

Performance Assessment Pass Rate: Attending Institution Data
 State/Agency: Oklahoma Office of Educational Quality & Account.
 Institution: Oklahoma Baptist University
 Test: PPAT Assessment
 Test Year: SEP-2023 TO AUG-2024
 Test Taker Attempts: Highest Score
 Include All Delivery Modes: Yes

Database was refreshed on: 06/21/2024 17:56:16 EST

Test Name	Variables	# of Possible Points	# of Examinees	Average Rating	% Pass
PPAT Assessment	Total	60	48	43.31	97.92
PPAT Task 2: Assessment and Data Collection to Measure and Inform Student Learning		12		8.59	
PPAT T2 Step 1: Planning the Assessment		4		2.85	
PPAT T2 Step 2: Administering the Assessment and Analyzing the Data		4		2.90	
PPAT T2 Step 3: Reflecting		4		2.84	
PPAT Task 3: Designing Instruction for Student Learning		16		11.46	
PPAT T3 Step 1: Planning the Lesson		4		2.92	
PPAT T3 Step 2: The Focus Students		4		2.92	
PPAT T3 Step 3: Analyzing the Lesson		4		2.92	
PPAT T3 Step 4: Reflecting		4		2.71	
PPAT Task 4: Designing and Implementing Instruction to Promote Student Learning		32		23.19	
PPAT T4 Step 1: Planning		4		2.97	
PPAT T4 Step 2: Implementing the Plan		4		2.84	
PPAT T4 Step 3: Student Work		4		2.84	
PPAT T4 Step 4: Reflecting		4		2.94	

Notes:

Only test takers that have submitted all tasks during the original submission or re-submission windows within the testing year, will be counted in this report. Task and step-level information indicates the number of raw points earned for relatively small subsets the test. Because they are based on small subsets, task and step-level scores are less reliable than the official scaled scores, which are based on the entire assessment. Furthermore, the task or step may vary in difficulty from one test form to another. Therefore, the task or step scores of individuals who have taken different forms of the test are not necessarily comparable. For these reasons, task and step-level scores should not be considered a precise reflection of a test taker's level of knowledge in that task or step and ETS recommends that task and step-level information not be used to inform any decisions affecting test takers without careful consideration of such inherent lack of precision.