

**Program Name:** Elementary Education-BSEd

**College/School Name:** College of Education and Psychology/Education

**Academic Year Assessed:** 2020-2021

**Assessment Report Requirements:**

1. **Program Goals, Student Learning Outcomes (SLO), and Criteria:** At *minimum*, your Program Assessment Plan should have 2 overarching goals and 3 major outcomes derived from the goals that assess the core of your program. Each SLO must have at least 2 criteria and each criterion must have at least one instrument.
2. **Assessment Across Program:** Your SLOs and criteria must assess a majority of your students each year and assess from early in the program to the end.
  - Assessing through the program gives you the ability to identify weak points for improvement.
3. **Instruments:** Attach ALL Instruments listed in your assessment plan in the APPENDIX at the end of the Plan/Report.
4. **Instruments Using Direct/Indirect Measures:** Your Program Assessment Plan should include both direct and indirect measures of learning, with direct measures in the majority.
5. **Validation through External Instruments:** *If possible*, use an external instrument as a direct measure (e.g., ETS/MFT, ACAT, NCLEX, OSAT) to validate your local direct measures.
  - *The Office of Institutional Effectiveness pays for external testing.*
6. **Analysis of Data by Faculty:** All faculty integral to the Program will meet to discuss and analyze the data at the end of the academic year to determine what the collected data says about the program's performance during the current year and how that new knowledge will translate into proposed actions/changes in the coming year(s).
7. **Completion of Template:** *You are required to complete all sections of this report template.* Follow the directions as written. Contact the Assessment Coordinator before modifying the template to match the specific elements of your program assessment plan.
8. **File Name:** Use the following format to name this file before uploading:
  - Program Name Degree Level Asmt Report AY XXXX-XX
  - e.g., Art BFA Asmt Report AY 2020-21
  - e.g., Ed Leadership MEd Asmt Report AY 2020-2021
9. **Upload to Teams:** Complete your plan/report using the template and upload it to your Team channel. Email your Vice President and the Assessment Coordinator to let them know you have finished. *IF you make further changes to your report in Teams, notify your Vice President and the Assessment Coordinator via email.*

**See Glossary of Terms for further explanation:  
UGRP\_ECU Unit Assessment Team >> General channel >> Files.**

# **Assessment Plan, Data, and Analysis**

## **Mission Statements & Goals**

### **EAST CENTRAL UNIVERSITY MISSION STATEMENT:**

**We educate and empower students to understand and transform our world.**

### **PROGRAM GOAL(S):**

- Goal 1: The Elementary Education Program prepares candidates to be successful, highly qualified classroom teachers for grades first through eighth grade.
- Goal 2: The Elementary Education Program prepares candidates to demonstrate the knowledge, skills, and dispositions necessary to be highly effective in the education profession.

### **ASSESSMENT ACROSS THE PROGRAM STATEMENT:**

All students declaring elementary education as their major are allowed to enroll and participate in the first block of four cycles. During this first block, elementary candidates are evaluated before admittance into the elementary education program. These candidates must qualify by demonstrating the following:

- Overall GPA of 2.75 or higher
  - Must have earned a “C” or higher in Composition I & II and Fundamentals of Human Communication
- Passing Score on the Oklahoma General Education Test (OGET)
- Successful completion of faculty interview

Elementary student GPA’s are followed throughout their involvement through the block cycles (block II and III). At the end of the program, students complete state teacher certification assessments which determine their content and professional mastery for becoming an elementary teacher.

### **EXTERNAL INSTRUMENT AVAILABILITY FOR PROGRAM:**

Exam 1: Oklahoma Subject Area Test (OSAT) Elementary Education Subtest 1: Reading and Language Arts--YES

Exam 2: Oklahoma Subject Areas Test (OSAT) Elementary Education Subtest 2: Social Studies, Mathematics, Science, Health/fitness and the Arts--YES

Exam 3: Praxis Performance Assessment for Teachers (PPAT)--YES

### **STUDENT LEARNING OUTCOME 1: STUDENTS WILL DEMONSTRATE MASTERY OF SUCCESSFUL LEARNING DURING THE PROCESS OF BECOMING A HIGHLY QUALIFIED TEACHER FOR ELEMENTARY GRADES.**

**STUDENTS WILL ALSO DEMONSTRATE KNOWLEDGE, SKILLS AND DISPOSITIONS REQUIRED OF ELEMENTARY TEACHERS.**

**Criterion 1.1:** Elementary Candidate Completer GPA

**Population/Course:** Elementary Program Completers

**Instrument/Measurement** (copy/paste instrument in Appendix): Major GPA of Elementary Candidate Completers

**Standard:** Elementary teacher candidates are required to maintain a GPA of 2.75 or higher to continue in elementary education program.

**Data Table**

Academic Year	Completer GPA	Percent Meeting Expectation	n
2020-2021	3.5	100	14
2019-2020	3.7	100	21
2018-2019	3.7	100	16
2017-2018	3.5	100	20
2016-2017	3.7	100	17

**Analysis Table**

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	The data gathered for GPA during these assessment cycles demonstrate that the EPP's elementary candidates are successful at surpassing the minimum GPA requirements of 2.75.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	These candidates have earned a major GPA of 3.5 or higher consistently throughout the assessment cycle. However, it is also noted that candidate numbers have fluctuated during the assessment cycles.
3. Discuss possible reasons why the unit performed as it did this year.	It is wondered if the 33% drop in candidate completers GPA during the last two cycles is due to both the outbreak of COVID 19 and the change to blended instruction.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The data gathered for GPA during these assessment cycles demonstrate that the EPP's elementary candidates are successful at surpassing the minimum GPA requirements of 2.75.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes.	The program will continue its present procedures for tracking to ensure continued GPA performance. The program has also moved from blended course work back to face to face instruction.

**Criterion 1.2:** Elementary Subtest One Certification Exam: Reading and Language Arts with Constructed Response & Subtest 2: Social Studies/Mathematics/Science/Health, Fitness, and the Arts

**Population/Course:** Elementary Education Candidates

**Instrument/Measurement:** Oklahoma Subject Area Tests: Subtest One & Two

**Standard:** Elementary candidates should meet and/or surpass overall state verified pass rates.

**Data Table**

Academic Year	EPP Pass Rate	Overall State Verified Pass Rate	n
2020-2021	Subtest 1: 83.3% Subtest 2: 66.7%	Subtest 1: 89.4% Subtest 2: 80.8%	Subtest 1: 18 Subtest 2: 21
2019-2020	Subtest 1: 88.9% Subtest 2: 75%	Subtest 1: 93.1% Subtest 2: 80.8%	Subtest 1: 18 Subtest 2: 16
2018-2019	Subtest 1: 94.4% Subtest 2: 88.2%	Subtest 1: 91.4% Subtest 2: 84%	Subtest 1: 18 Subtest 2: 17
2017-2018	Subtest1: 85% Subtest 2: 82.4%	Subtest 1: 91.4% Subtest 2: 84.8%	Subtest 1: 20 Subtest 2: 17
2016-2017	Subtest 1: 100% Subtest 2: 85.7%	Subtest 1: 94.2% Subtest 2: 87.5%	Subtest 1: 14 Subtest 2: 14

**Analysis Table**

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Trends in passing scores for the subtest one of the elementary OSAT continue to be met (80% or higher). These scores are slightly below state averages, but still being met. However, the EPP has noticed a downward trend in scores for subtest two of the elementary OSAT. Therefore, while the standard for subtest one is continuously met, subtest 2 was not.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	For the elementary subtest 2 for the OSAT, the standard was to meet or surpass the overall state average which was 80.8%. Elementary candidates scored well below this average (66.7%) which has been duly noted by the EPP.
3. Discuss possible reasons why the unit performed as it did this year.	There are several theories being discussed by elementary faculty as to the reason for OSAT results.

	<p>First and foremost, the EPP is concerned with the passing percentage results of the subtest 2. One theory is that the subtest is content heavy rather than pedagogical. Elementary candidates are advised to take both OSAT exams during their final semester before student teaching; however, since subtest 2 is content related, these candidates are learning about HOW to teach the content, not about the CONTENT itself. Therefore, we are considering advising the candidates to take Subtest 2 immediately after the passing of their Oklahoma General Education Test (OGET) so that subject content knowledge is fresh.</p>
<p>4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.</p>	<p>Subtest 1 of the OSAT data fluctuates as expected by differing groups of students. Each cycle the candidates perform better or just slightly below state passing percentages. This is attributed to updates in the teaching of reading curriculum and adding more writing components to improve the constructed response portion of this exam. However, subtest 2, the EPP has noticed a dramatic increase from 2016-2017 to 2017-2018 but a steady drop from 2018-2019 to 2020-2021. Reasons for this drop could, first, be attributed to higher absenteeism and moving to online formats for teaching during COVID. Another reason attributed is the gap in time between completion of general education courses and the recommended time to take the OSAT subtest 2.</p>
<p>5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes</p>	<ol style="list-style-type: none"> <li>1. Elementary candidates will be advised to take the Elementary OSAT subtest 2 immediately after successfully completing the OGET (Oklahoma General Education Test).</li> <li>2. Content Area study sessions for elementary candidates will be offered to help prepare for the subtest 2 of the Elementary OSAT exam.</li> </ol>

**STUDENT LEARNING OUTCOME 2: STUDENTS WILL DEMONSTRATE MASTERY OF SUCCESSFUL LEARNING DURING THE PROCESS OF BECOMING A HIGHLY QUALIFIED TEACHER FOR ELEMENTARY GRADES. STUDENTS WILL ALSO DEMONSTRATE KNOWLEDGE, SKILLS AND DISPOSITIONS REQUIRED OF ELEMENTARY TEACHERS.**

**Criterion 2.1:**

**Population/Course:** Elementary Education Candidates

**Instrument/Measurement:** Praxis Performance Assessment for Teachers (PPAT)

**Standard:** Elementary candidates should meet and/or surpass overall state verified pass rates.

**Data Table**

Academic Year	EPP Pass Rate	Overall State Verified Pass Rate	n
2020-2021	91.5%	*N/A	15
2019-2020	100%	95.65%	20
2018-2019	100%	**N/A	17
2017-2018	79%	**N/A	19
2016-2017	Exam not Available		

NOTE: \* State data not yet available      \*\* Assessment was piloted by ECU

**Analysis Table**

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	ECU was chosen by the Oklahoma State Department of Education to pilot this exam. On September 13 <sup>th</sup> , 2021, the state adopted this exam for teacher certification in Oklahoma. The reason as to why state overall verified pass rates are unavailable at this time is unknown. However, if trends of rates continue as they have in the past, the EPP's elementary candidates will have proven to continue to score above state average.
2. Whether met or not met, explain how your unit performed in relation to the standard.	The EPP feels confident that the pass rate by elementary candidates will be proven to be met. The elementary candidates for this year demonstrate a 91.5% pass rate which is extremely high for this style of assessment. Even though the state has lowered the overall pass rate to 38, the EPP's students continuously demonstrate earning overall scores of 40 and even higher.
3. Discuss possible reasons why the unit performed as it did this year.	The EPP has discussed that the performance for elementary candidates remains successful due to the diligence in teaching and high standards/expectations set forth in the methodology and professional education curriculum.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Prior to piloting this exam, the EPP students took and completed the Oklahoma Professional Teaching Examination (OPTE). Therefore, during the 2016-2017 cycle, results for this exam were not available. However, in other cycles, the EPP's elementary candidates demonstrated continuous growth and success with this exam. It is believed the continuous improvement is due to the diligence in teaching and high standards/expectations set forth in the methodology and professional education curriculum.

