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**PPAT® Assessment**

Submission Window: Fall 2021

Report Date: December 03, 2021

Educator Preparation Program: UTAH STATE UNIVERSITY  
(4857)

ETS ID#: 3SF6331A

## Your Score Summary

Task	Date Submitted	Your Score
Task 2	October 07, 2021	<b>9.00</b> out of 12
Task 3	October 12, 2021	<b>12.00</b> out of 16
Task 4	November 07, 2021	<b>24.00</b> out of 32

## Cumulative Score for All 3 Tasks

**Total Score**

**45** out of 60

For more information about scores and state passing requirements, see the "Understanding Your Scores" page of the PPAT® assessment website at <http://www.ets.org/ppa/test-takers/teachers/scores/understand/>.

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## Detailed Feedback on Your Scores

The score range for each step is 1–4, with 4 being the highest. A “0” means that the evidence was either missing or did not address the rubric.

For more information, or to see feedback for all score points for this assessment, see the “Understanding Your Scores” page of the PPAT® Assessment website at <http://www.ets.org/ppa/test-takers/teachers/scores/understand/>.

ETS reserves the right to cancel scores at any time when, in its judgment, there is an apparent discrepancy in a test-taker’s identification, there is evidence that text submitted is substantially similar to that found in other performance assessment responses, or the score is invalid for another reason.

## Task 2

Submitted: October 07, 2021

Assessment and Data Collection to Measure and Inform Student Learning		Your Score
<b>Step 1:</b> <b>Planning the Assessment</b>	<p>Your response at score level 3 on this step provides evidence of the selection of an appropriate assessment, aligned to the standards, learning goals, and students’ needs. There is evidence of appropriate rationales to support your selection of the assessment. There is evidence of appropriate data used to establish a baseline for measuring student growth that is related to the lesson’s goal(s). You have provided an appropriate rubric/scoring guide that is aligned with the learning goal(s), and there is evidence of a plan to communicate its use to students. There is evidence of an appropriate plan for data collection to evaluate the extent of student learning. There is also an appropriate rationale for the choice of data-collection method. 2.1.1</p> <p>Your response provides evidence that you chose appropriate learning activities and student groupings, and it describes the reasons you chose them. There is evidence that appropriate materials, resources, and technology were chosen, and there is a rationale for each of those choices. 2.1.2</p> <p>You provided evidence about the two Focus Students with different learning needs and for whom you will modify the assessment. Detail of the use of data to establish a baseline for growth for these two Focus Students is provided. The evidence clearly shows a connection between each student’s learning needs and the modification you made for his or her assessment. 2.1.3</p>	<b>3.00</b> out of 4
<b>Step 2:</b> <b>Administering the Assessment and Analyzing the Data</b>	<p>Your response at score level 3 on this step provides evidence that the assessment data taken from the graphic representation you created was analyzed; the analysis focuses on the extent of student learning. There is also evidence of a connection between student progress and the learning goals. The efficiency of the data-collection process was detailed with examples as to why some aspects worked and some did not. You provide evidence that you shared the data with the whole class to help the students analyze their assessment results and to understand their progress toward the learning goal(s). 2.2.1</p> <p>You provide evidence from each Focus Student’s work sample and from your assessment data (both the baseline data and the data represented graphically) to support your analysis of each student’s progress toward achieving the learning goal(s). There is evidence of an analysis of the assessment data (both the baseline data and the data represented graphically) regarding the effect the modification had on the learning of each of the Focus Students. You provide evidence that you shared the data with the Focus Students to help them analyze their assessment results and understand their progress toward the learning goals. 2.2.2</p>	<b>3.00</b> out of 4

