

PPAT[®] Assessment

Task 2 Assessment and Data Collection to Measure and Inform Student Learning

Rubric for Step 1: Planning the Assessment (textboxes 2.1.1, 2.1.2, and 2.1.3)

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level	A response at the 2 level	A response at the 3 level	A response at the 4 level
provides <i>minimal</i> evidence that	provides partial evidence that	provides <i>effective</i> evidence that	provides consistent evidence
demonstrates the teacher	demonstrates the teacher	demonstrates the teacher	that demonstrates the teacher
candidate's ability to describe an	candidate's ability to describe an	candidate's ability to describe an	candidate's ability to describe an
assessment and identify how it	assessment and identify how it	assessment and identify how it	assessment and identify how it
aligns to the standards, learning	aligns to the standards, learning	aligns to the standards, learning	aligns to the standards, learning
goal(s), and student learning	goal(s), and student learning	goal(s), and student learning	goal(s), and student learning
needs; to use data to establish a	needs; to use data to establish a	needs; to use data to establish a	needs; to use data to establish a
baseline for student growth; to	baseline for student growth; to	baseline for student growth; to	baseline for student growth; to
describe the rubric/scoring	describe the rubric/scoring	describe the rubric/scoring	describe the rubric/scoring
guide, its alignment to the	guide, its alignment to the	guide, its alignment to the	guide, its alignment to the
learning goal(s), and the	learning goal(s), and the	learning goal(s), and the	learning goal(s), and the
communication of its use to	communication of its use to	communication of its use to	communication of its use to
students; to identify evidence of	students; to identify evidence of	students; to identify evidence of	students; to identify evidence of
student learning using a data-	student learning using a data-	student learning using a data-	student learning using a data-
collection method; to identify	collection method; to identify	collection method; to identify	collection method; to identify
learning activities and student	learning activities and student	learning activities and student	learning activities and student
groupings to be used during the	groupings to be used during the	groupings to be used during the	groupings to be used during the
assessment; to identify	assessment; to identify	assessment; to identify	assessment; to identify
materials, resources, and	materials, resources, and	materials, resources, and	materials, resources, and
technology to be used during the	technology to be used during the	technology to be used during the	technology to be used during the



Rubric for Step 1 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
assessment; to identify two Focus Students who reflect different learning needs for whom the assessment will be modified; to use data to establish a baseline for measuring growth of these two Focus Students; and to modify the assessment based on the Focus Students' specific learning needs.	assessment; to identify two Focus Students who reflect different learning needs for whom the assessment will be modified; to use data to establish a baseline for measuring growth of these two Focus Students; and to modify the assessment based on the Focus Students' specific learning needs.	Students who reflectent learning needs forthe assessment will beted; to use data to establisheline for measuring growthse two Focus Students; anddify the assessment basede Focus Students' specific	
The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 1. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 1.	The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 1.	The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 1.



Response for Textbox 2.1.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
 a disconnected assessment, with minimal description, based on its alignment with standards, learning goal(s), and student needs 	 a loosely connected assessment, with partial description, based on its alignment with standards, learning goal(s), and student needs 	 an appropriate assessment, with detailed description, based on its alignment with standards, learning goal(s), and student needs 	 a tightly connected assessment, with in-depth description, based on its alignment with standards, learning goal(s), and student needs
 irrelevant data used as a baseline for student growth and related to the learning goal(s) of the lesson 	 sketchy data used as a baseline for student growth and related to the learning goal(s) of the lesson a selection of a rubric/scoring 	 appropriate data used as a baseline for student growth and related to the learning goal(s) of the lesson 	 significant data used as a baseline for student growth and related to the learning goal(s) of the lesson
 a selection of a rubric/scoring guide that is <i>disconnected</i> from the learning goal(s), and <i>minimal</i> communication of its use to students 	 guide that is <i>loosely connected</i> to the learning goal(s), and <i>inconsistent</i> communication of its use to students a <i>vague</i> choice of and rationale 	 a selection of a rubric/scoring guide that is <i>aligned</i> to the learning goal(s), and <i>appropriate</i> communication of its use to students 	 a selection of a rubric/scoring guide that is <i>tightly connected</i> to the learning goal(s), and <i>insightful</i> communication of its use to students
 an <i>illogical</i> choice of and rationale for a data-collection method to show evidence of student learning 	for a data-collection method to show evidence of student learning	 an <i>effective</i> choice of and rationale for a data-collection method to show evidence of student learning 	 a significant choice of and rationale for a data-collection method to show evidence of student learning