	However, the EPP has noted that the in the last cycle, elementary candidate pass rate did drop from previous cycles. It is hypothesized that these scores dropped due to the lack of face-to-face instruction due to COVID 19. It was also noted that this exam is completed during the student teaching semester and many student teachers were having to help cooperating teachers move into an online teaching format. Therefore, without regular face to face instruction with professors and with the change in style of teaching during student teaching, the EPP expected drops in scores on this exam.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that.	The EPP will not make curriculum changes, but rather, we have moved back to face to face instruction and the elementary candidates are all in face-to-face student teaching placements. Therefore, we hope to see the scores for this year to raise.

**Criterion 2.2:**

**Population/Course:**

**Instrument/Measurement** (copy/paste instrument in Appendix):

**Standard:**

**Data Table:** [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021				
2019-2020				
2018-2019				
2017-2018				
2016-2017				

NOTE: [Add explanation for missing data (ND) in the table]

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	
3. Discuss possible reasons why the unit performed as it did this year.	



4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	

**STUDENT LEARNING OUTCOME 3:**

**Criterion 3.1:**

**Population/Course:**

**Instrument/Measurement** (copy/paste instrument in Appendix):

**Standard:**

**Data Table:** [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021				
2019-2020				
2018-2019				
2017-2018				
2016-2017				

NOTE: [Add explanation for missing data (ND) in the table]

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	
3. Discuss possible reasons why the unit performed as it did this year.	
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	

**Criterion 3.2:**

**Population/Course:**

**Instrument/Measurement** (copy/paste instrument in Appendix):

**Standard:**

**Data Table:** [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021				
2019-2020				
2018-2019				
2017-2018				
2016-2017				

NOTE: [Add explanation for missing data (ND) in the table]

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	
3. Discuss possible reasons why the unit performed as it did this year.	
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	

**Summary Table of Student Learning Outcomes/Criteria/Instruments**

Student Learning Outcomes	Criteria/Instrument (modify table to fit your plan)	Direct/Indirect Measure	Met	Not Met
SLO1: Students will demonstrate mastery of knowledge, skills, and dispositions during the process of becoming a certified, highly	1.1: Elementary Candidate Completer GPA	Indirect	X	
	1.2: Elementary Subtest One Certification Exam: Reading and Language Arts with Constructed Response & Subtest 2: Social Studies/Mathematics/Science/Health, Fitness, and the Arts	Direct		X

qualified elementary teacher.				
SLO2: Students will demonstrate mastery of knowledge, skills, and dispositions during the process of becoming a certified, highly qualified elementary teacher.	2.1: Praxis Performance Assessment for Teachers (PPAT)	Direct	X	
	2.2:			
SLO3:	3.1:			
	3.2:			

<b>Student Information for this Academic Year</b>	
Total, <i>unduplicated</i> number of students assessed this academic year	
Program census for Fall	98
Program census for Spring	84
Total number of Summer/Fall Program graduates	8
Total number of Spring graduates	6
Mean major GPA of Summer/Fall graduates	3.66
Mean major GPA of Spring graduates	3.44

NOTE: With the exception of the unduplicated number assessed (yellow), student information is provided by Office of Institutional Effectiveness and is made available in your Teams folder. For help with determining unduplicated number, contact the Assessment Coordinator.

**Faculty Meeting:** List meeting date(s) and a roster of those in attendance.

<u>Meeting Date</u>	<u>Faculty in Attendance</u>
September 28, 2021	June Caruthers (block 1, reading & social studies methods), Mark Felts (block 2), Darcy Tessman (science methods), Jenn Snell (reading, LA, and program director), & Gerry Mihelic (Intermediate math methods); ABS: Melonie Johnson (primary math methods)

**Sharing with Stakeholders:**

1. Stakeholders for this Program include: [**list** all within and without the ECU community]
  - Oklahoma State Department of Education
  - Oklahoma Regents for Higher Education
  - Oklahoma Public School Systems
  - Oklahoma Superintendents

- Oklahoma Elementary Principals
  - Oklahoma Certified Elementary Teachers
  - ECU Department of Education Faculty
2. Current program assessment reports are available on the website of the Office of Institutional Effectiveness:

[https://myecu.ecok.edu/ICS/Institutional\\_Reporting/Assessment\\_Reporting\\_and\\_Outcomes.jnz](https://myecu.ecok.edu/ICS/Institutional_Reporting/Assessment_Reporting_and_Outcomes.jnz)

This link will change Fall 21 since MyECU is being phased out – I will let you know what to change it to.

## SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES/REVIEWS & UPDATES

For instructions see *Glossary of Terms Pgm Asmt* in Teams.

Academic Year	Summary of Actions/Changes from Report
2020-2021	<ul style="list-style-type: none"> <li>• The program will continue its present procedures for tracking to ensure continued GPA performance. The program has also moved from blended course work back to face to face instruction.</li> <li>• Elementary candidates will be advised to take the Elementary OSAT subtest 2 immediately after successfully completing the OGET (Oklahoma General Education Test).</li> <li>• Content Area study sessions for elementary candidates will be offered to help prepare for the subtest 2 of the Elementary OSAT exam.</li> <li>• The EPP will not make curriculum changes, but rather, we have moved back to face to face instruction and the elementary candidates are all in face-to-face student teaching placements. Therefore, we hope to see the scores for this year to raise.</li> </ul>
2019-2020	COULD NOT LOCATE IN TEAMS
2018-2019	COULD NOT LOCATE IN TEAMS
2017-2018	USED CAEP REPORT
2016-2017	<p>Constructed response prompts have been implemented in various professional education and Elementary Education methods courses. Monthly faculty meetings are used to analyze various aspects of this report's data throughout the upcoming year for continual improvement of the Elementary Education Teacher Preparation program. Education faculty members are reaching out to partner more closely with area school districts so as to better mentor our education majors into the profession. A Cooperating Teacher Forum was held in August 2015 and January 2016 for all area teachers and administrators who work with ECU teacher candidates. The Teacher Forum is an important networking venue where university faculty members can partner with area public schools to support and nurture our candidates' into the teaching profession. Feedback from these cooperating teachers and administrators is used to enhance this partnership with our area stakeholders. The education department will advertise and hire an elementary education faculty member. A new assessment coordinator will further define and refine the assessment process for continuous program improvement. The elementary education program will transition to the new CAEP standards for elementary teachers. We will utilize student teaching evaluations for more valid measurements of the identified criterion.</p>

<b>Academic Year</b>	<b>Summary of Annual Reviews of Dean and/or UAC</b> (Reviews found in Teams folder; UAC <i>does not</i> review annually)	<b>Updates in Response to Reviews</b>
2019-2020	COULD NOT LOCATE IN TEAMS	
2018-2019	COULD NOT LOCATE IN TEAMS	
2017-2018	SUMMARY COULD NOT BE FOUND ON CAEP REPORT	
2016-2017	COULD NOT LOCATE IN TEAMS	
2015-2016	The missions, goals, and outcomes seem clear, aligned, appropriate to the program, and measurable. Comparison data is available and reported in a useful manner. The methods of assessment are consistent with acceptable practices associated with accreditation requirements. Stakeholders are defined and methods by which information is shared with them is clearly articulated. There is also evidence that changes to the program have been made in accordance with assessment findings.	

## APPENDIX

**Instrument/Measurement** (copy/paste instrument in Appendix): Major GPA of Elementary Candidate Completers

**Standard:** Elementary teacher candidates are required to maintain a GPA of 2.75 or higher to continue in elementary education program.

**DOCUMENTATION: SOURCE: ECU 2021 DEGREE CATALOGUE**

### **COLLEGE OF EDUCATION AND PSYCHOLOGY: REQUIREMENTS FOR RETENTION AND GRADUATION IN TEACHER EDUCATION**

Requirements for Retention and Graduation in Teacher Education Students who are admitted to teacher education and intend to graduate from the program must maintain their eligibility while enrolled. The Teacher Education Program has an ongoing informal evaluation, and specified reviews of teacher education majors regarding continued eligibility for retention, certification, and graduation in teacher education. The following is the review procedure for retention:

1. A continuous informal evaluation is in progress for each candidate enrolled in professional education classes. This evaluation is accomplished by each professor being sensitive to special problems or concerns that may be noted. If a problem or concern is observed and is considered serious enough to be a part of the student's record, the professor will file a formal report with the Education Department Chair. This report will be the basis for a formal reevaluation of the student by an appropriate committee to determine the eligibility and suitability of the student to remain in teacher education.
2. The second review in the retention program takes place as needed at the request of the Dean of the College of Education and Psychology and consists of the following three parts: (a) the student's grade point average will be examined, (b) the student will be formally evaluated by the professor, and (c) the student's disposition will be evaluated. A student who has not maintained an overall grade point average of 2.75 or better in all college work

attempted may not enroll in additional professional education courses until the grade point average is 2.75 or better. An unfavorable evaluation by the professor will lead to a formal reevaluation of the student by an appropriate committee to determine the eligibility and suitability of the student to remain in teacher education. A student with an unsatisfactory portfolio will not be allowed to continue in the program until a satisfactory portfolio is presented.

3. The third review in the retention process occurs at the time the student applies for student teaching when eligibility for student teaching will be examined. 4. The evaluation process continues through EDUC 4262 and EDUC 4282, Student Teaching Seminar I and Student Teaching Seminar II, [EDUC 4954\*, EDUC 4964\*, or EDUC 4974\*]. \*Enrolled in twice for eight (8) hours credit.

