

## PPAT® Assessment

### Library of Examples – Spanish

#### 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

- What learning activities and student groupings will you use during the assessment? Provide a rationale for your choices.
- What materials, resources, and technology will you use to administer the assessment? Provide a rationale for your choices.

#### Example 1: Met/Exceeded Standards Level

- On the pre-assessment activity, F.S. 2 was given the same learning environment as the rest of the class. This student received the same formative assessment, had the same amount of time, and took the assessment in the same way (quietly at their desk). This student received a 1.5, and on a modified rubric they scored a 2. This shows that assessment needed modifications, so the student could hear the words aloud. In class, when I speak out the words on the board, this student follows along very well and knows the correct answers but struggles to produce them on paper without spelling assistance. On this modified assessment, F.S. 1 received a 3, proving to be proficient in the target when the necessary accommodations are given.
- I would like to have tiered assignments that progressively increase in difficulty. Students who need more help can continue working on earlier sections while students who are ready to advance can do so. F.S.1 would enjoy interpreting more complex texts. This student is very interested in learning about culture, so I will incorporate this as well. As for F.S.2, the importance of having words read allowed has been made even more evident. I will ensure that every lesson contains a mix of listening, reading, writing and speaking so all students can understand the material. When we have paper copies of

assignments, I will post an online version and reserve a pair of headphones so that F.S.2 can use text-to-speech.

- c. I would not remove questions for F.S.1 if I were to change the assessment. I would give him an unmodified assessment but provide necessary accommodations. This student would benefit from the opportunity to fully demonstrate his abilities. As for F.S.2, I would really like to find an online program that allows me to record myself speaking the assessment. His teachers read tests aloud for him, however, they do not speak Spanish and do not know how to pronounce all of the sounds, and this could be skewing his test scores.

**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. One of the aspects that were good, what is the incorporation of open-ended questions. Focus student in a to did a good job and provided great detail in his answers. This allowed me to see how much the student was able to comprehend, and it did not limit the student with one worded answers or choosing a multiple-choice answer. This assessment allowed to focus it into to shine, in the show his capabilities.
- b. The data analysis we'll guide my future instruction for both of the focused students. This assessment has shown to me that the students are able to take an assessment went open-ended questions and that I do not we Need to modify the format or the content in the assessment. In order to Address the various needs of other students, I can do other things such as providing objects to relieve stress. One of the things that also helped with the assessment was having a mini practice before the assessment, this gives the students an opportunity to see in example and also could help relieve the stress of some students. In the future, I definitely plan to incorporate many practices to ease off stress for future assessments.
- c. For the future use of this assessment, I would keep assessment as implemented with both of the focus students. Both of the students were successful in taking this assessment, they were able to achieve a proficient score. It is very important that for all of the future assessments I provide enough time to take any assessments, this will definitely ease off any tension her stress from focus student one as well as other students in the classroom. Another thing I plan to continue implementing is having books in the target language that the students can read after finishing the assessment. This allows the students to do

something while waiting and takes off the pressure of students still working on assessments. This sort of assessment for higher achieving students is great. It provides feedback on how they're doing as well as gives them a little challenge where they have to work hard. This sort of assessment allows higher achieving students to demonstrate their capacity.

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- The rationale for the grouping of students
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- 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.