Response for Textbox 2.1.2

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• an <i>irrelevant</i> selection of and	 an uneven selection of and	 an appropriate selection of and	 an <i>insightful</i> selection of and
rationale for the learning	rationale for the learning	rationale for the learning	rationale for the learning
activities and student groupings	activities and student groupings	activities and student groupings	activities and student groupings
used during the assessment	used during the assessment	used during the assessment	used during the assessment
 an <i>illogical</i> selection of and	• an <i>incomplete</i> selection of and rationale for materials, resources, and technology used during the assessment	 a <i>logical</i> selection of and	 an <i>in-depth</i> selection of and
rationale for materials,		rationale for materials,	rationale for materials,
resources, and technology used		resources, and technology used	resources, and technology used
during the assessment		during the assessment	during the assessment

Response for Textbox 2.1.3

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• a <i>misinformed</i> identification and discussion of and rationale for selecting the two Focus Students who reflect different learning needs for whom the assessment would be modified	• a <i>limited</i> identification and discussion of and rationale for selecting the two Focus Students who reflect different learning needs for whom the assessment would be modified	• an <i>appropriate</i> identification and description of and rationale for selecting the two Focus Students who reflect different learning needs for whom the assessment would be modified	• an <i>extensive</i> identification and discussion of and rationale for selecting the two Focus Students who reflect different learning needs for whom the assessment would be modified
• an <i>inappropriate</i> choice of data to be used to establish a baseline for growth for each of the two Focus Students	 a <i>cursory</i> choice of data to be used to establish a baseline for growth for the each of the two Focus Students 	• an <i>informed</i> choice of data to be used to establish a baseline for growth for each of the two Focus Students	• a <i>significant</i> choice of data to be used to establish a baseline for growth for each of the two Focus Students



Response for Textbox 2.1.3 (continued)

	Score of 1		Score of 2		Score of 3		Score of 4
•	a <i>misinformed</i> choice of and rationale for modifications of the assessment for each of the two Focus Students based on their specific learning needs	•	a vague choice of and rationale for modifications of the assessment for each of the two Focus Students based on their specific learning needs	•	a <i>logical</i> choice of and rationale for modifications of the assessment for each of the two Focus Students based on their specific learning needs	•	an <i>insightful</i> choice of and rationale for modifications of the assessment for each of the two Focus Students based on their specific learning needs

Rubric for Step 2: Administering the Assessment and Analyzing the Data (textboxes 2.2.1 and 2.2.2)

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides <i>minimal</i> evidence that demonstrates the teacher candidate's ability to analyze both baseline and graphic data to determine student progress toward the learning goal(s); to determine the efficiency of the data-collection process; to engage students in analyzing their own assessment results to help them understand their progress toward the learning goal(s); to cite evidence of progress made by the two Focus Students toward achieving the learning goal(s); to identify the	A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher candidate's ability to analyze both baseline and graphic data to determine student progress toward the learning goal(s); to determine the efficiency of the data-collection process; to engage students in analyzing their own assessment results to help them understand their progress toward the learning goal(s); to cite evidence of progress made by the two Focus Students toward achieving the learning goal(s); to identify the	A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher candidate's ability to analyze both baseline and graphic data to determine student progress toward the learning goal(s); to determine the efficiency of the data-collection process; to engage students in analyzing their own assessment results to help them understand their progress toward the learning goal(s); to cite evidence of progress made by the two Focus Students toward achieving the learning goal(s); to identify the	A response at the 4 level provides consistent evidence that demonstrates the teacher candidate's ability to analyze both baseline and graphic data to determine student progress toward the learning goal(s); to determine the efficiency of the data-collection process; to engage students in analyzing their own assessment results to help them understand their progress toward the learning goal(s); to cite evidence of progress made by the two Focus Students toward achieving the learning goal(s); to identify the
impact, based on data, both	impact, based on data, both	impact, based on data, both	impact, based on data, both



Rubric for Step 2 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
baseline and graphic, that the modification(s) of this assessment had on the demonstration of learning by the two Focus Students; and to engage the two Focus Students in analyzing their assessment results to help them understand their progress toward the learning goal(s).	baseline and graphic, that the modification(s) of this assessment had on the demonstration of learning by the two Focus Students; and to engage the two Focus Students in analyzing their assessment results to help them understand their progress toward the learning goal(s).	baseline and graphic, that the modification(s) of this assessment had on the demonstration of learning by the two Focus Students; and to engage the two Focus Students in analyzing their assessment results to help them understand their progress toward the learning goal(s).	baseline and graphic, that the modification(s) of this assessment had on the demonstration of learning by the two Focus Students; and to engage the two Focus Students in analyzing their assessment results to help them understand their progress toward the learning goal(s).
The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 2. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 2.	The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 2.	The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 2.



