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## TASK 2

# PPAT ASSESSMENT

ASSESSMENT AND DATA  
COLLECTION TO MEASURE  
AND INFORM STUDENT  
LEARNING

# PURPOSE

## INTASC/UETS STANDARDS MEASURED:

1A  
2B,F  
6B,C,D,G,H  
7D  
8B  
9C

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

# REQUIREMENT S

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

# 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.



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.

# OVERVIEW

# CONTEXTUAL INFORMATIO N

- Your response must be limited to 1,500 characters (approximately one-half typed page). No artifacts can be attached to the Contextual Information textbox.
- 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.
- 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.
- Describe any factors related to the school and surrounding community that may impact the teaching and learning that occurs in your classroom.

# 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.**





## 2.1.1 SELECTING A SINGLE ASSESSMENT



## 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.

## Guiding Prompts

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

### 2.1.1 PLANNING THE ASSESSMENT

## Guiding Prompts

- 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?
- 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.

### 2.1.1 PLANNING THE ASSESSMENT



## 2.1.2

# PREPARING LEARNERS FOR THE ASSESSMENT



## ■ Guiding Prompts

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

## 2.1.2 PREPARING LEARNERS FOR THE ASSESSMENT



## 2.1.3

# THE TWO FOCUS STUDENTS



- Guiding Prompts
  - 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.

## 2.1.3 THE TWO FOCUS STUDENTS



## ■ Guiding Prompts

- What data did you use to establish a baseline for growth for these two Focus Students?
- 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.

### 2.1.3 THE TWO FOCUS STUDENTS

## 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.



2.2.1

## ANALYSIS OF THE ASSESSMENT DATA AND STUDENT LEARNING FOR THE WHOLE CLASS



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### 2.2.1

## ANALYSIS OF THE ASSESSMENT DATA AND STUDENT LEARNING FOR THE WHOLE CLASS

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### 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.

## Guiding Prompts:


- 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).

### 2.2.1 ANALYSIS OF THE ASSESSMENT DATA AND STUDENT LEARNING FOR THE WHOLE CLASS


## Guiding Prompts:

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

### 2.2.1 ANALYSIS OF THE ASSESSMENT DATA AND STUDENT LEARNING FOR THE WHOLE CLASS



## 2.2.2 ANALYSIS OF THE ASSESSMENT DATA AND STUDENT LEARNING FOR THE TWO FOCUS STUDENTS



## Guiding Prompts:

- 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.

### 2.2.2 ANALYSIS OF THE ASSESSMENT DATA AND STUDENT LEARNING FOR EACH OF THE TWO FOCUS STUDENTS



## Guiding Prompts:

- 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.

### 2.2.2 ANALYSIS OF THE ASSESSMENT DATA AND STUDENT LEARNING FOR EACH OF THE TWO FOCUS STUDENTS

## Guiding Prompts:

- 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).

### 2.2.2 ANALYSIS OF THE ASSESSMENT DATA AND STUDENT LEARNING FOR EACH OF THE TWO FOCUS STUDENTS

## 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.



2.3.1

## REFLECTION ON THE ASSESSMENT OF THE WHOLE CLASS



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## 2.3.1 REFLECTING ON THE ASSESSMENT FOR THE WHOLE CLASS

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### 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.

## Guiding Prompts:

- Guiding Prompts:
  - 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.

### 2.3.1 REFLECTING ON THE ASSESSMENT FOR THE WHOLE CLASS

## Guiding Prompts:

- Guiding Prompts:
  - 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)?

### 2.3.1 REFLECTING ON THE ASSESSMENT FOR THE WHOLE CLASS



2.3.2

## REFLECTION ON THE ASSESSMENT OF THE TWO FOCUS STUDENTS





## Guiding Prompts:

- Guiding Prompts
  - Choose one successful aspect of the assessment for either Focus Student. Provide a rationale for your choice.
  - How will your data analysis inform or guide future instruction for each of the two Focus Students?

2.3.2  
REFLECTING ON  
THE  
ASSESSMENT  
FOR EACH OF  
THE TWO  
FOCUS  
STUDENTS

## Guiding Prompts:

- Guiding Prompts
  - What modifications would you make to the assessment for future use for each of the two Focus Students? Provide a rationale.

2.3.2  
REFLECTING ON  
THE  
ASSESSMENT  
FOR EACH OF  
THE TWO  
FOCUS  
STUDENTS