**Instrument/Measurement:** Oklahoma Subject Area Tests: Subtest One & Two

**Standard:** Elementary candidates should meet and/or surpass overall state verified pass rates.

**DOCUMENTATION: ELEMENTARY OSAT TEST FRAMEWORK**

**SOURCE: CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS (CEOE)**

**CERTIFICATION EXAMINATIONS  
FOR OKLAHOMA EDUCATORS (CEOE)  
OKLAHOMA SUBJECT AREA TESTS (OSAT)  
FIELD 050: ELEMENTARY EDUCATION  
SUBTEST 1  
TEST FRAMEWORK  
August 2014**

<b>Range of Subarea</b>	<b>Competencies</b>
I. Reading	0001–0008
II. Language Arts	0009–0012

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**OKLAHOMA SUBJECT AREA TESTS (OSAT)**

**FIELD 050: ELEMENTARY EDUCATION  
SUBTEST 1**

**TEST FRAMEWORK**

I. Reading

14

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**SUBAREA I—READING**

**Competency 0001**

**Apply knowledge of foundations of literacy development in English, including development and assessment of phonological and phonemic awareness.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of the relationship between oral and written language in English with respect to literacy (e.g., how phonology and morphology relate to spelling and orthography) and knowledge of how students' oral language development and phonological awareness development directly affect their literacy development.
- Apply knowledge of strategies for promoting students' oral language development to support their literacy development and their interest and engagement in reading and writing.
- Apply knowledge of phonological awareness (i.e., the awareness that oral language is composed of smaller units, such as spoken words and syllables) and research-based, systematic instruction in phonological awareness skills (e.g., identifying spoken syllables, recognizing rhyming words, manipulating onsets and rimes).
- Apply knowledge of phonemic awareness (i.e., a specific type of phonological awareness involving the ability to distinguish and manipulate the separate phonemes in a spoken word) and research-based, systematic instruction in phonemic awareness skills (e.g., identifying phonemes; isolating initial, medial, and final phonemes; blending, segmenting, deleting, and substituting phonemes).
- Apply knowledge of concepts of print, letter recognition, and letter formation, including knowledge of strategies for promoting students' development in these areas.
- Apply knowledge of the use of appropriate materials and effective, engaging oral language and writing activities to reinforce students' development in oral language, phonological awareness, phonemic awareness, concepts of print, letter recognition, and letter formation.
- Apply knowledge of formal and informal methods for assessing students' development in oral language, phonological awareness, phonemic awareness, concepts of print, letter recognition, and letter formation, including knowledge of how to interpret and use assessment results to plan effective instruction in these areas.
  - Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, diverse readers at a range of proficiency levels) with respect to their development in oral language, phonological awareness, phonemic awareness, concepts of print, letter recognition, and letter formation.

**Competency 0002**

**Apply knowledge of the alphabetic principle and the development and assessment of accurate, automatic word recognition and spelling at beginning stages of literacy development.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of terminology (e.g., stop and continuous consonant sounds, consonant digraphs, consonant blends, vowel digraphs, diphthongs, r- and l-controlled vowels) and concepts (e.g., the relationship between beginning stages of word reading and beginning stages of spelling, the reciprocity between decoding and encoding) related to phonics and spelling instruction.
- Apply knowledge of the alphabetic principle and research-based, systematic instruction in letter-sound correspondences.
- Apply knowledge of research-based, systematic phonics instruction at beginning stages of literacy development to promote accurate decoding and spelling of words that follow basic, regular phonics/spelling patterns of increasing complexity.
- Apply knowledge of research-based, systematic instruction in sight words, common inflectional morphemes (e.g., -ed, -er, -est, -ing, -s), and orthographic guidelines (e.g., drop final -e before adding an inflectional ending that begins with a vowel) to promote rapid, automatic word recognition and accurate spelling of regular and irregular words.
  - Apply knowledge of the use of appropriate texts and effective, engaging reading and writing activities to reinforce students' development in letter-sound correspondence and beginning decoding and spelling.



- Apply knowledge of formal and informal methods for assessing students' development in letter-sound correspondence, decoding, and spelling at beginning stages of literacy development, including knowledge of how to interpret and use assessment results to plan effective instruction in these areas.
- Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, diverse readers at a range of proficiency levels) with respect to their development in letter-sound correspondence and beginning decoding and spelling.

### **Competency 0003**

#### **Apply knowledge of development and assessment of accurate, automatic word recognition and spelling at later stages of literacy development.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of research-based, systematic instruction in decoding complex spelling patterns (e.g., qu-, kn-, ph-, -tch, -tion) and developmentally and gradelevel-appropriate orthographic guidelines and sight words to promote accurate, automatic decoding and spelling of complex regular and irregular single-syllable and multisyllable words.
- Apply knowledge of research-based instruction in syllable patterns (e.g., open, closed), syllabication guidelines, and structural analysis skills (e.g., recognizing word roots, derivational affixes, and compound words) to promote accurate, automatic decoding and spelling of multisyllable words.
- Apply knowledge of the use of appropriate texts and effective, engaging reading and writing activities to reinforce students' development in decoding and spelling at later stages of literacy development.
- Apply knowledge of formal and informal methods for assessing students' development in decoding and spelling at later stages of reading development, including knowledge of how to interpret and use assessment results to plan effective instruction in these areas.
  - Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, diverse readers at a range of proficiency levels) in decoding and spelling at later stages of literacy development.

### **Competency 0004**

#### **Apply knowledge of development and assessment of fluency at all stages of reading development.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of fluency at all stages of reading development, including key indicators of reading fluency (i.e., accuracy, rate, and prosody), factors that can disrupt fluency (e.g., lack of automaticity; lack of familiarity with vocabulary, academic language, or background knowledge), and the role of fluency in reading comprehension.
- Apply knowledge of research-based instruction to promote fluency with respect to accuracy, rate, and prosody.

- Apply knowledge of the use of appropriate texts (e.g., using decodable texts with students whose decoding is not automatic, using a wide range of independent level texts for students at later stages of reading development) and effective, engaging reading activities to reinforce students' fluency development.
- Apply knowledge of formal and informal methods for assessing students' fluency development at various stages of reading development, including knowledge of how to interpret and use assessment results to plan effective fluency instruction.
  - Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, diverse readers at a range of proficiency levels) in fluency.

### **Competency 0005**

#### **Apply knowledge of development and assessment of vocabulary knowledge and skills.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of components of effective vocabulary instruction (e.g., explicitly teaching words and word-learning strategies, promoting word consciousness and wide reading, providing meaningful exposure and opportunities to use new vocabulary) and criteria for selecting words for vocabulary instruction.
- Apply knowledge of research-based instruction in words and their meanings, including general academic words and domain-specific words, common Latin and Greek roots, figurative language, idiomatic expressions, and foreign words and expressions used in English.
- Apply knowledge of research-based instruction in independent strategies for building vocabulary (e.g., structural analysis) and verifying the meaning and pronunciation of unfamiliar words or words with multiple meanings (e.g., using appositives, semantic and syntactic clues, and reference materials).
- Apply knowledge of the use of appropriate texts and effective, engaging oral language, reading, and writing activities to reinforce students' vocabulary development.
- Apply knowledge of formal and informal methods for assessing students' vocabulary development, including knowledge of how to interpret and use assessment results to plan effective vocabulary instruction.
  - Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, diverse readers at a range of proficiency levels) in vocabulary development.

### **Competency 0006**

#### **Apply knowledge of development and assessment of reading comprehension and comprehension strategies.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of different levels of reading comprehension (i.e., literal, inferential, and evaluative) and factors affecting reading comprehension (e.g., interest and engagement, automaticity of word recognition, fluency, vocabulary knowledge, knowledge of academic language

structures, background knowledge, comprehension strategies, linguistic and organizational complexity of text).

- Apply knowledge of research-based instruction in comprehension strategies (e.g., predicting, accessing prior knowledge, monitoring, think-aloud, text structure, visual representation, mental imagery, summarizing, questions/ questioning, conversation) that students can use to enhance their own comprehension of texts.
- Apply knowledge of the use of appropriate texts and effective, engaging oral language, reading, and writing activities to facilitate students' comprehension of texts before, during, and after reading and to reinforce their development of comprehension and critical-thinking strategies.
- Apply knowledge of formal and informal methods for assessing students' development in reading comprehension, including knowledge of how to interpret and use assessment results to plan effective comprehension instruction.
  - Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, diverse readers at a range of proficiency levels) in reading comprehension and the use of comprehension strategies.

### **Competency 0007**

#### **Apply knowledge of literary texts and development and assessment of skills and strategies for comprehending and analyzing literature.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of key features of major works, authors, and genres of children's literature from various cultures and time periods and key characteristics and elements of literary texts (e.g., story elements such as character and plot, stylistic elements such as figurative language).
- Apply knowledge of effective instruction in skills and strategies for comprehending and analyzing key ideas and details in literature (e.g., using evidence from a text to support responses, analyzing story elements such as character, setting, and theme).
- Apply knowledge of effective instruction in skills and strategies for comprehending and analyzing craft and structure in literature (e.g., interpreting figurative language, evaluating tone and mood, recognizing that texts can reflect diverse cultural perspectives).
- Apply knowledge of effective instruction in critical-thinking skills and strategies for integrating, analyzing, and evaluating knowledge and ideas from literary texts in diverse media and formats (e.g., analyzing the contribution of multimedia elements in a text, comparing and contrasting the treatment of similar themes in different texts).
- Apply knowledge of the use of appropriate materials and effective, engaging oral language, reading, and writing activities to reinforce students' comprehension and analysis of literary texts.
- Apply knowledge of formal and informal methods for assessing students' development of skills and strategies for comprehending and analyzing literature, including knowledge of how to interpret and use assessment results to plan effective instruction in these areas.

- Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, diverse readers at a range of proficiency levels) in skills and strategies for comprehending and analyzing literature.

### **Competency 0008**

#### **Apply knowledge of informational texts, development and assessment of skills for comprehending and analyzing informational texts, and study and research skills.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of key features (e.g., textual features such as indexes and headings, graphic features such as charts and diagrams) and organizational structures (e.g., descriptive, chronological, cause/effect, comparison/contrast, problem/solution) of various types of informational texts (e.g., textbook, news article, persuasive essay) from various cultures and time periods.
- Apply knowledge of effective instruction in skills and strategies for comprehending and analyzing key ideas and details in informational texts (e.g., determining the main idea of a text, citing textual evidence).
- Apply knowledge of effective instruction in skills and strategies for comprehending and analyzing craft and structure in informational texts (e.g., analyzing the structure an author uses to organize a text, determining the meaning of words as they are used in a text).
- Apply knowledge of effective instruction in critical-thinking skills and strategies for integrating, analyzing, and evaluating knowledge and ideas from informational texts in diverse media and formats (e.g., evaluating an argument and specific claims in a text, integrating information from two texts on the same topic).
- Apply knowledge of effective instruction in study skills and strategies (e.g., note taking, interpretation of graphs, use of reference materials) and research skills (e.g., identifying research topics, using multiple resources when conducting research, using technology to manage information, paraphrasing information).
- Apply knowledge of the use of appropriate materials and effective, engaging oral language, reading, and writing activities to reinforce students' comprehension and analysis of informational texts and their development of study and research skills.
- Apply knowledge of formal and informal methods for assessing students' development of skills and strategies for comprehending and analyzing informational texts and their study and research skills, including knowledge of how to interpret and use assessment results to plan effective instruction in these areas.
  - Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, diverse readers at a range of proficiency levels) in skills and strategies for comprehending and analyzing informational texts and in study and research skills.

