

PPAT® Assessment

Library of Examples – Agriculture

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

- a. The data analysis of the pre-assessments and summative assessments provides insight into what areas within the unit need to be reinforced. Within this unit, one of my goals was for each student to be able to identify nine breeds of sheep by evaluating their characteristics. By analyzing the data collected from the pre-assessment and summative assessment, I realized students continued to struggle with identifying breeds by their physical characteristics. As a result, I will use this information to expand upon the lessons which teach each breed and provide additional learning activities for students to test their knowledge before taking the final summative assessment. By spending more intentional class time to re-teach the learning objectives, all students will have a better opportunity to meet the learning objectives.
- b. The modifications I would make to the data-collection process would be to use an additional post-assessment after reviewing the summative assessment. I am a firm believer in using assessments as a way to evaluate a student's progress towards a goal and not simply implementing them to have data to put in the grade book. Since I will use the summative assessment to identify learning objectives that the students met and the ones that need to be reinforced, I have the opportunity to re-teach a portion of the unit

content. I would then use the post-assessment to again evaluate students' progress towards the learning goals. Once all students have met the rubric's standard of satisfaction, I will move on to the next unit. Data-collection is a powerful tool within the classroom, and it is vital to continue to improve and implement data-collection strategies.

- c. A possible modification to the post-assessment I could make for the future would be to include a short answer portion on the test relating to the different types of sheep operations. As it is currently, the assessment questions only deal with lower-order thinking questions. By adding a higher-order thinking question that causes the students to draw on their content knowledge, analyze the short answer question and create a clear, complete answer, I will be able to better evaluate students' understanding of the more complex concepts within the unit.
- d. An assessment that includes a case study scenario would allow students to further demonstrate their understanding of the concepts within the unit. For example, the case study would be from the point of view of a person wanting to have a flock of lambs. Within the introduction of the case study, students would learn where the producer lives and what end goals the producer has for the lambs. By drawing on their content knowledge from the classroom, students should be able to evaluate the previously mentioned requirements to conclude at what kind of operation the producer should start and with what kind of sheep breed. If students are able to successfully analyze the case study scenario and conclude with a reasonable answer, I will know they can not only recall the concepts from the unit but can also apply them to real-life situations.

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

- a. The data reflects that the students have strong knowledge of the unit matter. This is reflected with the mean score of the unit test being 87.99%. Since they scored well, I believe their review activities helped the students' understanding of the unit. So, I will continue to implement that review activity along with new styles to keep them focused and excited.
- b. There are little modifications I might make to the data-collection process. However one modification I might implement is for there to be a prequiz at the beginning of the unit to truly see their growth at the end. This would be the same style test that we take at the

end of the unit so that all of the knowledge in the unit is represented and growth is accurately calculated.

- c. I would not make any modifications to the assessment. I feel that the format allow for displays of students true knowledge and areas that they might be lacking in. In addition, the students response and scores were positive to this assessment style. Therefor I feel it would be counterintuitive to change the assessment.
- d. Providing a more informal and project style assessment might allow for more kinesthetic representation of the content. This will provide students with different learning styles a chance to feel more represented. In addition, I will be able to see students using the content in an applied situation.

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 rational 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.