

PPAT® Assessment

Library of Examples – Agriculture

Task 2, Step 3, Textbox 2.3.2: Reflecting on the Assessment for Each of the Two Focus Students

Below are two examples of written responses to Textbox 2.3.2 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 2.3.2

- 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. As I have previously mentioned, Focus student 1 has consistently struggled with maintaining complete participation within both the unit instruction, formative assessments and summative assessments. However, with the modification of allowing Focus student 1 to use his notes on the summative assessment, his overall grasp of the content unit was increased tremendously. He was motivated to maintain his note-taking throughout the unit and benefited from the repetition of concepts through hearing through direct instruction, writing within his notebook and then being tested on the concepts consistently throughout the unit. At the conclusion of the unit instruction, Focus student 1 was able to fully complete the assessment and achieved satisfactory scores in 2 out of the 3 areas on the rubric.
- b. The data analysis of the pre-assessment and summative assessment showed that Focus student 1 still requires additional assistance within the classroom and with the assessments. Focus student 1 responds well when he is able to know the requirements of the summative assessment before unit instruction and has continuous reminders of the learning goals throughout the unit. With each of these aspects implemented throughout the sheep industry unit, Focus student 1 was able to meet each of the learning goals. For

this reason, I will be intentional with sharing rubrics and learning goals with Focus student 1 before each unit and throughout the direct instruction. On the other hand, Focus student 2 needs more challenging assessments throughout the unit. Focus student 2 was able to complete each assessment with ease and when presented with a short answer question, Focus student 2 gave thorough well-written answers. Focus student 2 is on track to complete the rest of the class with above-average scores. Thus, I will continue to implement additional assessments for Focus student 2 that focus on greater in-depth concepts in an attempt to challenge Focus student 2 to develop his agricultural content knowledge.

- c. The modification I would make for Focus student 1 would be to give him the assessment rubrics before any unit instruction is taught as I did with this unit but within an individual meeting. By conducting a one-on-one meeting, I will be able to specifically review each learning goal with Focus student 1. This will not only allow Focus student 1 the opportunity to ask specific questions but will also allow me to see what areas Focus student 1 is already comfortable with and what areas Focus student 1 will struggle with. I will use this information to guide what learning goals I spend more time on and which learning goals I can go through at a normal pace. For Focus student 2, I would make modifications to the summative assessment itself to put more emphasis on higher-order thinking questions. I would include a case scenario that would cause Focus student 2 to use his prior content knowledge to analyze and apply it to real-life situations. The rationale behind this is to give Focus student 2 an opportunity to develop further than just understanding and recalling the basic concepts of agricultural practices. Focus student 2 already achieves a satisfactory level of understanding for his age group, so it would benefit him greatly to be challenged within the learning environment.

Refer to the [Task 2 Rubric](#) for Textbox 2.3.2 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. A successful aspect developed by the modifications for focus student 2 from this assessment was that the student did not feel rushed therefore took the time necessary to properly read and answer the question. The student's grade excelled past grades previously made.
- b. In future instruction the focus students will be provided extra time needed to complete their assignment without the issue of feeling rushed by time or possibly by seeing other

students turning in their assessment. I will instruct the students to remain seated with their tests until everyone is completely finished.

- c. The modifications I have implemented have shown to be effective for my students. Therefore, at this time I will continue with the modifications I have set in place because these modifications have proven successful. Proof of this is the increase in focus student 2's grades from previous quizzes to the test. Making a 19% and a 49% on the quizzes and jumping to a 75% on this formal assessment.

Refer to the [Task 2 Rubric](#) for Textbox 2.3.2 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.