## **SUBAREA II—LANGUAGE ARTS**

### **Competency 0009**

**Apply knowledge of the foundations of writing development and the fundamental elements of the writing process.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of the relationship between oral and written language and elements of language structure (e.g., the syntactic system, the semantic system, the relationships among linguistic units).
- Apply knowledge of the link between the study of grammar and language patterns to the wider purposes of communication and artistic development.
- Apply knowledge of composing processes and writing skills and strategies across developmental stages used to communicate knowledge, ideas, insights, and experiences.
- Apply knowledge of strategies for producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Apply knowledge of how to develop and strengthen writing by planning, drafting, revising, editing, publishing, and rewriting or trying a new approach.
  - Demonstrate command of language conventions (e.g., grammar, spelling, punctuation).

**Competency 0010**

**Apply knowledge of writing skills and strategies for various purposes and audiences.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of types of writing for various tasks, purposes, and audiences (e.g., opinion pieces, arguments, informative/explanatory texts, narratives, responses to literature).
- Apply knowledge of strategies for writing opinion pieces on topics or texts and for writing arguments to support claims with clear reasons and relevant evidence.
- Apply knowledge of strategies for writing informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Apply knowledge of strategies for writing narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear, well-structured event sequences.
- Apply knowledge of the uses of print (e.g., reports, essays, poems, scripts) and nonprint text (e.g., photographs, drawings, collages, videos, graphics) for specific tasks, purposes, and audiences.
  - Apply knowledge of how to use technology, including the Internet, individually and collaboratively to produce and publish writing (e.g., storybooks, essays, newsletters, classroom anthologies, school newspapers), as well as to link to and cite sources.

**Competency 0011**

**Apply knowledge of the fundamental elements of research to build and present knowledge.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of strategies for developing research projects (e.g., exploring issues and interests, posing problems, generating questions).
- Apply knowledge of strategies for gathering relevant information from multiple print and digital sources, assessing the credibility and accuracy of sources, and interpreting findings.
- Apply knowledge of how to quote and paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Apply knowledge of how to conduct research by accessing databases, bibliographies, and other data resources, as well as by exchanging ideas and information with computer users around the world.
- Apply knowledge of how to draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Competency 0012**

### **Apply knowledge of oral language and visual literacy, including listening, speaking, viewing, and representing.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of the components of the communication process and of the importance of effective listening and speaking in daily life.
- Apply knowledge of the characteristics of expressive and receptive language in oral and visual formats and the characteristics of style in oral language and visual literacy.
- Apply knowledge of strategies for engaging effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing one's own ideas clearly.
- Apply knowledge of strategies for adapting speech to a variety of contexts and tasks, including using formal English when appropriate to task and situation.
- Analyze the main ideas, supporting details, and purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally); explain how the information contributes to or clarifies a topic, text, or issue; and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- Apply knowledge of the listening and speaking skills needed to understand, consider, respond to, and discuss a text read aloud or information presented orally (e.g., recounting or describing key ideas and details, asking clarification questions, identifying reasons and evidence, summarizing key points).
- Delineate a speaker's argument and specific claims, evaluating the soundness of the speaker's reasoning and the relevance and sufficiency of the speaker's evidence.
- Apply knowledge of the nature of visual images (e.g., concrete, abstract, sensory), and the ways of representing, conveying information, or expressing oneself using nonverbal visual means, such as drawing, computer graphics (e.g., maps, charts, artwork), photography, or physical performance.

- Apply knowledge of how to integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, emphasize salient points, or add interest.
- Apply knowledge of ways to analyze communication conveyed by visual representation, including the use of tactile drawings or diagrams, or gesture and performance.

## CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS (CEOE)

### OKLAHOMA SUBJECT AREA TESTS (OSAT)

#### FIELD 051: ELEMENTARY EDUCATION

#### SUBTEST 2

#### TEST FRAMEWORK

August 2014

Range of Subarea	Competencies
I. Social Studies	0001–0004
II. Mathematics	0005–0012
III. Science	0013–0017
IV. Health/Fitness and the Arts	0018–0020

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### OKLAHOMA SUBJECT AREA TESTS (OSAT)

#### FIELD 051: ELEMENTARY EDUCATION SUBTEST 2

#### TEST FRAMEWORK

I. Social Studies

II. Mathematics

III. Science

IV. Health/Fitness and the Arts

#### SUBAREA I—SOCIAL STUDIES

#### Competency 0001

**Apply social studies process skills.**

*The following topics are examples of content that may be covered under this competency.*

- Interpret pictures, maps, graphs, charts, diagrams, and timelines; analyze points of view; and apply criteria for evaluating research information (e.g., date, authorship, analysis, credibility).
- Identify the appropriate use of a variety of sources (e.g., primary and secondary sources, maps, statistical data, electronic technology-based information).
- Apply effective strategies for formulating well-supported oral and written arguments, policies, and positions; evaluating arguments and claims in a text; and applying knowledge in new settings.
  - Identify informative resources typically available from museums, historical sites, presidential libraries, local and state historical societies, and community resources such as field studies, guest speakers, and historical museums.

## **Competency 0002**

### **Analyze the basic principles of government, civics, and economics.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze the purpose of government and the differences between various forms of government (e.g., socialism, theocracy, totalitarianism, constitutional monarchy, democratic republic).
- Analyze the beliefs and ideals of a democratic republican form of government (e.g., the rule of law, equality, human dignity).
- Distinguish among the powers, duties, and roles of the judicial, legislative, and executive branches of the federal, state, local, and tribal governments.
- Analyze the influence of civic discussion, special interest groups, and citizen action on policy decisions and actions of governments in the United States.
- Apply knowledge of the rights (e.g., life, liberty, justice) and responsibilities (e.g., to vote, to respect the property of others, to pay taxes, to respect the rights of others, to be honest, to be tolerant, to work for the common good) of the individual in a democratic society.
- Identify the freedoms provided by the Bill of Rights (e.g., freedom of the press, freedom of assembly, freedom of speech) and in subsequent amendments to the U.S. Constitution.
- Apply knowledge of basic economic concepts and terminology (e.g., supply and demand, profits, scarcity, capital, tariff, opportunity cost, natural resources, trade embargo).
- Compare traditional, market, command, and mixed economies as organizing systems for the production, distribution, and consumption of goods and services.
- Analyze factors that affect standards of living in world communities (e.g., availability of natural resources, famine, labor unrest, ethnic conflict, outsourcing, technological innovation).



## PROGRAM ASSESSMENT REPORT

### *East Central University*

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#### **Competency 0003**

##### **Apply the basic principles of geography.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of different types of maps (e.g., thematic, topographical, political, relief), geographic representations (e.g., absolute location, relative location), and tools (e.g., geographic information systems [GIS], population pyramids) to acquire, process, and report information and analyze the spatial organization of people, places, and environments on Earth's surface.
- Identify the human characteristics of a place (e.g., continents, cities, buildings, roads, bridges, ports) or region (e.g., Midwest, New England, Caribbean, southern Africa), ways in which regions are connected (e.g., river systems, cultural ties, trade), and the characteristics, distribution, and migration of human populations (e.g., push-and-pull factors, population density).
- Identify characteristics of different landforms (e.g., mountains, valleys, plateaus, oceans, glaciers, islands, plains) and the physical processes and phenomena that shape the patterns of Earth's surface (e.g., floods, tornadoes, hurricanes, earthquakes, drought).
- Analyze the influence of changes to the environment from human activities (e.g., dam building, urban growth) and human migration (e.g., deforestation, desertification, Dust Bowl).
- Apply knowledge of a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

#### **Competency 0004**

##### **Analyze events and developments in the history of Oklahoma, the United States, and the world.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of the chronological organization of important events in the history of Oklahoma, the United States, and the world.
- Analyze how major events are related to one another in time and interpret timelines of key events, people, and periods of a historical era.
- Apply knowledge of key movements (e.g., abolition, woman suffrage, civil rights) and major themes (e.g., European colonization, the development of the U.S. Constitution, the creation of the U.S. political system) in the history of the United States.
- Analyze important global events (e.g., the development of democracy in Greece, the signing of the Magna Carta, the feudal system) in the development of nations, institutions, economic systems, and culture.
- Determine central ideas for themes in a text; assess how point of view shapes the content of a text; and distinguish fact from opinion, relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.

## PROGRAM ASSESSMENT REPORT

### *East Central University*

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- Analyze connections between geography and the historical development of communities, states, and nations.
- Demonstrate knowledge of scientific and technological innovations (e.g., telescope, World Wide Web, X-ray machine) that shaped history.

### SUBAREA II—MATHEMATICS

#### Competency 0005

##### **Apply operations and algebraic thinking.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze prenumber concepts (e.g., one-to-one correspondence, cardinality, order of operations).
- Apply place value understanding and properties of operations to perform multi-digit arithmetic.
- Apply basic concepts of number theory (e.g., factors, prime and composite, multiples).
- Analyze customary algorithms involving basic operations with real numbers, and use number properties (e.g., identity property of addition, distributive property) and the order of operations to justify procedures and solve problems.
  - Apply and extend understandings of arithmetic to algebraic expressions.

#### Competency 0006

##### **Apply number and operations.**

*The following topics are examples of content that may be covered under this competency.*

- Represent, compare, and order numbers using a variety of models (e.g., number lines, base-ten blocks, diagrams).
- Solve a variety of problems (e.g., addition, division, rates, ratios) involving fractions, percents, and decimals.
- Solve problems involving radicals and integer exponents, including the use of scientific notation.
- Solve a variety of mathematical and real-world problems involving whole numbers, integers, fractions, decimals, roots, and powers.
  - Apply estimation techniques and mental math strategies to mathematical and real-world problems involving whole numbers, integers, and rational and irrational numbers.

#### Competency 0007

##### **Apply proportional reasoning and expressions and equations.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze proportional relationships and use them to solve real-world and mathematical problems.
- Analyze the connections between proportional relationships, lines, and linear equations.
- Use properties of operations to generate equivalent expressions and simplify algebraic expressions (e.g., factoring, laws of exponents).

**PROGRAM ASSESSMENT REPORT**  
*East Central University*

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- Analyze mathematical and real-world problems and translate them into algebraic expressions and equations.
- Solve linear equations and pairs of simultaneous linear equations.
  - Reason about and solve equations and inequalities.

**Competency 0008**

**Apply concepts of functions.**

*The following topics are examples of content that may be covered under this competency.*

- Apply properties of functions (e.g., input, output) and use functions to plot points on a coordinate plane and describe graphs.
- Analyze functions using different representations (e.g., tabular, algebraic, graphic, verbal).
- Use linear functions to model relationships between two quantities.
- Compare and interpret linear, quadratic, and exponential models and use them to solve problems.