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Assessment and Data Collection to Measure and Inform Student Learning		Your Score
<b>Step 3:</b> <b>Reflecting</b>	<p>Your response at score level 3 on this step provides evidence that you used data analysis to inform the next steps of your instruction for the whole class. The connection between the two provides specific detail for support. There is evidence of modifications to be made to the data-collection process for future use. The detailed description of what was successful and what was not supports your modifications. There is sufficient evidence of modifications to be made to the assessment for future use, and there is a rationale for each modification. There is also evidence of the identification of an appropriate alternate assessment that could be used to allow students to better demonstrate their knowledge of the learning goals. 2.3.1</p> <p>Detailed evidence about one aspect of the modification of the assessment for either of the Focus Students was provided. There is also an appropriate rationale. You provided evidence of an analysis of the data as part of your reflection to inform or guide the next steps of your instruction for each of the two Focus Students, and there is a detailed connection between the students and the next steps in their learning. There is clear evidence of modifications you could make to the assessment for future use with each Focus Student. There is also an appropriate rationale. 2.3.2</p>	<b>3.00</b> out of 4
<b>Total Score</b>		<b>9.00</b> out of 12

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## Task 3

Submitted: October 12, 2021

Designing Instruction for Student Learning		Your Score
<b>Step 1:</b> <b>Planning the Lesson</b>	<p>Your response at score level 3 on this step provides evidence that includes discussion of a viable learning theory/method and its application to your lesson planning process. In addition to the learning theory/method, your plan addresses appropriate learning goal(s), content standards, a significant content focus, and a connection to the learning activities and to your students' prior learning related to the content. Your plan reflects your awareness of difficulties students may encounter with the content and reflects your ability to plan for how those difficulties are to be addressed. 3.1.1</p> <p>You provided evidence that identifies different appropriate instructional strategies as part of the plan to promote student engagement and enhance learning. The rationale you provided reinforces the appropriateness of the instructional strategies. The evidence provided also explains your choice of instructional grouping to facilitate student learning. 3.1.2</p> <p>Your response identifies appropriate learning activities. The evidence you provided shows that the activities were chosen for appropriate reasons, including for their connection to student strengths and needs as well as to classroom demographics. 3.1.3</p> <p>The evidence also describes appropriate resources and materials to be used to support instruction; you have clearly explained the reasons for the choices. The evidence you provided reflects an appropriate connection between the technology to be used, its enhancement of the instruction, and its potential impact on student learning. 3.1.4</p>	<b>3.00</b> out of 4
<b>Step 2:</b> <b>The Focus Students</b>	<p>Your response at score level 3 on this step provides evidence that clearly shows your knowledge of each Focus Student's learning strengths and challenges related to the learning goal(s) of the lesson. Evidence of differentiation of specific parts of the lesson to help Focus Student 1 and Focus Student 2 meet the learning goals is effective. Your response identifies appropriate evidence to be collected to show the progress of each Focus Student. 3.2.1</p>	<b>3.00</b> out of 4

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Designing Instruction for Student Learning		Your Score
<b>Step 3:</b> <b>Analyzing the Instruction</b>	<p>Your response at score level 3 on this step provides evidence to support a clear analysis of the lesson, including instructional strategies, learning activities, materials, resources, and technology to facilitate student learning. There is solid evidence that students demonstrated their learning of the content. You made the connection to student learning clear. The evidence you submitted shows how the content was used by students to result in meaningful learning. The evidence shows how the adjustments to your lesson that were implemented during instruction informed your practice. The evidence shows that you took appropriate steps to foster teacher-to-student and student-to-student interactions to impact student engagement and learning. The evidence shows that you provided appropriate feedback during the lesson and that the feedback had a positive impact on student learning. 3.3.1</p> <p>The evidence you provided supports your analysis of the Focus Students' achievement of the learning goal(s). Your response contains clear evidence of how the differentiation of the lesson helped each of the two Focus Students meet the learning goal(s). 3.3.2</p>	<b>3.00</b> out of 4
<b>Step 4:</b> <b>Reflecting</b>	<p>Your response at score level 3 demonstrates an effective identification of instructional strategies, learning activities, materials, resources, and technology to be used to help students who did not achieve the learning goal(s). There is evidence of appropriate reflection about the lesson and about how evidence of student learning will guide future lesson planning. 3.4.1</p> <p>The evidence you provided shows effective use of the results of the analysis of the lesson and of student learning to impact your instructional planning for each of the two Focus Students. The evidence shows effective reflection about the use of instructional strategies, resources, and technology to help the Focus Students in the future. 3.4.2</p>	<b>3.00</b> out of 4
<b>Total Score</b>		<b>12.00</b> out of 16

