

PPAT[®] Assessment

Library of Examples – Agriculture

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

- 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.

Example 1: Met/Exceeded Standards Level

- a. I had four different learning goals- 1) Compare & Contrast Sexual and Asexual Reproduction in Plants. 2) Explain/ Describe Sexual Processes in Plants (Pollination, Seed Germination, Seed Viability), 3) Identify/Explain Asexual Propagation Techniques, and 4) Demonstrate techniques for sowing seed (sexual)/Demonstrate techniques used to propagate plants asexually through cuttings. These four learning goals directly correlate with the 5 learning objectives that I based my initial data off of. Each section of the rubric was created based on an objective, so the final mastery level is calculated from student scores on that section of the rubric. The first objectives were centered around the student's ability to explain sexual propagation. 1) Pollination (sexual) my students started with a mastery level of 54% and later increased their mastery to 90%- I believe that my students mastered this learning goal as I stated before I believe students sufficiently understand a concept if they can get over a 90% mastery level. 2) Seed Germination (sexual)- students started at an average mastery level of 54% and increases their mastery level to 92%. I believe my students displayed evidence of achieving this learning goal within their assessments. 3) Seed Sowing- mastery level increased from 36%-84% this is sufficient; however, we did not spend a lot of time on this topic so expected the level to be low. 4) Asexual propagation techniques, students blew me away on their knowledge and retention levels of this objective. They increased their mastery level from

24%-96% which is absolutely amazing. 5) Comparing and contrasting the two propagation methods- students mastery on this topic began at 67.5% and rose to 94%. Students mastered this objective due to the high level of mastery. I saw an increase in the knowledge levels of each student based on their final summative assessment which is terrific.

- b. I believe that my data collection process was extremely efficient. My preliminary data, and assessment data were all based on the exact same objectives I did this so that I could properly identify the student's mastery level on each objective and major concept. For example, I know that I saw the greatest increase and evidence of student learning on asexual reproduction because students only got an average of 24% of questions right on their pretest but got 96% of the points for that section on their final assessment. The difference in mastery levels allows me to evaluate how well my students actually learned and comprehended the topic during the duration of the unit. I could clearly and easily evaluate my quantitative data.
- c. I engaged students in analyzing their own data by providing them with the scoring guide/rubric before the assessment was administered, the students also had access to the scoring guide while they were taking their final assessment. This allowed to know exactly what evidence I would accept as a display of their mastery of the objective. Because students know this information, they could evaluate/grade their own assessment before submission and evaluate their progress on each objective. The grade I gave them should have been no surprise. Students clearly knew if they mastered the objectives or not. I also, shared the graded rubrics with the class and allowed them to ask questions and clear up any confusion.

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

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

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response clear?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Prior to the assessment, we took a baseline test. From the baseline, I have found the students have progressed towards the learning goals. Before the final assessment, as I have said before, one of my students had 13 correct, one had 8 correct, one with 6 correct, and the remainder of the students had 3 correct. After the assessment, I saw that student that got 13 correct before increased to a score of 34. All the students that took the assessment increased their scores from the baseline test. As seen in the graphic representation you can see student growth.

- b. I felt that the data collection process was efficient. This included me grading all of the assessments that the students took. All of my students were present on the day of the baseline and final assessment. By each student being there I was able to record their score in a bar graph showing them the growth they made.
- c. First I will grade the assessment and I will then hand them back to them. I will give them time to look at the questions that they missed. After they look at the ones they missed, I go over the most commonly missed questions. I will explain how I got to the correct answer and if they have any questions they can then ask about them. This allows them to get an understanding of what they missed and they should correct it for future assessments or finals. I believe that this is the most productive way to get the student engaged in analyzing their assessments. If I was to just grade them and hand them back they don't learn and understand why they got the questions wrong that they did.

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

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

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response 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.