**Competency 0009**

**Apply concepts of measurement.**

*The following topics are examples of content that may be covered under this competency.*

- Use the customary and metric systems appropriately and convert within and between them.
- Analyze and solve a variety of measurement problems involving angle measure, length, perimeter, and circumference.
- Solve real-world and mathematical problems involving area, surface area, and volume.
  - Analyze and solve measurement problems involving composite geometric figures.

**Competency 0010**

**Apply concepts of geometry.**

*The following topics are examples of content that may be covered under this competency.*

- Apply rotations, reflections, translations, and dilations and relate their properties to congruence and similarity.
- Apply the Pythagorean theorem to solve problems.
- Apply concepts of Euclidean geometry (e.g., similarity, parallel lines, perpendicular lines, vertical angles) to solve real-world and mathematical problems.
- Analyze three-dimensional figures using two-dimensional representations (e.g., cross sections, perspective drawings, nets).
- Apply concepts in coordinate geometry (e.g., distance, slope) to explore the properties of geometric figures and to solve problems.

**PROGRAM ASSESSMENT REPORT**  
*East Central University*

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**Competency 0011**

**Apply concepts of data analysis.**

*The following topics are examples of content that may be covered under this competency.*

- Compare data presented in a variety of formats (e.g., frequency distribution, boxplot, circle graph, stem-and-leaf plot).
- Interpret scatter plots to investigate bivariate data.
- Apply concepts of central tendency (e.g., mean, median, mode) and dispersion (e.g., range, standard deviation, percentiles) to data sets and data distributions.
- Describe and summarize data for the purpose of making decisions or predictions.

**Competency 0012**

**Apply concepts of probability.**

*The following topics are examples of content that may be covered under this competency.*

- Identify the appropriate sample space in problems involving probability.
- Apply concepts of probability to solve problems involving simple and compound events.
- Demonstrate knowledge of how random sampling is used to draw inferences about a population.
- Use a variety of tools to approximate the probability of a chance event (e.g., tables, raw data, frequency diagrams, simulations).
  - Represent and solve probability problems using multiple representations (e.g., tree diagrams, Venn diagrams).

**SUBAREA III—SCIENCE**

**Competency 0013**

**Apply knowledge of the crosscutting concepts in the sciences and engineering.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze patterns and causal relationships.
- Apply the concepts of scale, proportion, and quantity to the analysis of natural objects and observable phenomena.
- Analyze natural and engineered systems and system models and track the transfer of matter and energy through these systems.
- Analyze the relationship between structure and function in natural and designed objects.
- Analyze the stability of natural and designed systems and the factors affecting stability.
- Apply literacy skills to the interpretation and synthesis of scientific and technical information from a range of sources.

**PROGRAM ASSESSMENT REPORT**  
*East Central University*

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- Analyze the historical progression of scientific knowledge.
- Analyze the role of science and engineering in contemporary society.

**Competency 0014**

**Apply knowledge of science and engineering practices.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze processes by which new scientific knowledge is generated.
- Apply knowledge of the principles and procedures for designing and carrying out investigations.
- Apply knowledge of the methods and criteria for collecting, organizing, analyzing, presenting, and communicating scientific data.
- Analyze the design of a scientific experiment or investigation and interpret data using basic mathematical methods.
- Apply knowledge of the engineering design process to solve a problem or address a need.
- Identify methods for maintaining safety during scientific investigations and demonstrations.
- Apply knowledge of different forms of measurement, tools used in measurement (e.g., metric ruler, graduated cylinder, balance, stopwatch), the International System of Units (SI), and SI prefixes.
  - Apply knowledge of the classification of objects, organisms, and events based on similarities, differences, and interrelationships.

**Competency 0015**

**Apply knowledge of the fundamental concepts and core ideas of physical science.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of the structure and properties of matter.
- Analyze molecular-level differences in states of matter and the changes that occur during chemical bonding.
- Analyze the characteristics of different types of forces (e.g., gravity, friction, inertia) and their effects on the motion and position of objects.
- Apply knowledge of different forms of energy (e.g., kinetic, thermal, chemical, potential); the processes of energy transfers and transformations; and the conservation of energy.
- Apply knowledge of the properties of waves and electromagnetic radiation.
  - Apply knowledge of the characteristics of light, heat, sound, electricity, and magnetism.

**Competency 0016**

**Apply knowledge of the fundamental concepts and core ideas of Earth and space science.**

*The following topics are examples of content that may be covered under this competency.*

## PROGRAM ASSESSMENT REPORT

### *East Central University*

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- Apply knowledge of Earth's structure, materials, and systems.
- Analyze Earth's location in the universe, its history as a planet, and the geological processes that shaped it (e.g., plate tectonics, erosion).
- Apply knowledge of the solar system and the motion of objects in the sky to explain phenomena such as seasons, day and night, tides, and eclipses.
- Analyze basic weather phenomena (e.g., wind, rain, snow, fog), patterns, and processes (e.g., atmospheric circulation).
- Apply knowledge of the water cycle and the rock cycle.
  - Analyze the relationships between human activity and Earth's systems and natural resources.

#### **Competency 0017**

##### **Apply knowledge of the fundamental concepts and core ideas of life science.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of the characteristics and life processes of living organisms (e.g., cells, photosynthesis, respiration).
- Analyze the relationships between structure and function in living systems.
- Analyze the growth and development of organisms (e.g., life cycles, factors affecting growth).
- Apply knowledge of reproduction and heredity, including the roles of genes and chromosomes, and the ways in which organisms pass on traits to their offspring.
- Apply knowledge of the diverse nature of species, changes in species that occur through genetic variations, sources of genetic variation, and environmental adaptations of species over the course of time.
- Analyze the interrelationships of organisms with their environment and with each other (e.g., food web, predators, biotic and abiotic factors, biodiversity) and the cycling of matter and energy through ecosystems.

#### **SUBAREA IV—HEALTH/FITNESS AND THE ARTS**

#### **Competency 0018**

##### **Demonstrate knowledge of health, fitness, and safety concepts and skills.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of the structure and function of the human body and its systems (e.g., circulatory, digestive, nervous, respiratory).
- Demonstrate knowledge of motor skills and sequences of motor development.
- Recognize the importance and benefits of sound nutrition, physical fitness, and physical activity.
- Demonstrate knowledge of various influences on health behaviors, and skills and concepts for enhancing health and safety.

## PROGRAM ASSESSMENT REPORT

### *East Central University*

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- Demonstrate knowledge of benefits of a healthy lifestyle, characteristics of common illnesses and diseases, and disease prevention concepts and practices.
  - Apply knowledge of how to locate and evaluate the validity and reliability of health and fitness information, products, and services.

#### **Competency 0019**

##### **Demonstrate knowledge of basic genres, materials, tools, and historical and cultural traditions of visual art.**

*The following topics are examples of content that may be covered under this competency.*

- Recognize the basic elements (e.g., value, color, texture, shape, volume), materials (e.g., clay, glass, charcoal, canvas), and tools (e.g., chisel, brush, easel, kiln) of visual art.
- Demonstrate knowledge of visual art processes (e.g., collage, digital imaging, etching, photography, stenciling).
- Recognize characteristics of different genres (e.g., landscape painting, still life painting, carved sculpting, relief sculpting) of visual art.
  - Analyze relationships between visual art, music, dance, and theatre, and relationships between the arts and other academic disciplines.

#### **Competency 0020**

##### **Demonstrate knowledge of basic genres, and historical and cultural traditions of the performing arts (i.e., music, dance, and theatre) and media arts.**

*The following topics are examples of content that may be covered under this competency.*

- Recognize the basic elements of music (e.g., melody, rhythm, harmony, tempo), dance (e.g., movement, time, space, body), theatre (e.g., script, process, audience), and media arts.
- Recognize different genres of music (e.g., folk, jazz, rock, blues), dance (e.g., modern, ballet, jazz, tap), theatre (e.g., improvisational, mime, musical, puppetry), and media arts (e.g., cinema, TV, video art, animation, graphic design, Web design, virtual design, video games).
- Recognize characteristics of exemplary works of music (e.g., *1812 Overture*, *Clair de Lune*, *Rhapsody in Blue*), dance (e.g., *The Nutcracker*, *The Firebird*, *Appalachian Spring*), theatre (e.g., *Macbeth*, *The Crucible*, *Oklahoma!*), and media arts (e.g., *Citizen Kane*, *The Sopranos*) from various historical and cultural perspectives.

**Instrument/Measurement:** Praxis Performance Assessment for Teachers (PPAT)

**Standard:** Elementary candidates should meet and/or surpass overall state verified pass rates.

Documentation Source: ETS Performance Assessments

**PPAT® Assessment**

**Task Requirements**

Task 1 Knowledge of Students and the Learning Environment

**In this task, you will demonstrate the knowledge and skills that pertain to your understanding of your classroom regarding your students, the**

## PROGRAM ASSESSMENT REPORT

### *East Central University*

**school, and the community, and you will identify the implications of these factors on instruction and student learning.**

#### Standards and Indicators Measured in This Task

The following InTASC Model Core Teaching Standards represent the focus of this task. The evidence you submit must address and will be scored according to the following.

Standard 1, Indicators b and c  
Standard 2, Indicators a, c, d, and f  
Standard 3, Indicators a, c, d, e, and f  
Standard 4, Indicators d and g  
Standard 6, Indicator g  
Standard 7, Indicators a, b, d, and e  
Standard 8, Indicators a and c  
Standard 9, Indicator d  
Standard 10, Indicators b, d, and e

### What Do You Have to Do for This Task?

**For this task, you must submit the following evidence.**

1. Written Commentary of a maximum of **21,000 characters** (approximately seven typed pages) that
  - responds to all parts of the guiding prompts;
  - references your artifacts to support your written evidence; and
  - describes, analyzes, and reflects on the evidence.
2. Four different types of artifacts (maximum of nine pages), including

Artifacts	Maximum Number of Pages
the Contextual Factors Chart	3
the Instructional and Support Resources Chart	3
one completed Getting to Know Your Students document	2
a document that demonstrates communication with students' families	1

#### How to Submit Your Evidence (Refer to the Submission System User Guide for details.)

- Upload your artifacts into your Library of Artifacts.
- Refer to the artifacts in your Written Commentary.
- Link the artifacts to your Written Commentary within the appropriate textbox.



**PROGRAM ASSESSMENT REPORT**  
*East Central University*

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**How to Compose Your Written Commentary**

This task has two steps, each with guiding prompts to help you provide evidence that supports the rubric. Your response must address **all parts** of each of the guiding prompts.

- Step 1: Factors, Resources, and Protocols
- Step 2: Knowledge of Students

***Please read the entire task before responding to any guiding prompts.*** Use the textboxes located under the guiding prompts to compose your responses and link your artifacts.