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## Task 4

Submitted: November 07, 2021

Implementing and Analyzing Instruction to Promote Student Learning		Your Score
<b>Step 1:</b> <i>Planning</i>	<p>Your response at score level 3 on this step provides appropriate evidence of the selection of appropriate state and national standards that connect to student learning needs. Evidence of the use of data from the whole class to establish a baseline to measure student growth is sensible and connected. There is clear evidence that supports the appropriateness of the standards and learning goals for the students. There is evidence of the use of your students' prior knowledge and background information to inform the planning process. 4.1.1</p> <p>You provide evidence of planning for the effective use of academic content language, for student engagement in critical thinking, for the use of questioning skills, and for the integration of reading into the content you will teach. The evidence supports each of your choices. 4.1.2</p> <p>Your response identifies an appropriate activity or activities that is (are) an integral part of the lesson plan and designed to both anticipate and address student learning needs. There is logical evidence describing your plan for monitoring student learning while teaching the lesson. There is evidence that student work samples contributed to your assessment of student learning for the lesson. The rationale for the selection and integration of these samples into the lesson plan is appropriate. 4.1.3</p>	<b>3.00</b> out of 4
<b>Step 2:</b> <i>Implementing the Plan</i>	<p>Your response at score level 3 on this step provides evidence from the video demonstrating your use of academic content language to advance the concept being taught. The evidence also shows your analysis of the effectiveness of the engagement of students in critical thinking and the effectiveness of your use of questioning to promote student learning. You provided effective evidence from the video to support your analysis. The evidence you provided demonstrates your analysis of the connections between the instructional strategies you used during the video and student learning. Evidence from the video is clearly cited to support the analysis. You provided targeted evidence of your integration of reading into the content you taught and your analysis of the effectiveness of that integration. 4.2.1</p> <p>You provided evidence of your monitoring of student learning while teaching the lesson; there is also evidence that the knowledge of student learning that you gathered from monitoring guided your decision making while teaching the lesson. There is evidence from the video of feedback you provided to individuals and the whole class as well as evidence of your analysis of the effectiveness of that feedback for advancing student learning. There is evidence of your use of both verbal and nonverbal communication techniques to foster student learning. You cite evidence from the video to support your analysis. 4.2.2</p> <p>Your response provides evidence from the video that you used appropriate classroom management strategies to engage students in learning and to promote a positive learning environment. You cite evidence from the video to support your analysis. 4.2.3</p>	<b>3.00</b> out of 4

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Implementing and Analyzing Instruction to Promote Student Learning		Your Score
<b>Step 3:</b> <b>Understanding the Two Focus Students</b>	<p>Your response at score level 3 on this step provides an identification of your choice of two Focus Students who demonstrate different learning strengths and challenges. The data used to establish a baseline to measure each Focus Student's growth is logical. The response provides evidence to be collected to demonstrate progress toward the learning goal(s). 4.3.1</p>	<b>3.00</b> out of 4
<b>Step 4:</b> <b>Reflecting</b>	<p>Your response at score level 3 on this step provides evidence from the plan, the video, and/or the student work that demonstrates the extent to which students met the learning goals. You provide evidence of your effective reflection about your instructional strategies, interactions with students, and classroom management strategies. You effectively focus on what went well and on what needs revision. There is evidence that you evaluated the effectiveness of the lesson, and there is a rationale for the revisions you intend to make when using the plan in the future. You use evidence from the lesson plan and/or video to support your reflection. 4.4.1</p> <p>Evidence of the extent to which each Focus Student achieved the learning goal(s) of the lesson is connected to the use of the baseline data and the student work samples. There is an analysis of a plan for future lessons for each of the two Focus Students based on the baseline data and the student work samples. 4.4.2</p>	<b>3.00</b> out of 4
<b>Total Score</b>		<b>24.00</b> out of 32 (Weight * 2)

Task 4 represents the culmination of the teacher candidate's clinical experience and contains a video of the candidate's performance. Because of these factors, the final score for this task is double-weighted.