Response for Textbox 2.2.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
 a <i>minimal</i> analysis of all of the data to determine students' progress toward the learning goal(s) 	 a partial analysis of all of the data to determine students' progress toward the learning goal(s) 	 an <i>informed</i> analysis of both forms of data to determine students' progress toward the learning goal(s) 	 an <i>extensive</i> analysis of all of the data to determine students' progress toward the learning goal(s)
 an <i>inappropriate</i> analysis of the efficiency of the data-collection process 	 a <i>partial</i> analysis of the efficiency of the data-collection process <i>limited</i> engagement of students 	 an appropriate analysis of the efficiency of the data-collection process 	 a thorough analysis of the efficiency of the data-collection process
 minimal engagement of students to analyze their own assessment results to help them understand their progress toward the learning goal(s) 	to analyze their own assessment results to help them understand their progress toward the learning goal(s)	• effective engagement of students to analyze their own assessment results to help them understand their progress toward the learning goal(s)	 significant engagement of students to analyze their own assessment results to help them understand their progress toward the learning goal(s)

Response for Textbox 2.2.2

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
 <i>little or no</i> analysis of all the data to learn about the progress of each of the two Focus Students toward achieving the learning goal(s) 	 a partial analysis of all the data to learn about the progress of each of the two Focus Students toward achieving the learning goal(s) 	 an accurate analysis of all the data to learn about the progress of each of the two Focus Students toward achieving the learning goal(s) 	 a thorough analysis of all the data to learn about the progress of each of the two Focus Students toward achieving the learning goal(s)



Response for Textbox 2.2.2 (continued)

	Score of 1		Score of 2		Score of 3		Score of 4
•	an <i>ineffective</i> analysis, based on data, both baseline and graphic, of the impact of the modification of the assessment for each Focus Student to be able to demonstrate learning, with <i>minimal</i> evidence supporting the analysis	•	an <i>incomplete</i> analysis, based on data, both baseline and graphic, of the impact of the modification of the assessment for each Focus Student to be able to demonstrate learning, with <i>limited</i> evidence supporting the analysis	•	an <i>informed</i> analysis, based on data, both baseline and graphic, of the impact of the modification of the assessment for each Focus Student to be able to demonstrate learning, with <i>appropriate</i> evidence supporting the analysis	•	an <i>in-depth</i> analysis, based on data, both baseline and graphic, of the impact of the modification of the assessment for each Focus Student to be able to demonstrate learning, with <i>thorough</i> evidence supporting the analysis
•	<i>minimal</i> engagement of each of the two Focus Students in analyzing his or her own assessment results to understand progress toward the learning goal(s), with <i>inappropriate</i> evidence to support the analysis	•	<i>cursory</i> engagement of each of the two Focus Students in analyzing his or her own assessment results to understand progress toward the learning goal(s), with <i>inconsistent</i> evidence to support the analysis	•	<i>effective</i> engagement of each of the two Focus Students in analyzing his or her own assessment results to understand progress toward the learning goal(s), with <i>appropriate</i> evidence to support the analysis	•	extensive engagement of each of the two Focus Students in analyzing his or her own assessment results to understand progress toward the learning goal(s), with <i>significant</i> evidence to support the analysis



Rubric for Step 3: Reflecting (textboxes 2.3.1 and 2.3.2)