# PROGRAM ASSESSMENT REPORT

## *East Central University*

### **Step 1: Factors, Resources, and Protocols**

There are a multitude of factors and resources that can influence, support, and enhance student learning. Some of these factors and resources exist or are available in the classroom (e.g., instructional resources, student funds of knowledge), whereas others must be generated alongside students (e.g., protocols, norms, and agreements). In addition, there are other factors that extend beyond the classroom walls into the broader school, district, and community that influence learning and meaningful partnerships.

The following set of activities asks you to identify and reflect on a variety of factors and resources that can be used to communicate and cultivate partnerships with students and the community.

### **Activity 1: Completing the Contextual Factors Chart**

Complete the second column of the Contextual Factors Chart by providing the requested information listed in each section of the first column. From the Contextual Factors Chart, choose one community and one school/district factor that you believe will have the most impact on student learning and then respond to the guiding prompts below.

### **Textbox 1.1.1: Understanding the Contextual Factors Influencing Instruction and Student Learning Guiding Prompts**

- a. Identify your chosen community factor. Based on your chosen community factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale that explains how the identified strategy and activity connect to the chosen factor.
- b. Identify your chosen school/district factor. Based on your chosen school/district factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale that explains how the identified strategy and activity connect to the chosen factor.

#### **Required artifact for this textbox:**

- the Contextual Factors Chart (maximum of three pages)

**Type your response in the textbox below.**

### **Activity 2: Responding to the Identified Resources**

Many resources that are already available to teachers can be leveraged to support learning and promote positive relationships. Using the identified resources from the Instructional and Support Resources Chart, respond to the guiding prompts below.

### **Textbox 1.1.2: Available Resources to Enhance Student Learning Guiding Prompts**

- a. Select two resources from the completed Instructional and Support Resources Chart, and explain how you would use each in your classroom to support student learning.
- b. Select a particular characteristic that you listed under Knowledge of Individual Students in the Contextual Factors Chart. Based on this selected characteristic, explain how a resource from the Instructional and Support Resources Chart, different from the two discussed in the previous prompt (Guiding Prompt a), could enhance student learning.

## PROGRAM ASSESSMENT REPORT

*East Central University*

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### Required artifact for this textbox:

- the Instructional and Support Resources Chart (maximum of three pages)

**Type your response in the textbox below.**

### Activity 3: Understanding Classroom Norms, Protocols, and Agreements

Every classroom operates according to sets of norms, protocols, and agreements; some of these norms, protocols, and agreements are established by the teacher or the school, whereas others are created by students and teachers working together. Access and review the norms, protocols, and/or agreements for the classroom to which you are assigned and then respond to the guiding prompts below.

#### Textbox 1.1.3: Norms, Protocols, and Agreements Guiding Prompts

- Describe one example of a classroom norm, protocol, or agreement. Explain how the norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment.
- Describe one example of a technology norm, protocol, or agreement. Explain how the norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment.
- Identify and describe one norm, protocol, or agreement that you and your students could create together. Explain how the norm, protocol, or agreement would facilitate instruction, enhance student learning, and/or impact the learning environment.

**Type your response in the textbox below.**

### Step 2: Knowledge of Students

It is essential that teachers embark on a continuous journey of deeply knowing and understanding their students. There are multiple ways to get to know your students and appreciate their lived experiences, cultural and linguistic assets, academic strengths, and unique learning needs. This set of activities asks you to describe how you are cultivating relationships with your students (e.g., through working with students to create rigorous, relevant learning opportunities) and acquiring increasing indepth knowledge about each student's academic and nonacademic strengths, skills, competencies, and interests.

#### Activity 1: Getting to Know Your Students

Create or choose a meaningful, whole-class activity that honors and values your students as unique individuals (e.g., student interest activities or projects, journaling, short biography). Give each student in your class the opportunity to participate in the activity so that you can gather information relevant to your students' interests, and then respond to the guiding prompts below.

## PROGRAM ASSESSMENT REPORT

### *East Central University*

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#### **Textbox 1.2.1: Getting to Know Your Students Guiding Prompts**

- a. Based on the compilation of information from the results of the Getting to Know Your Students activity, analyze one example of how this information would influence a whole-class instructional decision you would make. Provide a rationale for your decision.
- b. Using one student's completed Getting to Know Your Students activity, analyze how this information would influence an instructional decision you would make for this student. Provide a rationale for your decision.

#### **Required artifact for this textbox:**

- one completed student sample from the Getting to Know Your Students activity (maximum of two pages)

**Type your response in the textbox below.**

#### **Activity 2: Understanding Your Students**

A core feature of exemplary teaching is getting to know and understand your students as unique individuals. This means not only valuing and appreciating their backgrounds and personal histories but also recognizing the various ways in which they demonstrate competence (i.e., have mastered an area of learning).

Identify two Focus Students who reflect different backgrounds and personal histories. Then respond to the following prompts.

#### **Textbox 1.2.2: The Focus Students Guiding Prompts**

- a. Describe each identified Focus Student's cultural and linguistic assets, lived experiences, and academic strengths and learning needs. Explain how each of these two students contributes to the learning environment of your classroom.
- b. Based on your knowledge of Focus Student #1, identify and describe one possible instructional strategy **and** one learning activity that you and this student could create together to use in your classroom to support this student. Explain how the identified strategy and activity reflect your understanding and appreciation of this student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs.
- c. Based on your knowledge of Focus Student #2, identify and describe one possible instructional strategy **and** one learning activity that you and this student could create together to use in your classroom to support this student. Explain how the identified strategy and activity reflect your understanding and appreciation of this student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs.

**Type your response in the textbox below.**

## PROGRAM ASSESSMENT REPORT

*East Central University*

### Activity 3: Communicating with Your Students' Families

Equally as important as developing relationships with your students is cultivating partnerships with your students' families. There are multiple ways to foster these partnerships (e.g., face-to-face parent/teacher/student discussion circles, interactive family nights). Based on your knowledge of your students, create one communication method that you will use to learn about and connect with your students' families/caregivers.

#### Textbox 1.2.3: Communicating with Your Students' Families

After creating **and** using the communication, respond to the guiding prompts below.

#### Guiding Prompts

- Explain how your method of communication conveys the importance of cultivating positive relationships with students and their families. Use examples from your communication to support your explanation.
- Explain how your method of communication fostered interaction among you, your students, and your students' families. Use examples to support your explanation.
- Describe the overall response you received from your communication. How will this response impact an instructional decision you will make in your classroom? Use examples from the responses you received to support your analysis.

#### Required artifact for this textbox:

- your communication with students' families (maximum of one page)

Type your response in the textbox below.

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## PPAT<sup>®</sup> Assessment

### Task Requirements

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

**In this task, you will demonstrate your understanding, analysis, and application of assessment and data collection to measure and inform student learning.**

#### Standards and Indicators Measured in This Task

The following InTASC Model Core Teaching Standards represent the focus of this task. The evidence you submit must address and will be scored according to the following.

Last revised 7/22/2021 Roberson

**PROGRAM ASSESSMENT REPORT**  
*East Central University*

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Standard 1, Indicator a  
Standard 2, Indicators b and f  
Standard 6, Indicators b, c, d, g, and h  
Standard 7, Indicator d

Standard 8, Indicator b  
Standard 9, Indicator c

### What Do You Have to Do for This Task?

**For this task, you must submit the following evidence.**

1. Written Commentary of a maximum of **22,500 characters** (approximately seven typed pages) that
  - responds to all parts of the guiding prompts;
  - references your artifacts to support your written evidence; and
  - describes, analyzes, and reflects on the evidence
2. Identification of two Focus Students who reflect different learning needs
3. Eight different artifacts (maximum of eleven pages), including

Artifact	Maximum Number of Pages
representative pages of the selected assessment	2
representative pages of the baseline data for the whole class	2
representative page of the rubric or scoring guide	1
representative page of the baseline data for Focus Student 1	1
representative page of the baseline data for Focus Student 2	1
representative pages of a graphic representation (e.g., spreadsheet, pie chart, table) of the collected data	2

**PROGRAM ASSESSMENT REPORT**  
*East Central University*

a completed assessment from Focus Student 1	1
a completed assessment from Focus Student 2	1

**How to Submit Your Evidence (Refer to the Submission System User Guide for details.)**

- Upload your artifacts into your Library of Artifacts.
- Refer to the artifacts in your Written Commentary.
- Link the artifacts to your Written Commentary within the appropriate textbox.

**How to Compose Your Written Commentary**

This task has three steps, each with guiding prompts to help you provide evidence that supports the rubric. Your response needs to address **all parts** of each of the guiding prompts.

- Step 1: Planning the Assessment
- Step 2: Administering the Assessment and Analyzing the Data
- Step 3: Reflecting

***Please read the entire task before responding to any guiding prompts.*** Use the textboxes located under the guiding prompts to compose your responses and attach your artifacts.

**Contextual Information**

This step allows you to provide a picture of your class that will enable the reader to better understand your instruction and decision-making skills.

**Overview**

Many factors can affect teaching and learning; these could include the community, the school district, and/or individual school/classroom/student factors.

The information you gather about your teaching and learning context and about your individual students will help provide perspective to the reader who will be scoring your submissions.

**This part of your submission will not be scored**, but the information you include should have implications regarding your instructional choices.

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

- a. 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.
- b. 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.

## PROGRAM ASSESSMENT REPORT

### *East Central University*

- c. Describe any factors related to the school and surrounding community that may impact the teaching and learning that occurs in your classroom.

**Type your response in the textbox below.**

### Step 1: Planning the Assessment

This step allows you to demonstrate your knowledge of appropriate assessment tools that will meet student needs and the learning goal(s). **This step should focus exclusively on planning for the assessment.**

#### **Textbox 2.1.1: Selecting a Single Assessment Activity: Developing an Assessment**

Select or design an assessment from a lesson that you have developed and will teach to your class. Your assessment should

- assess state and/or national content standards,
- assess the learning goal(s) for the lesson, and
- include a rubric or scoring guide.

Your assessment should also be able to produce quantitative or qualitative data to be used for analysis. Once the assessment is selected or designed, respond to the guiding prompts below.

#### **Guiding Prompts**

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

#### **Required artifacts for this textbox:**

- representative pages of the selected assessment (maximum of two pages)
- the rubric or scoring guide (maximum of one page)
- the baseline data (maximum of two pages)

**Type your response in the textbox below.**



**PROGRAM ASSESSMENT REPORT**  
*East Central University*

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

- 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.

**Type your response in the textbox below.**

**Textbox 2.1.3: The Two Focus Students Guiding Prompts**

- a. Choose and describe two Focus Students who reflect 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.
- b. What data did you use to establish a baseline for growth for these two Focus Students?
- c. 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.

