

## PPAT® Assessment

### Library of Examples – Spanish

#### Task 2, Step 3, Textbox 2.3.1: Reflecting on the Assessment for the Whole Class

Below are two examples of written responses to Textbox 2.3.1 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 2.3.1

- 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

My data analysis will guide my future instruction for the class because most students need more review conjugating in the present tense and practicing definite article agreement in gender and number. Most students did well recognizing products and practices of Colombia. Because this is the learning goal most students met, I would teach the present tense and definite article agreement via Colombian culture. This would make the learning goals more interesting and dynamic. I would practice and review the grammatical goals with the students so that they hopefully do better to meet those goals on future assessments during this unit. Furthermore, I want to check in with them regularly to see which students need more help. A way that I have done this since the assessment is having students put their heads on the desks and close their eyes. I ask students to raise their hands if they feel confident in their understanding of the material, then those that feel somewhat comfortable, then those that are feeling confused. This has given me a quick way for students to share how they are doing without social pressure from their peers. This will also give me more data to work with before beginning to gather the baseline data, so I will know ahead of time which students to be more aware of.

A modification I would make in the future in terms of data collection would be separating learning goals into mini-assessments to easily gather data from each specific learning goal

rather than working with three in one test. I would do this in order to make my scoring guide easier to use and analyze data with. I might also consider using a different source to create my assessment than the educational system that the students often use. I would try this next time because other resources might have varying resources to evaluate data more easily within the application. I would find the source that works best to gather data rather than working only with what the rest of the teachers at my school tend to work with because I am a newer teacher and I want to explore my options.

In the future, I probably would not include any answers that look similar to the correct one. For example, for the verb "dormir", which means "to sleep", students were to select the correct conjugation to use in first person. I included "dormo", an incorrect answer, and "duermo", the correct answer. I should not have included "dormo" because several students picked it. My goal was for them to understand that the first person regular present tense has an "o" at the ending of the conjugation. However, many students that selected "dormo" were trying to remember the correct ending. They were correct in selecting an answer that ended in "o", but I would not include an answer that would likely trick them before they become more familiar with stem changing verbs. I would also consider adding more written response questions, because some students can guess their way through an assessment without knowing the material well, whereas a written response requires an authentic response.

A different type of assessment that would allow students to further demonstrate their achievement of the learning goals would be an individual speaking assessment. This would prove to me their proficiency in the learning goals because they would have to create and produce with the language. A speaking assessment would allow me to test their ability to communicate effectively in the target language, which is the ultimate goal in my classroom. This kind of assessment would also help me evaluate which learning targets students reach more successfully. I would also have the opportunity to talk individually with my students after the speaking assessment and ask them how they are and better understand their questions and concerns.

### **Refer to the [Task 2 Rubric](#) for Textbox 2.3.1 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**

I learned early on in my career that formative assessments form what we do next and that summative assessments show us how we did in our teaching. Analyzing the data shows student needs and teacher's opportunities. Using the data to find out which students need additional help on certain topics or which areas the majority of the class is understanding or missing. This

provides the opportunities for teachers to reteach, intervene, dive deeper, or offer praise. My data collection process has worked well. I don't foresee changing the collection process right now. I will reuse this assessment because it gives clear parameters to show student growth and learning. I may modify the number of questions depending on how many units we cover between the baseline survey and the mid year assessment. I use a variety of assessment in the world language classroom. The assessment used in this task is mostly a vocabulary and listening (interpretive) test. I also have presentational and interpersonal assessments for students to produce the language in a comprehensible way.

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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.