attach your artifacts.

## Contextual Information

This step allows you to provide a picture of your class that will enable the reader to better understand your instruction and decision-making skills.

### Overview

Many factors can affect teaching and learning; these could include the community, the school district, and/or individual school/classroom/student factors.

The information you gather about your teaching and learning context and about your individual students will help provide perspective to the reader who will be scoring your submissions.

**This part of your submission will not be scored**, but the information you include should have implications regarding your instructional choices.

Your response must be limited to **1,500 characters** (approximately one-half typed page). No artifacts can be attached to the Contextual Information textbox.

- a. Describe your classroom. Include the grade level, content area, subject matter, and number of students. Provide relevant information about any of your students with special needs.
- b. Describe any physical, social, behavioral, or developmental factors that may impact the instruction that occurs in your classroom. Mention any linguistic, cultural, or health considerations that may also impact teaching and learning in your classroom.
- c. Describe any factors related to the school and surrounding community that may impact the teaching and learning that occurs in your classroom.

**Type your response in the textbox below.**

## Step 1: Planning the Assessment

This step allows you to demonstrate your knowledge of appropriate assessment tools that will meet student needs and the learning goal(s). **This step should focus exclusively on planning for the assessment.**

### **Textbox 2.1.1: Selecting a Single Assessment**

#### **Activity: Developing an Assessment**

Select or design an assessment from a lesson that you have developed and will teach to your class. Your assessment should

- assess state and/or national content standards,
- assess the learning goal(s) for the lesson, and
- include a rubric or scoring guide.

Your assessment should also be able to produce quantitative or qualitative data to be used for analysis. Once the assessment is selected or designed, respond to the guiding prompts below.

#### **Guiding Prompts**

- 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.

**Required artifacts for this textbox:**

- representative pages of the selected assessment (maximum of two pages)
- the rubric or scoring guide (maximum of one page)
- the baseline data (maximum of two pages)

Type your response in the textbox below.

**Textbox 2.1.2: Preparing Learners for the Assessment****Guiding Prompts**

- a. What learning activities and student groupings will you use during the assessment? Provide a rationale for your choices.
- b. What materials, resources, and technology will you use to administer the assessment? Provide a rationale for your choices.

Type your response in the textbox below.

**Textbox 2.1.3: The Two Focus Students****Guiding Prompts**

- a. Choose and describe two Focus Students who reflect different learning needs and for whom you will need to modify the assessment. Provide a rationale for selecting each of the students. Refer to them as Focus Student 1 and Focus Student 2 as you respond to the guiding prompts.
- b. What data did you use to establish a baseline for growth for these two Focus Students?
- c. Based on their specific learning needs, how will you modify the assessment for each of the two Focus Students? Provide a rationale for each decision.

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**Required artifacts for this textbox:**

- a representative page of the data used to establish a baseline for Focus Student 1 (maximum of one page)
- a representative page of the data used to establish a baseline for Focus Student 2 (maximum of one page)

Type your response in the textbox below.

## Step 2: Administering the Assessment and Analyzing the Data

This step allows you to demonstrate your ability to administer an assessment and collect, record, and analyze the data.

### Textbox 2.2.1: Analysis of the Assessment Data and Student Learning for the Whole Class

#### Activity: Administering and Analyzing the Assessment

You will administer the selected assessment and then collect, record (in a graphic representation), and analyze the resulting data. Then respond to the guiding prompts below.

#### Guiding Prompts

- a. 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).
- b. How efficient was the data-collection process that you selected? Cite examples to support your analysis.
- c. Describe how you engaged students in analyzing their own assessment results to help them understand their progress toward the learning goal(s).

**Required artifact for this textbox:**

- the graphic representation (maximum of two pages)

Type your response in the textbox below.

**Textbox 2.2.2: Analysis of the Assessment Data and Student Learning for Each of the Two Focus Students****Guiding Prompts**

- a. What did you learn overall about the progress of each of the two Focus Students toward achieving the learning goal(s)? Cite evidence from each of the two Focus Students' completed assessment and any other related data to support your analysis.
- b. Based on the assessment data, both baseline and graphic, what impact did your modification(s) of the assessment have on the demonstration of learning from each of the two Focus Students? Cite examples to support your analysis.
- c. Describe how you engaged each of the two Focus Students in analyzing his or her own assessment results to help understand progress made toward the learning goal(s).

**Required artifacts for this textbox:**

- a completed assessment from Focus Student 1 (maximum of one page)
- a completed assessment from Focus Student 2 (maximum of one page)

Type your response in the textbox below.



## Step 3: Reflecting

This step allows you to reflect on the assessment by providing evidence of student learning that resulted from the baseline data and the results of the administered assessment.

### **Textbox 2.3.1: Reflecting on the Assessment for the Whole Class**

#### **Activity: Reflecting on Your Assessment**

You will reflect on your assessment and the data you obtained from both the baseline data and the administered assessment and explain how it might inform your future instructional decisions for the whole class and for each of the two Focus Students. Then respond to the guiding prompts below.

#### **Guiding Prompts**

- 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)?

**Type your response in the textbox below.**

**Textbox 2.3.2: Reflecting on the Assessment for Each of the Two Focus Students****Guiding Prompts**

- a. Choose one successful aspect of the assessment for either Focus Student. Provide a rationale for your choice.
- b. How will your data analysis inform or guide future instruction for each of the two Focus Students?
- c. What modifications would you make to the assessment for future use for each of the two Focus Students? Provide a rationale.

**Type your response in the textbox below.**

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