

# PPAT<sup>®</sup> Assessment

## Score Report Feedback

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

#### Score Level 1

##### ***Step 1: Planning the Assessment***

There are three kinds of writing required in this task: descriptive, analytic, and reflective writing. Often, a response assigned a score at score level 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. When a guiding prompt requests a rationale, think about the evidence you could submit to support your choices and/or decisions. Also consider the comments below.

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. There may be some evidence that data was used to establish a baseline for measuring student growth related to the learning goal(s). 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. A rationale for your choices may be missing. 2.1.1

The learning activities and student groupings may be loosely connected to the assessment, or a rationale demonstrating such a connection may be missing. If evidence demonstrating the materials, resources, and technology used to administer the assessment is provided, it may not be strongly connected to the assessment, or a rationale explaining the connection may be missing. 2.1.2

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

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

There are three kinds of writing required in this task: descriptive, analytic, and reflective writing. Often, a response assigned a score at score level 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. When a guiding prompt requests a rationale, think about the evidence you could submit to support your choices and/or decisions. Also consider the comments below.

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 examples that would make this a strong analysis are missing. 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. 2.2.1

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 has little connection to details from the assessment data (either the baseline data or the graphic representation of the data). There may be evidence of the impact that your modifications had on the learning of each of the Focus Students, but there may be little connection between the assessment data and the analysis. 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. 2.2.2

### ***Step 3: Reflecting***

There are three kinds of writing required in this task: descriptive, analytic, and reflective writing. Often, a response assigned a score at score level 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. When a guiding prompt requests a rationale, think about the evidence you could submit to support your choices and/or decisions. Also consider the comments below.

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, but the reflection may be lacking 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. There may be little or no evidence regarding modifications to the assessment for future use, or there may not be a rationale for why the modifications would be made. There may be some discussion of another assessment that could be used with students, but the assessment does not differ from the type already discussed in the response. 2.3.1

There may be minimal evidence related to a successful aspect of the assessment. There may be minimal evidence of your identifying modifications you could make to the assessment for future use with each Focus Student. There may be limited evidence concerning the next steps of instruction for each of the two Focus Students. You may have used data only minimally to inform the conclusions that you reached. 2.3.2

## Score Level 2

### ***Step 1: Planning the Assessment***

There are three kinds of writing required in this task: descriptive, analytic, and reflective writing. Often, a response assigned a score at score level 2 places a large emphasis on descriptive writing. As you read through your submitted response, consider how much analytic and reflective writing is present. Also consider the comments below.

Your response at score level 2 on this step provides some evidence that supports your choice of an assessment and demonstrates how the assessment connects to standards, learning goal(s), and student needs. The assessment may be too simplistic and/or the connections to the standards, learning goals, 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 evidence showing the connections between the data and the lesson goals may not be clear. There is also evidence of a rubric/scoring guide, but its alignment to the learning goal(s) and its communication to the students may need more explanation. You provide some evidence of a plan for data collection; the rationale for your method may need to be more detailed, and the description of the data-collection process may need to be clearer. 2.1.1

The learning activities and student groupings may not directly fit the assessment. The materials, resources, and technology may need to be more significant and more tightly connected to the administration of the assessment. The rationale may need more detail. 2.1.2

There is some evidence identifying the learning needs of each Focus Student, but the difference between the needs of the students could be clearer. Providing more evidence to show the differences would make the response stronger. The data used to establish a baseline for the growth of the two Focus Students provides some detail. There is evidence that shows how knowledge of each of the Focus Students informed the modification of the assessment, but a more detailed rationale is needed for why the modification was necessary. A stronger connection needs to be made between the modification and the students' needs. 2.1.3

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

There are three kinds of writing required in this task: descriptive, analytic, and reflective writing. Often, a response assigned a score at score level 2 emphasizes descriptive writing. As you read through your submitted response, consider how much analytic and reflective writing is present. Also consider the comments below.

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 be a reflection of the graphic representation. Overall, there is some evidence of the analysis of student progress toward the learning goal(s), but more use of data to support your conclusions may be needed. The analysis of the efficiency of the data-collection process selected may not have been detailed, or examples to make this a strong analysis may not have been clearly connected. 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). 2.2.1

You provide evidence of what you learned about the two Focus Students' progress toward the learning goals. You use evidence from the assessment data (both the baseline data and the data represented graphically); more detail from the data might make the analysis stronger. You provide evidence of the impact of your modification on the learning of each of the Focus Students; more connection to the details of the assessment data may be needed. 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. 2.2.2

### ***Step 3: Reflecting***

There are three kinds of writing required in this task: descriptive, analytic, and reflective writing. Often, a response assigned a score at score level 2 places a large emphasis on descriptive writing. As you read through your submitted response, consider how much analytic and reflective writing is present. Also consider the comments below.

