

PPAT® Assessment

Library of Examples – Business, Industrial, and/or Technical Education

Task 2, Step 2, Textbox 2.2.1: Analysis of the Assessment Data and Student Learning for the Whole Class

Below are two examples of written responses to Textbox 2.2.1 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 2.2.1

- 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).
- 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).

Example 1: Met/Exceeded Standards Level

a. After viewing both the baseline data and the graphic representation data, it is evident that students progressed toward the learning goals. The baseline data showed that the class average knowledge of product development's seven-step progression was at 64%. When referring to the post-assessment graphic representation data, the class average related to the two learning goals was 93%. Out of the 15 students, nine students received 100%. 11 out of 15 students were able to place the seven steps of product development in the correct order. One student incorrectly placed one step while two students incorrectly placed two steps, and the remaining student incorrectly placed three steps of product development. Two students correctly placed the seven steps of development in the correct order and had good rationale to back up the order but lost one point with incorrect spelling and grammar. When referring to the final graphic representation, the pretest and post-tests overall comparison are made. Overall the whole class percentage increased by 29%.

b. The data collection process was reasonably efficient. When using the rubric, it gave total direct points and, in relation, gave a final percentage. The assessment was able to evaluate if students understand the sequence of the seven stages of product development. It also provided a student's point of view and perspective of the seven stages of product development. Each aspect that the assessment was able to evaluate was specific to the learning goals: students will be able to place the seven steps of product development in the correct order, and students will be able to comprehend and define all seven steps of product development. After grading the assessments and giving them the rubric's related score, all information was put on an excel spreadsheet. The excel spreadsheet allowed for the organization, detail, and data all in the same place. The excel spreadsheet is also user-friendly for graphic representation of the data.

c. Students were given both the pretest and the post-test the following class. Due to the pre and post-test being similar, both were reviewed at the same time. Viewing both the pretest and post-test allowed students to see their progression themselves. The correct answers were also projected on the interactive white board for students to evaluate where they went wrong. After students evaluated themselves, we talked about each step and the reasoning for its order as a class. Class discussion and questioning were stimulated as the correct answers were reviewed. Students' confidence in learning was boosted as they were able to see their progression.

Refer to the [Task 2 Rubric](#) for Textbox 2.2.1 and ask yourself:

In the candidate's analysis of the assessment data and student learning for the whole class, where is there evidence of the following?

- A comparison of the baseline data and the assessment data
- An analysis of the students' progress toward the learning goals
- An analysis of the efficiency of the data-collection process
- Specific examples of the efficiency of the data-collection process
- Analysis by students of their assessments in relation to their progress toward the learning goals
- Why is the candidate's analysis complete?

Example 2: Did Not Meet/Partially Met Standards Level

a. The students generally had very little knowledge of machinery and safety according to the pretest with a few outliers who had already taken the class. As they took the practical test, their ability increased closely related to their pretest scores. If they forgot something in the practical test, they usually missed it in the pretest as well. All students passed the final safety quiz however, some did require multiple tries to get 100%.

b. I think this was very inefficient and was extra work for me when it comes to grading. I think that grading the practical test is burdensome and could be accomplished by just correcting them as they make the cut and signing them off pass/ fail. For example, I had a long line of students waiting to get signed off because I was taking too long to go through every student. If I could watch them and pass them off mentally or without a rubric I could move faster.

c. The students corrected their fellow students' pretests so that they could see the correct answers and gauge how they did. As I went through the practical test with each of them, I explained what they were doing wrong and if there were too many issues, I had them start over. This way they could see how they are doing and how well they remembered the safety

instructions. Finally, the safety test gives them assurance that they know the correct way to use a table saw and they can confidently understand what they need to do to be safe.

Refer to the [Task 2 Rubric](#) for Textbox 2.2.1 and ask yourself:

In the candidate's analysis of the assessment data and student learning for the whole class, where is there evidence of the following?

- A comparison of the baseline data and the assessment data
- An analysis of the students' progress toward the learning goals
- An analysis of the efficiency of the data-collection process
- Specific examples of the efficiency of the data-collection process
- Analysis by students of their assessments in relation to their progress toward the learning goals
- Why is the candidate's analysis limited?

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.