

PPAT® Assessment

Library of Examples – Spanish

Task 2, Step 1, Textbox 2.1.1: Selecting a Single Assessment

Below are two examples of written responses to Textbox 2.1.1 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 2.1.1

- 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.
- What data did you use to establish a baseline for student growth related to this lesson's learning goal(s)?
- 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?
- 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.

Example 1: Met/Exceeded Standards Level

a. The assessment is an Interpretive Reading assessment for Spanish I. In this assessment, students will have a short story in Spanish that is broken into three sections. The story is written in present tense. The readings are located on the left side of the page, and the questions are located on the right, next to their corresponding passage. The instructions are written in English, and there are five words that we have pre-translated. These words are located underneath each passage in bold. From section 1, students have nine words to define. Two of the words (favoritas, fotografia) are level 2 words because they are nearly perfect cognates with English. Five of the words (ciencias, cuaderno, escuela, necesito, van) are level 3 words because they are words we have been working on in class together and should be familiar. Finally, two of the words (para, son) are level 4 words because they are new to students but can be inferred through the comprehensible context. From passage #2, there are 10 words to define. There is one level 2 word (humanos), three level 3 words/phrases (en punto, llegan, ensena), and six level 4 words/phrases (por las mananas, primero, sobre, su, esta, estresada). In the final

section of the assessment, there are five words to translate. One word is level 2 (estudiantes), and the remaining four are level 3 (hay, hoy, empieza, aprende). The categories assessed in each grade level include Presentational and Interpersonal Writing, Interpretive Reading, Interpretive Listening, and Interpersonal and Presentational Speaking. These proficiencies come from the Iowa World Language Competencies (IWLA). This assessment will provide student evidence regarding proficiency in Standard IAWL.1.ITV.NM (Iowa World Language Level 1 Interpretive Reading Benchmark #1, Novice-Mid Proficiency Indicator #2). So far, we have completed three assessments in Spanish I. Assessment #1 was a presentational speaking assessment, and assessment #2 was a presentational writing assessment. Each competency is to be assessed at least once per year to ensure that students have achieved proficiency in every mode of communication. Leading up to the assessment, students have been reading and interpreting stories and texts. Students have taken practice stories and discussed them, used context to interpret meaning unfamiliar words, translated from Spanish to English, written alternative endings, re-written sections with alternate subjects (by changing the verb endings), and created/illustrated their own stories. Students have turned in their work for formative feedback from me to help guide their studying.

b. One of the formative assessments that students completed prior to this assessment was a story similar to the assessment. Prior to beginning the practice assessment, I explained the proficiency scales and what students needed to produce to receive a 3 (proficiency). Students were to complete these practice assessments individually to get an accurate representation of the class' understanding. At the end of the class period, I had students correct their answers and we walked through the story sentence by sentence. This allowed any students who were still struggling to ask questions and get clarification in the areas that were confusing to them. After the walk-through, I had students write the number of questions they got correct at the top of their paper and turn it into me so that I could review it. I recorded all student scores in the baseline data charts. In period one, 20/30 students scored a 3 or higher. In period five, 16/27 scored a 3 or higher, and in period seven 23/28 scored a 3 or higher. Period 5 has the majority of my students with IEPs and 504 plans due to the way that these students schedules are structured. I used this data to plan an additional lesson/review session before our assessment. The scores informed the type of review activities that I would employ for each class, and the duration of the activities. In period 5 we reviewed high frequency verb endings and played conjugation games as this was their highest area of need.

c. The Spanish department uses the SRG (Standards Referenced Grading) framework for all assessment types. The scores on our proficiency scales range from 0 to 4, and the percentage equivalencies are: 0=50%, 1=59%, 2=76%, 3 =93%, 4=100%. A score of 4 means that a student has reached a level of advanced understanding, while a score of 3 means that the student has reached a level of proficiency. A score below 3 indicates that the student is still developing and may need additional support to reach the proficiency goal. Because each section of the rubric has several indicators of student understanding, we use .5 scores. For example, if a student is proficient in interpreting meaning using context, but is developing in their knowledge of learned words, this student would receive a score of 2.5. This is a way to ensure that students are not limited to one proficiency level when they have shown us diversity of understanding and ability. Our learning goals for this unit are that students can discuss their class schedule and comprehend a Spanish speaker discussing their own class schedule in writing or speaking. The proficiency scale is aligned to these goals by requiring students to demonstrate their understanding of some learned verbs and vocabulary in order to score a 3 (proving their proficiency/mastery of the subject). Perfection is not expected, as proficiency can be achieved

with errors so long as these errors do not greatly impact comprehension. Students have been familiarized with the proficiency scale before the assessment, and the scale is posted online for students. I walked through the scale with each class and explained the requirements for earning a 3 or a 4 on the assessment.

