PPAT® Assessment

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

Task 2, Step 1, Textbox 2.1.1: Selecting a Single Assessment

Below are two examples of written responses to Textbox 2.1.1 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 2.1.1

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.

Example 1: Met/Exceeded Standards Level

a. The Pre- assessment I gave is on an on-line multiple-choice form in which the student opens 5 web pages I linked to the form and deciphers whether if the sources would be adequate for using as a reference for writing in education. I gave the students opinion, entertainment, academic, and expert written pieces. This is part of a 2.5 week module I am teaching titled "You're The Analyst." The primary rationale for this is rooted in both our learning objective, the Common Core Standards, and our school's literacy and writing goals through "Step Up To Writing", as I will explain. One of our learning objectives in this module is: "Students are able to correctly discern, at a 100% success rate, whether research sources given are reliable." This ties to the Common Core Writing Standard CCSS.ELA-LITERACY.WHST.9-10.8, which states:"Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research

question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation."Low writing scores have pushed our school has placed a renewed focus on writing. We have implemented the "Step Up To Writing" program and I am working hard to include the literacy goals. Guiding students toward effective research and knowing what makes sources reliable is a key step toward helping them pick data for their projects in our class as well as sources for papers they need to write. The Assessment, as stated above, is 5 multiple choice questions in which a student picks that the website source is either a reliable source, an unreliable source, or that they don't know. I gave this assessment the first day of the 2.5 week "You're The Analyst" module. The class and I discussed each website together to see how well the students did and what types of things to look for in the articles or web pages to decide whether it can be trusted. The learning goal will be met if the student can explain to me the reasons that the data that they chose online was from a reliable source in their required Source List. My final rationale for this assessment is the necessity for students to understand what a good source is for the data they are researching in this module. This module requires them to find data online, put the data into Excel, and analyze it using different functions, sorting it, and making charts and graphs that tell a story. They finish the module by putting those charts and graphs into Excel and presenting it to the class. If they don't find accurate, reliable data to begin with, the whole presentation is meaningless.

b. I have a Pre-Assessment, as stated in part (A) that asked students to discern the reliability, or credibility, of five online sources. Students in all sections of the Excel classes were given this assessment. The following percentages of students answered each of the five questions correctly: 68.8%, 93.8%, 62.5%, 87.5%, 56.3%. Each student's individual responses allow me to see their baseline ability to discern sources for academic reliability. The learning goal is "Students are able to correctly discern, at a 100% success rate, whether research sources given are reliable." The results of this pre-assessment showed a baseline that had plenty of room for growth.

c. The students were provided with the scoring rubric for our "You're the Analyst" module just after our Pre-Assessment and discussion regarding the sources given in parts (A) and (B) above. We went through the rubric as a class, discussing the requirements. Students who were absent the first day were given these two items when they returned to school. All students were directed to refer back to the rubric numerous times to gauge their progress. The items graded include the student's Excel Data Spreadsheet, PowerPoint Presentation Length, Presentation Content, Reference Slide, Oral Presentation to Class, Source List with Justification for Credibility, Listening, Daily Participation and Work on Project. All items are worth 10 points except for the daily participation, which is worth 30. This rubric directly grades the learning goals for this module, which include: 1) Students are able to correctly discern, at a 100% success rate, whether research sources given are reliable. 2) Students research their own set of data and input it into Excel. 3) Students create tables, graphs, and charts using data that they have researched. Each chart Is titled and labeled in a way that makes it easy to understand. 4) Students create a PowerPoint embedding charts and graphs that they have created with their data. They are able to provide a point of view with the charts and graphs and meaningful text. 5) Students give their PowerPoint to the class in a 5-10-minute oral presentation. 6) Students complete correct citations in MLA format for their research sources. They are documented in a Works Cited slide in their PowerPoint presentation.

d. The evidence of student learning that I will collect comes in multiple forms. First, the small class sizes allow me to traverse the room and discuss each student's chosen research with them and provide a sounding board for their ideas and give direction as necessary. I am able to do

these types of informal formative assessments each day. I help students learn tips and tricks in Excel to create more interesting charts, sort their data in a more advanced way, remove duplicate data, and almost an impossibly long list of little things. At the same time, I can see how well they are catching on by how easily they create new charts and graphs. I can gauge their proficiency by watching them work. The second piece of evidence of student learning comes in the summative assessment I give students based on their In-Class presentation to their classmates and the PowerPoint and Excel files they turn in with it. This is based upon the rubric described in part C. I will grade their learning based upon what I see in their work.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.1 and ask yourself:

In the candidate's description of administering the assessment, where is there evidence of the following?

- The standards, learning goals, and student needs
- The baseline date used
- The rubric or scoring guide and its alignment to the standards and learning goals
- Communication of the rubric to the students
- How the student learning will be collected
- The rationale for the data collection process
- Why is the candidate's response detailed and tightly connected?

Example 2: Did Not Meet/Partially Met Standards Level

a. For my assessment, I created a pre and post test that the students will complete before and after the lesson. It is an online multiple choice quiz with four questions that ask students to identify the different shapes of a flowchart. There is also one short answer question where students have to explain the benefit to using a flowchart. I chose this type of assessment because it will easily provide me with data on if my students are learning the material. A pre/post test will efficiently show how students improved during the instruction. This assessment aligns with STEM core code 38.01.00.00.031, strand 5, standards 1 & 2.

b. The data I used to establish a baseline for student growth was the scores of the pre test. I will then compare these scores with the scores of the post test. This is an easy way to evaluate whether my students understood the lesson material. The average score on the pre test was 54% which clearly leaves room for improvement.

c. The scoring guide I used for the assessment was the correct answers to each question on the multiple choice quiz. If the student got a question incorrect they lost a point for that question. For the short answer question, as long as the student showed an understanding of how flowcharts help with planning a program, they were awarded the point. This scoring guide aligns with my learning goals by clearly evaluating if students understand the lesson material. I will communicate this scoring guide to my students by explaining how a multiple choice quiz works.

d. The evidence that I will collect from this assessment is the change in student scores between the pre and post test results. I can collect this data directly from the statistics found on the learning management system used for class. This learning system provides a way to show the student scores from both the pre test and the post test. This allows me to easily compare the student averages from before and after to see if they have improved.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.1 and ask yourself:

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- The standards, learning goals, and student needs
- The baseline date used
- The rubric or scoring guide and its alignment to the standards and learning goals
- Communication of the rubric to the students
- How the student learning will be collected
- The rationale for the data collection process
- Why is the candidate's response partial?

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.