**Required artifacts for this textbox:**

- a representative page of the data used to establish a baseline for Focus Student 1 (maximum of one page)
- a representative page of the data used to establish a baseline for Focus Student 2 (maximum of one page)

**Type your response in the textbox below.**

**Step 2: Administering the Assessment and Analyzing the Data**

This step allows you to demonstrate your ability to administer an assessment and collect, record, and analyze the data.

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

**Activity: Administering and Analyzing the Assessment**

You will administer the selected assessment and then collect, record (in a graphic representation), and analyze the resulting data. Then respond to the guiding prompts below.

**Guiding Prompts**

- a. 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).
- b. How efficient was the data-collection process that you selected? Cite examples to support your analysis.

## PROGRAM ASSESSMENT REPORT

### *East Central University*

- c. Describe how you engaged students in analyzing their own assessment results to help them understand their progress toward the learning goal(s).

#### **Required artifact for this textbox:**

- the graphic representation (maximum of two pages)

**Type your response in the textbox below.**

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

- 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.
- Based on the assessment data, both baseline and graphic, what impact did your modification(s) of the assessment have on the demonstration of learning from each of the two Focus Students? Cite examples to support your analysis.
- 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).

#### **Required artifacts for this textbox:**

- a completed assessment from Focus Student 1 (maximum of one page)
- a completed assessment from Focus Student 2 (maximum of one page)

**Type your response in the textbox below.**

### Step 3: Reflecting

This step allows you to reflect on the assessment by providing evidence of student learning that resulted from the baseline data and the results of the administered assessment.

#### **Textbox 2.3.1: Reflecting on the Assessment for the Whole Class Activity: Reflecting on Your Assessment**

You will reflect on your assessment and the data you obtained from both the baseline data and the administered assessment and explain how it might inform your future instructional decisions for the whole class and for each of the two Focus Students. Then respond to the guiding prompts below.

#### **Guiding Prompts**

- How will your data analysis inform or guide future instruction for the whole class?
- What modifications to the data-collection process would you make for future use? Provide a rationale.
- What modifications to the assessment would you make for future use? Provide a rationale.
- 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)?

**PROGRAM ASSESSMENT REPORT**  
*East Central University*

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**Type your response in the textbox below.**

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

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

**Type your response in the textbox below.**

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**PPAT<sup>®</sup> Assessment**

Task Requirements

**Task 3 Designing Instruction for Student Learning**

**In this task, you will demonstrate your ability to develop instruction, including the use of technology, to facilitate student learning.**

**Standards and Indicators Measured in This Task**

The following InTASC Model Core Teaching Standards represent the focus of this task. The evidence you submit must address and will be scored according to the following.

- Standard 1, Indicators a and b
- Standard 2, Indicators a, b, c, and f
- Standard 3, Indicator e
- Standard 4, Indicators e, f, and g
- Standard 6, Indicators a, c, d, and g
- Standard 7, Indicators a, b, c, d, and f
- Standard 8, Indicators a and b

**PROGRAM ASSESSMENT REPORT**  
*East Central University*

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Standard 9, Indicator c

**What Do You Have to Do for This Task?**

**For this task, you must submit the following evidence.**

1. Written Commentary of a maximum of **25,500 characters** (approximately eight typed pages) that
  - responds to all parts of the guiding prompts;
  - references your artifacts to support your written evidence; and
  - describes, analyzes, and reflects on the evidence
2. Identification of two Focus Students who reflect different learning needs
3. Six different artifacts (maximum of seven pages), including

<b>Artifact</b>	<b>Maximum Number of Pages</b>
representative pages of a lesson plan for the whole class that includes the use of technology*	2
representative page of a differentiated lesson plan for Focus Student 1	1
representative page of a differentiated lesson plan for Focus Student 2	1
a work sample from any class member other than the two Focus Students	1
a work sample from Focus Student 1	1
a work sample from Focus Student 2	1

\* A sample template is provided, but teacher candidates may submit a form of their own (maximum of two pages).

**How to Submit Your Evidence (Refer to the Submission System User Guide for details.)**

- Upload your artifacts into your Library of Artifacts.
- Refer to the artifacts in your Written Commentary.
- Link the artifacts to your Written Commentary within the appropriate textbox.

**How to Compose Your Written Commentary**

This task has four steps, each with guiding prompts to help you provide evidence that supports the rubric. Your response needs to address **all parts** of each of the guiding prompts.

- Step 1: Planning the Lesson
- Step 2: The Focus Students
- Step 3: Analyzing the Instruction

Last revised 7/22/2021 Roberson

**PROGRAM ASSESSMENT REPORT**  
*East Central University*

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- Step 4: Reflecting

**Please read the entire task before responding to any guiding prompts.** Use the textboxes located under the guiding prompts to compose your responses and attach your artifacts.

### Contextual Information

This step allows you to provide a picture of your class that will enable the reader to better understand your instruction and decision-making skills.

#### Overview

Many factors can affect teaching and learning; these could include the community, the district, and/or individual school/classroom/student factors.

The information you gather about your teaching and learning context and about your individual students will help provide perspective to the reader who will be scoring your submissions.

**This part of your submission will not be scored**, but the information you include should have implications regarding your instructional choices.

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

- 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.
- 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.
- Describe any factors related to the school and surrounding community that may impact the teaching and learning that occurs in your classroom.

**Type your response in the textbox below.**

### Step 1: Planning the Lesson

This step allows you to demonstrate your ability to develop an effective lesson plan that facilitates student learning.

#### **Textbox 3.1.1: Standards and Learning Goals Activity: Planning for Instruction**

Develop a lesson plan that you will use with your students in this task. (You may use the template provided.) As you plan, keep in mind such things as fostering student interactions, using technology, and gathering evidence of student learning. Explain your planning process as you respond to the guiding prompts below.

**PROGRAM ASSESSMENT REPORT**  
*East Central University*

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**Guiding Prompts**

- a. What learning theory/method will guide your planning process? Provide a brief description of the theory/method. How will you make use of it?
- b. What learning goal(s) and content standards, state and/or national standards, did you identify for the lesson? How will they guide the planned learning activities?
- c. What is the content focus of the lesson? What related content that the students have previously encountered will support the learning in this lesson?
- d. What are some difficulties students might encounter with the content? How will you address the difficulties?

**Required artifact for this textbox:**

- representative pages of your lesson plan for the whole class (maximum of two pages). Make sure your lesson plan includes the use of technology.

**Type your response in the textbox below.**

**Textbox 3.1.2: Instructional Strategies Guiding Prompts**

- a. What different instructional strategies do you plan to use to engage students in the lesson and to enhance their learning? Provide a rationale for your choice of each strategy.
- b. How do the instructional strategies connect to the learning goal(s) to facilitate student learning?
- c. What informed your decisions to use individual, small-group, and/or whole-group instruction to facilitate student learning?

**Type your response in the textbox below.**

**Textbox 3.1.3: Learning Activities Guiding Prompts**

- a. What learning activities do you plan to implement in this lesson? Provide a rationale for your choices.
- b. How will these learning activities address students' strengths and needs?
- c. How did your class demographics inform the design of the learning activities you chose?

**Type your response in the textbox below.**

**PROGRAM ASSESSMENT REPORT**  
*East Central University*

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**Textbox 3.1.4: Materials, Resources, and Technology Guiding Prompts**

- a. What materials and resources will you use to support your instruction and student learning? Provide a rationale to support your choices.
- b. What types of technology do you plan to use in your instruction?
- c. How will your chosen technology enhance your instruction and student learning in the lesson?

**Type your response in the textbox below.**

**Step 2: The Focus Students**

This step allows you to demonstrate your ability to differentiate instruction for individual students.

**Textbox 3.2.1: Understanding Each of the Two Focus Students and Differentiating Instruction Activity: Differentiating Instruction**

From the whole class, select two students who reflect **different** learning needs. Refer to them as Focus Student 1 and Focus Student 2. Then respond to the guiding prompts below.

**Guiding Prompts**

**Focus Student 1:**

- a. Identify Focus Student 1's learning strengths and challenges related to the learning goal(s) of the lesson.
- b. Describe how you will differentiate specific parts of your lesson plan to help Focus Student 1 meet the learning goal(s) of the lesson. Provide a rationale.
- c. What evidence will you collect to show the progress Focus Student 1 makes toward the learning goal(s)?

**Focus Student 2:**

- a. Identify Focus Student 2's learning strengths and challenges related to the learning goal(s) of the lesson.
- b. Describe how you will differentiate specific parts of your lesson plan to help Focus Student 2 meet the learning goal(s) of the lesson. Provide a rationale.
- c. What evidence will you collect to show the progress Focus Student 2 makes toward the learning goal(s)?

**Required artifacts for this textbox:**

- a differentiated lesson plan for Focus Student 1 (maximum of one page)
- a differentiated lesson plan for Focus Student 2 (maximum of one page)

**Type your response in the textbox below.**

**PROGRAM ASSESSMENT REPORT**  
*East Central University*

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**Step 3: Analyzing the Instruction**

This step allows you to demonstrate your ability to analyze a lesson and evidence of student learning.

**Textbox 3.3.1: Analyzing the Instruction for the Whole Class Activity: Analyzing the Instruction**

After you have implemented the lesson, respond to the guiding prompts below.

**Guiding Prompts**

- a. To what extent did the lesson, including instructional strategies, learning activities, materials, resources, and technology, help to facilitate student learning? How does the evidence you collected support this finding?
- b. How did the students use the content presented to demonstrate meaningful learning? Provide specific examples from the lesson and from the student work to support your analysis.
- c. While you were teaching, what adjustments to the lesson did you implement for the whole class to better support student engagement and learning? Provide examples to support your decisions.
- d. What steps did you take to foster teacher-to-student **and** student-to-student interactions? How did they impact student engagement and learning?
- e. What feedback did you provide during the lesson to facilitate student learning? What impact did the feedback have on student learning? Provide specific examples.

**Required artifact for this textbox:**

- a student work sample from any member of the class other than the two Focus Students (maximum of one page)

**Type your response in the textbox below.**

**Textbox 3.3.2: Analyzing the Differentiated Instruction for Each of the Two Focus Students**

**Guiding Prompts**

- a. To what extent did each of the two Focus Students achieve the learning goal(s) of the lesson? Cite examples to support your analysis.
- b. How did your differentiation of specific parts of the lesson help each of the two Focus Students meet the learning goal(s)? Cite examples to support your analysis.

**Required artifacts for this textbox:**

- a student work sample from Focus Student 1 (maximum of one page)
- a student work sample from Focus Student 2 (maximum of one page)

**Type your response in the textbox below.**



**PROGRAM ASSESSMENT REPORT**  
*East Central University*

**Step 4: Reflecting**

This step allows you to reflect on the strengths of your lesson as well as on components of your lesson that need improvement.

**Textbox 3.4.1: Reflecting on the Lesson for the Whole Class Activity: Reflecting After Instruction**

Think about your lesson plan, the lesson you taught, and evidence of student learning. Then respond to the guiding prompts below.