d. This assessment will inform the Spanish department of student understanding and of areas where instruction can be improved to meet the needs of those who are struggling to reach proficiency. Based on the level of words that students frequently miss, we can determine whether students can interpret meaning or are just memorizing words. While reviewing assessments and color coding (pink to mark correct level 4 words, green for level 3, yellow for level 2) I noticed a pattern. Two words that were taught in August and used frequently up until our first assessment were 'hoy' and 'hay'. We decided that these words were clear level 3 vocabulary. However, only a few students correctly identified both words. I will individually grade each assessment by highlighting correct answers and counting how many words the student knew in each level. Then, I will reference the proficiency scale and score students based on the categories of advanced, proficient, approaching, and developing. I will create charts that display the data and analyze the results with the department to discuss re-teaching and inform our future instruction. Students are familiar with the SRG framework as many of their other classes use this. I will show students my completed graphic organizers of student pre- and post-assessment data so that they can see their own growth as an individual and class as a whole. This process will motivate students as we move into our next unit and begin learning new content.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.1 and ask yourself:

In the candidate's description of administering the assessment, where is there evidence of the following?

- The standards, learning goals, and student needs
- The baseline date used
- The rubric or scoring guide and its alignment to the standards and learning goals
- Communication of the rubric to the students
- How the student learning will be collected
- The rationale for the data collection process
- Why is the candidate's response detailed and tightly connected?

Example 2: Did Not Meet/Partially Met Standards Level

a. The type of assessment I would choose would be a formative, short cycle assessment to determine whether or not instruction needs to be modified. Since I teach Spanish, the test I would administer would most likely be verbal. I would choose a verbal test because it would be the best way for me to determine if a student is learning the concept. For the assessment, students will come to the front of the class to purchase an item from the store while speaking in the Spanish language. After completing the task, students will receive immediate feedback from the teacher and other students and also give themselves a self-evaluation. This assessment will focus on Learner Indicator NL.PS.1 from the Utah languages core standards which is: I can recite words and phrases that I have learned. It would also relate to Learning Indicator N.CIA.2, which is: I can use memorized language and very basic cultural knowledge to interact with others.

b. The data I used for a baseline is from my last year Spanish class. I used the same assessment activity and have the scores from last year to pull my data from.

c. The student will be graded as follows: Ability to complete a purchase of the right product for the right price: 10 points possible (Students will lose points if they aren't able to complete the purchase without help) Proper vocabulary use: 10 points possible (Students will be docked points for saying the wrong words) Ability to casually converse with the store clerk: 10 points (Students will be docked points if they aren't able to carry on a basic conversation) Ex: how are you? Where are you from? This rubric will allow me to see if my students can fulfill the selected standards from the Utah language core standards, which are: Learner Indicator NL.PS.1 from the Utah languages core standards which is: I can recite words and phrases that I have learned. It would also relate to Learning Indicator N.CIA.2, which is: I can use memorized language and very basic cultural knowledge to interact with others.

d. Since this is a Spanish class and the assessment is verbal, the evidence of learning will be very clear. Either the student will be able to complete the tasks, or they won't. The data will be collected as the assessment takes place and whether or not students can complete the tasks. By putting my students in a real-life Spanish situation, I am able to determine if they have understood the concepts or not.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.1 and ask yourself:

In the candidate's description of selecting the assessment, where is there evidence of the following?

- The standards, learning goals, and student needs
- The baseline data used
- The rubric or scoring guide and its alignment to the standards and learning goals
- Communication of the rubric to the students
- How the student learning will be collected
- The rationale for the data collection process
- Why is the candidate's response partial?

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.