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level	A response at the 2 level	A response at the 3 level	A response at the 4 level
provides <i>minimal</i> evidence that	provides <i>partial</i> evidence that	provides <i>effective</i> evidence that	provides consistent evidence
demonstrates the teacher	demonstrates the teacher	demonstrates the teacher	that demonstrates the teacher
candidate's ability to identify	candidate's ability to identify	candidate's ability to identify	candidate's ability to identify
how the data analysis will inform	how the data analysis will inform	how the data analysis will inform	how the data analysis will inform
or guide future instruction for	or guide future instruction for	or guide future instruction for	or guide future instruction for
the whole class; to identify	the whole class; to identify	the whole class; to identify	the whole class; to identify
modifications to the data-	modifications to the data-	modifications to the data-	modifications to the data-
collection process for future use;	collection process for future use;	collection process for future use;	collection process for future use;
to identify modifications to the	to identify modifications to the	to identify modifications to the	to identify modifications to the
assessment for future use; to	assessment for future use; to	assessment for future use; to	assessment for future use; to
identify a different assessment	identify a different assessment	identify a different assessment	identify a different assessment
that would allow students to	that would allow students to	that would allow students to	that would allow students to
further demonstrate	further demonstrate	further demonstrate	further demonstrate
achievement of the learning	achievement of the learning	achievement of the learning	achievement of the learning
goal(s); to identify one aspect of	goal(s); to identify one aspect of	goal(s); to identify one aspect of	goal(s); to identify one aspect of
the assessment that was	the assessment that was	the assessment that was	the assessment that was
successful for either Focus	successful for either Focus	successful for either Focus	successful for either Focus
Student; to identify how data	Student; to identify how data	Student; to identify how data	Student; to identify how data
analysis of this assessment will	analysis of this assessment will	analysis of this assessment will	analysis of this assessment will
inform or guide the future	inform or guide the future	inform or guide the future	inform or guide the future
instruction for each Focus	instruction for each Focus	instruction for each Focus	instruction for each Focus
Student; and to identify	Student; and to identify	Student; and to identify	Student; and to identify
modifications to the assessment	modifications to the assessment	modifications to the assessment	modifications to the assessment
for future use with the two Focus	for future use with the two Focus	for future use with the two Focus	for future use with the two Focus
Students.	Students.	Students.	Students.
The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 3. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 3.	The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 3.	The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 3.



Response for Textbox 2.3.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• a <i>minimal</i> explanation of how the data analysis will inform or guide future instruction for the whole class	• a <i>cursory</i> explanation of how the data analysis will inform or guide future instruction for the whole class	 an appropriate explanation of how the data analysis will inform or guide future instruction for the whole class 	 an <i>insightful</i> explanation of how the data analysis will inform or guide future instruction for the whole class
• an <i>ineffective</i> identification of modifications to be made to the data-collection process for future use, with a <i>minimal</i> rationale	• a <i>partial</i> identification of modifications to be made to the data-collection process for future use, with a <i>limited</i> rationale	 an <i>informed</i> identification of modifications to be made to the data-collection process for future use, with an <i>appropriate</i> 	 an <i>insightful</i> identification of modifications to be made to the data-collection process for future use, with a <i>thorough</i> rationale
• an <i>inappropriate</i> choice of modifications to the assessment and rationale for this choice	• a <i>limited</i> choice of modifications to the assessment and rationale for this choice	 rationale an <i>appropriate</i> choice of modifications to the assessment 	• a <i>significant</i> choice of modifications to the assessment and rationale for this choice
 an <i>illogical</i> alternative assessment to allow students to further demonstrate their achievement of the learning goal(s) 	 a partial alternative assessment to allow students to further demonstrate their achievement of the learning goal(s) 	 and rationale for this choice a <i>logical</i> alternative assessment to allow students to further demonstrate their achievement of the learning goal(s) 	 a significant alternative assessment to allow students to further demonstrate their achievement of the learning goal(s)



Response for Textbox 2.3.2

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
 a <i>misinformed</i> choice of and rationale for one successful aspect of the assessment for either Focus Student 	 a <i>limited</i> choice of and rationale for one successful aspect of the assessment for either Focus Student 	 an <i>informed</i> choice of and rationale for one successful aspect of the assessment for either Focus Student 	 a <i>significant</i> choice of and an <i>in-depth</i> rationale for one successful aspect of the assessment for either Focus Student a <i>substantive</i> use of data analysis to inform or guide the next steps of instruction for each of the two Focus Students an <i>insightful</i> identification of modifications to be made to the assessment for future use for each of the two Focus Students, with a <i>thorough</i> rationale
• a <i>minimal</i> use of data analysis to inform or guide the next steps of instruction for each of the two Focus Students	• a <i>tangential</i> use of data analysis to inform or guide the next steps of instruction for each of the two Focus Students	 an appropriate use of data analysis to inform or guide the next steps of instruction for each of the two Focus Students 	
 a <i>minimal</i> identification of modifications to be made to the assessment for future use for each of the two Focus Students, with a <i>minimal</i> rationale 	 a vague identification of modifications to be made to the assessment for future use for each of the two Focus Students, with a limited rationale 	 a <i>logical</i> identification of modifications to be made to the assessment for future use for each of the two Focus Students, with an <i>appropriate</i> rationale 	

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