**PPAT Task 2:**

**Assessment and Data Collection to Measure and Inform Student Learning**

**Contextual Information**

Your response must be limited to 1,500 **characters** (approximately one-half typed page). No artifacts can be attached to the Contextual Information Textbox.

1. Describe your classroom. Include the grade level, content area, subject matter, and number of students. Provide relevant information about any of your students with special needs.
2. Describe any physical, social, behavioral, or developmental factors that may impact the instruction that occurs in your classroom. Mention any linguistic, cultural, or health considerations that may also impact teaching and learning in your classroom.
3. Describe any factors related to the school and surrounding community that may impact the teaching and learning that occurs in your classroom.

**Textbox 2.1.1: Selecting a Single Assessment**

Guiding Prompts:

1. Provide an in-depth description of the assessment. Provide a rationale for choosing or designing the assessment based on its alignment with the standards and learning goal(s) that meet the students’ needs.
2. What data did you use to establish a baseline for student growth related to this lesson’s learning goal(s)?
3. Describe the rubric or scoring guide you have selected or designed. How does it align to your learning goal(s)? How will you communicate its use to your students?
4. What evidence of student learning do you plan to collect from the assessment? How will you collect the data? Provide a rationale for your data-collection process.

Enter your response in the textbox below.

* Link the representative pages of the selected assessment (maximum of two pages) from your Library of Artifacts to the first sentence discussing the selected assessment.
* Link the rubric or scoring guide (maximum of one page) from your Library of Artifacts to the first sentence discussing your rubric or scoring guide.
* Link the baseline data (maximum of two pages) from your Library of Artifacts to the first sentence discussing the baseline data.

**Type your response here.**

**Textbox 2.1.2: Preparing Learners for the Assessment**

Guiding Prompts:

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

Enter your response in the textbox below.

**Type your response here.**

**Textbox 2.1.3: The Two Focus Students**

Guiding Prompts:

1. Choose and describe two Focus Students with different learning needs and for whom you will need to modify the assessment. Provide a rationale for selecting each of the students. Refer to them as Focus Student 1 and Focus Student 2 as you respond to the guiding prompts.
2. What data did you use to establish a baseline for growth for these two Focus Students?
3. Based on their specific learning needs, how will you modify the assessment for each of the two Focus Students? Provide a rationale for each decision.

Enter your response in the textbox below.

* Link a representative page of the data used to establish a baseline for Focus Student 1 (maximum of one page) from your Library of Artifacts to the first sentence discussing Focus Student 1.
* Link a representative page of the data used to establish a baseline for Focus Student 2 (maximum of one page) from your Library of Artifacts to the first sentence discussing Focus Student 2.

**Type your response here.**

**Textbox 2.2.1: Analysis of the Assessment Data and Student Learning for the Whole Class**

Guiding Prompts:

1. Based on your baseline data and the data shown in your graphic representation, analyze the assessment data to determine your students’ progress toward the learning goal(s).
2. How efficient was the data-collection process that you selected? Cite examples to support your analysis.
3. Describe how you engaged students in analyzing their own assessment results to help them understand their progress toward the learning goal(s).

Enter your response in the textbox below.

* Link the graphic representation (maximum of two pages) from your Library of Artifacts to the first sentence of your response.

**Type your response here.**

**Textbox 2.2.2: Analysis of the Assessment Data and Student Learning for Each of the Two Focus Students**

Guiding Prompts:

1. What did you learn overall about the progress of each of the two Focus Students toward achieving the learning goal(s)? Cite evidence from each of the two Focus Students’ completed assessment and any other related data to support your analysis.
2. Based on the assessment data, both baseline and graphic, what impact did your modification(s) of the assessment have on the learning of each of the two Focus Students? Cite examples to support your analysis.
3. Describe how you engaged each of the two Focus Students in analyzing his or her own assessment results to help understand progress made toward the learning goal(s).

Enter your response in the textbox below.

* Link a complete assessment from Focus Student 1 (maximum of one page) from your Library of Artifacts to the first sentence discussing Focus Student 1.
* Link a complete assessment from Focus Student 2 (maximum of one page) from your Library of Artifacts to the first sentence discussing Focus Student 2.

**Type your response here.**

**Textbox 2.3.1: Reflecting on the Assessment for the Whole Class**

Guiding Prompts:

1. How will your data analysis inform or guide future instruction for the whole class?
2. What modifications to the data-collection process would you make for future use? Provide a rationale.
3. What modifications to the assessment would you make for future use? Provide a rationale.
4. In what ways would an assessment that is different from the type used in this task allow students to further demonstrate their achievement of the learning goal(s)?

Enter your response in the textbox below.

**Type your response here.**

**Textbox 2.3.2: Reflecting on the Assessment for Each of the Two Focus Students**

Guiding Prompts:

1. Choose one successful aspect of the assessment for either Focus Student. Provide a rationale for your choice.
2. How will your data analysis inform or guide future instruction for each of the Two Focus Students?
3. What modifications would you make to the assessment for future use for each of the two Focus Students? Provide a rationale.

Enter your response in the textbox below.

**Type your response here.**