**Guiding Prompts**

- a. What specific instructional strategies, learning activities, materials, resources, and technology will you use to help students who did not achieve the learning goal(s)? Describe how these lesson components will help the students achieve the learning goal(s).
- b. How will you use your analysis of the lesson and the evidence of student learning to guide your planning of future lessons for the whole class? Provide specific examples.

**Type your response in the textbox below.**

**Textbox 3.4.2: Reflecting on the Differentiated Instruction for Each of the Two Focus Students Guiding Prompts**

- a. How will you use your analysis of the lesson and evidence of student learning to guide your planning of future lessons for each of the two Focus Students? Provide specific examples.

**Type your response in the textbox below.**

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Task Requirements

**Task 4 Implementing and Analyzing Instruction to Promote Student Learning**

## PROGRAM ASSESSMENT REPORT

### *East Central University*

**In this task, you will demonstrate your ability to plan and implement a lesson using standards-based instruction. You will also show how you are able to adjust instruction for the whole class as well as for individual students within the class. Finally, you will demonstrate an understanding of reflective practice.**

### Standards and Indicators Measured in This Task

The following InTASC Model Core Teaching Standards represent the focus of this task. The evidence you submit must address and will be scored according to the following.

- Standard 1, Indicators a and b
- Standard 2, Indicators a, b, c, and f
- Standard 3, Indicators d, e, and f
- Standard 4, Indicators c, d, e, f, g, and h
- Standard 5, Indicator h
- Standard 6, Indicators a, b, c, d, g, and h
- Standard 7, Indicators a, b, c, d, and f
- Standard 8, Indicators a, b, f, h, and i
- Standard 9, Indicator c

### What Do You Have to Do for This Task?

**For this task, you must submit the following evidence.**

1. Written Commentary of a maximum of **28,500 characters** (approximately nine typed pages) that
  - responds to all parts of the guiding prompts;
  - references your artifacts to support your written evidence; and
  - describes, analyzes, and reflects on the evidence
2. Identification of two Focus Students who reflect different learning needs.
3. Seven different artifacts (maximum of ten pages), including

Artifact	Maximum Number of Pages
representative pages of a standards-based lesson plan*	2
baseline data (e.g., graphic representation, table, list) for the whole class	2
baseline data (e.g., graphic representation, table, list) specific to Focus Student 1	1
baseline data (e.g., graphic representation, table, list) specific to Focus Student 2	1

**PROGRAM ASSESSMENT REPORT**  
*East Central University*

a student work sample from Focus Student 1	2	
a student work sample from Focus Student 2	2	
one fifteen-minute video (mandatory), which may contain one fifteen-minute segment (unedited) or three five-minute segments (each unedited) combined into one file		

\*A sample template is provided, but teacher candidates may submit a form of their own (maximum of two pages).

**How to Submit Your Evidence (Refer to the Submission System User Guide for details.)**

- Upload your artifacts into your Library of Artifacts. (See Step 5 for how to upload the video file.)
- Refer to the artifacts in your Written Commentary.
- Link the artifacts to your Written Commentary within the appropriate textbox.

**How to Compose Your Written Commentary**

This task has five steps, four of which have guiding prompts to help you provide evidence that supports the rubric. Your response needs to address **all parts** of each of the guiding prompts.

- Step 1: Planning
- Step 2: Implementing the Plan
- Step 3: Understanding the Two Focus Students
- Step 4: Reflecting
- Step 5: Uploading the Video

***Please read the entire task before responding to any guiding prompts.*** Use the textboxes located under the guiding prompts to compose your responses and attach your artifacts.

**Contextual Information**

This step allows you to provide a picture of your class that will enable the reader to better understand your instruction and decision-making skills.

**Overview**

Many factors can affect teaching and learning; these could include the community, the district, and/or individual school/classroom/student factors.

The information you gather about your teaching and learning context and about your individual students will help provide perspective to the reader who will be scoring your submissions.

**This part of your submission will not be scored**, but the information you include should have implications regarding your instructional choices.

## PROGRAM ASSESSMENT REPORT

### *East Central University*

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

#### **Textbox: 4.0: Contextual Information**

- 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.
- 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.
- Describe any factors related to the school and surrounding community that may impact the teaching and learning that occurs in your classroom.

**Type your response in the textbox below.**

#### Step 1: Planning

This step allows you to demonstrate your knowledge of an effective lesson plan that facilitates student learning.

#### **Activity: Creating a Plan**

Produce a standards-based lesson plan for your whole class that addresses learning needs, includes instructional strategies to engage students, and incorporates assessment techniques to gauge student learning. The lesson plan needs to provide baseline data from both the whole class and the two Focus Students, work samples from the Focus Students, and a fifteen-minute video. Before teaching the lesson, respond to the guiding prompts below.

#### **Textbox: 4.1.1: Goals and Student Background**

##### **Guiding Prompts**

- What learning goal(s) and standards (state and/or national) did you identify for the class? Explain how they are appropriate for the lesson and your students' learning needs.
- What whole-class data did you use to establish a baseline to measure student growth?
- How did your students' prior knowledge and background information influence your planning process?

##### **Required artifacts for this textbox:**

- representative pages of your lesson plan (maximum of two pages)
- representative pages of the baseline data (maximum of two pages)

**Type your response in the textbox below.**

## PROGRAM ASSESSMENT REPORT

### *East Central University*

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#### **Textbox: 4.1.2: Instructional Strategies**

##### **Guiding Prompts**

- How do you plan to use academic content language to advance the understanding of the concept being taught in this lesson? Provide a rationale.
- How do you plan to engage students in critical thinking to promote student learning? Provide a rationale.
- How do you plan to use questioning skills to promote student learning? Provide a rationale.
- How do you plan to integrate literacy into the content you will teach to promote student learning? Provide a rationale.

**Type your response in the textbox below.**

#### **Textbox: 4.1.3: Lesson Activity(ies)**

##### **Guiding Prompts**

- Describe the activity or activities that is (are) the main focus of the lesson plan. Explain how you designed the activity(ies) to anticipate **and** address student learning needs.
- Describe how you will monitor student learning during the course of the lesson.
- What student work samples will you require the students to submit as part of your assessment of student learning resulting from the lesson? (The work can be created either during or after the lesson.) How will these responses be integrated into the lesson plan? Provide a rationale for your choice of student work samples.

**Type your response in the textbox below.**

### **Step 2: Implementing the Plan**

This step allows you to demonstrate your ability to implement the lesson plan, interact with your students, and analyze your practice.

#### **Activity: Implementing the Plan**

Teach the lesson based on the plan you described in Step 1, and provide a fifteen-minute video from that lesson. Then respond to the guiding prompts below.

#### **Textbox: 4.2.1: Instructional Strategies**

##### **Guiding Prompts**

## PROGRAM ASSESSMENT REPORT

### *East Central University*

- How did you use academic content language to advance the understanding of the concept being taught in this lesson? Cite examples from the video to support your analysis.
- How did you engage students in critical thinking to promote student learning? Cite examples from the video to support your analysis.
- How did you use questioning skills to promote student learning? Cite examples from the video to support your analysis.
- How did you integrate literacy into the content you taught to promote student learning? Cite examples from any part of the lesson to support your analysis.

**Type your response in the textbox below.**

### **Textbox: 4.2.2: Interacting with the Students**

#### **Guiding Prompts**

- How did you monitor student learning while teaching the lesson? In what ways did evidence of learning guide your instructional decision making while teaching the lesson? Cite examples from the video to support your analysis.
- How did you provide feedback to individuals **and** the whole class to advance student learning? Cite examples from the video to support your analysis.
- How did you use verbal and nonverbal communication techniques to foster student learning? Cite examples from the lesson to support your analysis.

**Type your response in the textbox below.**

### **Textbox: 4.2.3: Classroom Management**

#### **Guiding Prompts**

- What classroom-management strategies did you use during the lesson? Cite examples of the strategies from the video.
- In what ways did the strategies engage students and promote a positive learning environment? Cite examples from the video to support your analysis.

**Type your response in the textbox below.**

## PROGRAM ASSESSMENT REPORT

### *East Central University*

#### Step 3: Understanding the Two Focus Students

This step allows you to provide evidence of planning for the learning of the two Focus Students.

##### **Activity: Collecting Student Work**

Choose two Focus Students who reflect different learning needs based on the goal(s) of the lesson. Plan to collect evidence of learning as seen in the baseline data and the student work samples. Then respond to the guiding prompts below.

#### **Textbox: 4.3.1: Understanding the Two Focus Students**

##### **Guiding Prompts**

###### Focus Student 1

- Identify Focus Student 1's learning strengths and challenges.
- What data did you use to establish a baseline to measure this student's growth?
- What evidence will you collect to show his or her progress toward the learning goal(s)?

###### Focus Student 2

- Identify Focus Student 2's learning strengths and challenges.
- What data did you use to establish a baseline to measure this student's growth?
- What evidence will you collect to show his or her progress toward the learning goal(s)?

##### **Required artifacts for this textbox:**

- the baseline data for Focus Student 1 (maximum of one page).
- the baseline data for Focus Student 2 (maximum of one page).

**Type your response in the textbox below.**

#### Step 4: Reflecting

This step allows you to reflect on the effectiveness of your lesson for the entire class and the two Focus Students.

##### **Activity: Reflecting on the Whole Class**

Think about your lesson plan, the implementation of the lesson, and the student work. Then respond to the guiding prompts below.

#### **Textbox: 4.4.1: Reflection on the Whole Class**

##### **Guiding Prompts**

- To what extent did the students reach the learning goal(s)? Cite examples from the lesson plan and/or the video that support your conclusions.

## PROGRAM ASSESSMENT REPORT

### *East Central University*

- b. Reflect on your instructional strategies, interactions with students, and classroom-management strategies. Discuss what went well and what areas you would revise in the future. Cite examples from the video that support your conclusions.
- c. Describe revisions that you could make if you were to teach the lesson again. Why would you make each revision? Cite examples from the lesson plan, the video, and/or the student work that would prompt the revisions.

**Type your response in the textbox below.**

### **Textbox: 4.4.2: Reflection on the Two Focus Students**

#### **Guiding Prompts**

- a. Based on the baseline data and student work samples, to what extent did each of the two Focus Students achieve the learning goal(s) of the lesson?
- b. How will your analysis of the baseline data and student work samples guide planning for future lessons for each of the two Focus Students?

#### **The required artifacts for this textbox:**

- a representative work sample for Focus Student 1 (maximum of two pages).
- a representative work sample for Focus Student 2 (maximum of two pages).

**Type your response in the textbox below.**

### Step 5: Uploading the Video

**Activity:** Upload a fifteen-minute video from your lesson.

Upload a fifteen-minute video. The video may contain one fifteen-minute segment (unedited) or three five-minute segments (each unedited) combined into one file. Only one video file may be uploaded.

**Upload your video here.**