Missouri Pre-Service Teacher Assessment (MoPTA)
Library of Examples – Early Childhood

Task 2, Step 2, Textbox 2.2.3: Analysis of the Assessment Data and Student Learning for the Two Focus Students

Below are two examples of written responses to Textbox 2.2.3 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 candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their 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 2.2.3

a. What did you learn overall about the progress of each of the two Focus Students toward achieving the learning goal(s)? Cite evidence from the work samples and the baseline and graphic assessment data from each Focus Student to support your analysis.

b. Based on the assessment data, both baseline and graphic, what impact did your modification of this assessment have on the demonstration of learning from each of the two Focus Students? Cite evidence to support your analysis.

c. Describe how you shared the assessment data, both baseline and graphic, with both Focus Students to help them understand their progress toward the learning goal(s). Cite evidence to support your analysis.

Example 1: Met/Exceeded Standards Level

a. Overall, I learned that my Focus Students absolutely need modifications in order to successfully meet the required learning goal(s). I learned that giving Focus Student A more time to complete her assessment really did help. She went from a 90% on her pre-assessment to a 100% on her post-assessment. Although this is not a big jump in percentages, the extra time she had to work allowed her to work to her full potential and it showed. I learned that giving Focus Student B only a few options to complete helped him to work calmly and he was able to focus on completing his work without getting overwhelmed or upset. He went from an 80% on his pre-assessment to a 100% on his post-assessment. Much like Focus Student A, his progress was not a big jump in percentages, but the fewer options allowed him to work to his full potential and it showed as well.
b. The modifications of this assessment had a pronounced impact on the learning of my Focus Students. Neither of my Focus Students did below average on their pre-assessments, but the modifications made to their assessments helped them work to their full potential and the difference was apparent. My focus students seemed more engaged and focused, as well as happier and more excited when getting to complete the post-assessment in a way that better met their learning needs.

c. I shared both of my Focus Student’s baseline and graphic data with them personally. Although Focus Student A did well on both assessments, I still felt like I needed to speak to her in private. I called her to my desk, and explained to her how well she did on her pre-assessment, and how we were going to modify the post-assessment in hopes of allowing her to worry less and focus more on working to her full potential. After her completion of the modified post-assessment, I again called her to my desk and explained that she improved her score and that I felt she was more engaged and excited when completing the assessment this time. Again, although Focus Student B did well on both assessments, I still felt like I needed to speak to him in private. I called him to my desk, and explained how well he did on his pre-assessment, and how we were going to modify the post-assessment in hopes of allowing him to feel less overwhelmed and able to work to his full potential. After his completion of the modified post-assessment, I again called him to my desk and explained that he improved his score and that I felt like he was much more relaxed and engaged when completing the assessment this time.

Refer to the Task 2 Rubric for Textbox 2.2.3 and ask yourself:

In the candidate’s response for each of the Focus Students, where is there evidence of the following?

- An analysis of the progress of Focus Student 1 and Focus Student 2 toward the learning goals
- Evidence cited from the students’ work samples and data of the progress of Focus Student 1 and Focus Student 2
- An analysis of the impact of the assessment modifications made for Focus Student 1 and Focus Student 2 on the demonstration of learning
- Evidence cited of the impact of the assessment modifications made for Focus Student 1 and Focus Student 2
- The engagement of Focus Student 1 in reviewing the assessment results to understand progress toward the learning goals, with evidence to support the analysis
- The engagement of Focus Student 2 in reviewing the assessment results to understand progress toward the learning goals, with evidence to support the analysis
- Why is the candidate’s analysis substantive?

Example 2: Did Not Meet/Partially Met Standards Level

a. For student 1, I learned that her spacing improved. For student 2, I learned that we still need to work on her handwriting

b. Looking at the data that I acquired from both the baseline and graphic representation, the impact that my modification had on both students was great. I had student 1 doing her check list in front of me and she only needed my assistance two times. Student 2 and I did the checklist together and her writing improved greatly.
c. I shared their assessment data with my two focus students by having them one at a time come to the small group table in the back. The rest of the class was working. I discussed with them what they need to improve on, and ended with what they did improve on. I told them each I was very proud of them.

Refer to the Task 2 Rubric for Textbox 2.2.3 and ask yourself:

In the candidate’s response for each of the Focus Students, where is there evidence of the following?

- An analysis of the progress of Focus Student 1 and Focus Student 2 toward the learning goals
- Evidence cited from the students’ work samples and data of the progress of Focus Student 1 and Focus Student 2
- An analysis of the impact of the assessment modifications made for Focus Student 1 and Focus Student 2 on the demonstration of learning
- Evidence cited of the impact of the assessment modifications made for Focus Student 1 and Focus Student 2
- The engagement of Focus Student 1 in reviewing the assessment results to understand progress toward the learning goals, with evidence to support the analysis
- The engagement of Focus Student 2 in reviewing the assessment results to understand progress toward the learning goals, with evidence to support the analysis
- Why is the candidate’s analysis uneven?

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.