Your response at score level 2 on this step provides evidence of an analysis of the data as part of your reflection to inform or guide the next steps of your instruction for the whole class. The connection between the two may be general in nature and needs 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 of what was successful and what did not work well would support your modifications. There may be some evidence regarding modifications to the assessment for future use; 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 not be clear. 2.3.1

There is evidence of your reflection to determine an aspect of success. The rationale connecting the analysis of the extent of student learning to your reflection may need to be stronger. You provide evidence of an 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. There is a general connection between the students and the next steps in their learning, 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. The rationale may need further explanation. 2.3.2

## Score Level 3

### ***Step 1: Planning the Assessment***

Your response at score level 3 on this step provides evidence of the selection of an appropriate assessment, aligned to the standards, learning goals, and students' needs. There is evidence of appropriate rationales to support your selection of the assessment. There is evidence of appropriate data used to establish a baseline for measuring student growth that is related to the lesson's goal(s). You have provided an appropriate rubric/scoring guide that is aligned with the learning goal(s), and there is evidence of a plan to communicate its use to students. There is evidence of an appropriate plan for data collection to evaluate the extent of student learning. There is also an appropriate rationale for the choice of data-collection method. 2.1.1

Your response provides evidence that you chose appropriate learning activities and student groupings, and it describes the reasons you chose them. There is evidence that appropriate materials, resources, and technology were chosen, and there is a rationale for each of those choices. 2.1.2

You provided evidence about the two Focus Students with different learning needs and for whom you will modify the assessment. Detail of the use of data to establish a baseline for growth for these two Focus Students is provided. The evidence clearly shows a connection between each student's learning needs and the modification you made for his or her assessment. 2.1.3

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

Your response at score level 3 on this step provides evidence that the assessment data taken from the graphic representation you created was analyzed; the analysis focuses on the extent of student learning. There is also evidence of a connection between student progress and the learning goals. The efficiency of the data-collection process was detailed with examples as to why some aspects worked and some did not. You provide evidence that you 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). 2.2.1

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 support your analysis of each student's progress toward achieving the learning goal(s). There is evidence of an analysis of the assessment data (both the baseline data and the data represented graphically) regarding the effect the modification had on the learning of each of the Focus Students. You provide evidence that you shared the data with the Focus Students to help them analyze their assessment results and understand their progress toward the learning goals. 2.2.2

### ***Step 3: Reflecting***

Your response at score level 3 on this step provides evidence that you used data analysis to inform the next steps of your instruction for the whole class. The connection between the two provides specific detail for support. There is evidence of modifications to be made to the data-collection process for future use. The detailed description of what was successful and what was not supports

your modifications. There is sufficient evidence of modifications to be made to the assessment for future use, and there is a rationale for each modification. There is also evidence of the identification of an appropriate alternate assessment that could be used to allow students to better demonstrate their knowledge of the learning goals. 2.3.1

Detailed evidence about one aspect of the modification of the assessment for either of the Focus Students was provided. There is also an appropriate rationale. You provided evidence of an 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, and there is a detailed connection between the students and the next steps in their learning. There is clear evidence of modifications you could make to the assessment for future use with each Focus Student. There is also an appropriate rationale. 2.3.2

## Score Level 4

### ***Step 1: Planning the Assessment***

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

The response provides thorough evidence of the choice of effective learning activities and student groupings, and you provide substantive reasons for your choices. There is strong evidence that you chose effective materials, resources, and technology to use in administering the assessment, and there is a rationale for each of your choices. 2.1.2

You provided thorough evidence about the two Focus Students with different learning needs. You provided details regarding the use of data to establish a baseline for growth for the two Focus Students. A strong connection is made between the data and students' needs. Citing evidence, you made insightful connections between each student's learning needs and the modification you made for each student's assessment. 2.1.3

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

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

You provide strong evidence from the assessment data (both the baseline data and the data represented graphically) related to both Focus Students to support your analysis of the students' progress toward achieving the learning goals. There is thorough analysis of the assessment data and evidence of the impact the modifications had on the learning of each of the Focus Students. You provide thorough evidence that you shared the data with the Focus Students to help them analyze their assessment results and understand their progress toward the learning goals. 2.2.3

### ***Step 3: Reflecting***

Your response at score level 4 on this step provides thorough evidence that you used data analysis to inform the next steps of your instruction for the whole class. The connection between the data analysis and your instructional choices is explained in detail. There is thoughtful evidence of the

modifications to be made to the data-collection process for future use. Your detailed description of what was successful and what was not strongly supports your rationale for the modifications. There is thoughtful evidence regarding the modifications to be made to the assessment for future use. You also identify an appropriate alternate assessment that could be used to allow students to better demonstrate their knowledge of the learning goals. 2.3.1

There is thorough evidence about one aspect of the assessment for either of the Focus Students that you thought was successful; there is a thorough rationale. There is thorough identification of a modification you could make to the assessment for future use with each of the two Focus Students. There is also a significant rationale. There is substantial evidence about how your analysis of the data will guide the next steps of your instruction for each of the Focus Students. 2.3.2