

PPAT® Assessment

Library of Examples – Social Science

Task 3, Step 2, Textbox 3.2.1: Understanding Each of the Two Focus Students and Differentiating Instruction

Below are two examples of written responses to Textbox 3.2.1 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level and the other response was scored at the Does Not Meet/Partially Met Standards Level. This information is being provided for illustrative purposes only. These excerpts are not templates for you to use to guarantee a successful score. Rather, they are examples that you can use for comparison purposes to see the kinds of evidence that you may need to add to your own work.

The work you submit as part of your response to each task must be yours and yours alone. Your written commentaries, the student work and other artifacts you submit, and your video recordings must all feature teaching that you did and work that you supervised.

Guiding Prompt for Task 3, Textbox 3.2.1

Focus Student 1:

- Identify Focus Student 1's learning strengths and challenges related to the learning goal(s) of the lesson.
- 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.
- What evidence will you collect to show the progress Focus Student 1 makes toward the learning goal(s)?

Focus Student 2:

- Identify Focus Student 2's learning strengths and challenges related to the learning goal(s) of the lesson.
- 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.
- What evidence will you collect to show the progress Focus Student 2 makes toward the learning goal(s)?

Example 1: Met/Exceeded Standards Level

- Focus Student 1 is a bright student, with an assiduous work ethic. She actively participates in learning activities, drawing insightful conclusion with a positive attitude. She frequently contributes to classroom discussions and excels in personnel management. One challenge that Focus Student 1 faces is a reading disability, for which she has an individualized education program. While she possesses an aptitude to read simple

sentences, she requires most texts to be read out loud. However this challenge rarely prevents her from keeping up with the rest of the class, because she has technology which allows texts to be narrated to her.

- b. To enable Focus Student 1 to work both with the group and independently, I will email her a version of each of the four documents for the activity in the form of a text document. This will enable her to transfer the text of each document into a narrated text software. Each student has their own laptop and this will not be a distraction to anyone else, because she will use headphones. The technology allows her to listen to a narrated version of the documents. The differentiation lies in the method of consuming the documents. My rationale for adopting this plan for Focus Student 1 is that she will be able to stay in the classroom without having to go a resource room. Instead she will enjoy the benefits of collaborative learning For Focus Student 1, I will provide software which narrates the text of each primary source document. Also, she will be given a graphic organizer which provides a brief summary of each section of the primary source documents. My rationale for adding these materials and technology is that Focus Student 1 has an individualized education program for her low reading level. The supplementary technology and graphic organizer will enable her to complete the learning activity with the general classroom, which will allow her to work with other students collaboratively, before completing the assessment individually.
- c. The evidence of learning which I will provide for Focus Student 1 is the data collected from the learning activity. The degree of thoroughness with which she responds to the prompts and the logic which supports her conclusion will determine his grade. After assessing her grade I will be able to compare her score to the baseline data and previous work. This will provide an accurate indicator of the level of progress that Focus Student A has made. The grading scale is a simple through 0-3. A 2 or 3 are scores which meet the learning goals. 0-1 do not meet the learning goal.
- a. Focus Student 2 has many strengths related to the lesson's learning goal. He is a high achieving student in a variety of ways. Not only does he display an aptitude for quickly grasping historical concepts, but also excels in applying literacy to the subject matter. The challenge which this student presents is his quick mastery of skills and ideas. This leads Focus Student 2 to become disengaged while the rest of the students are still attempting to finish the tasks which he has already completed.
- b. To ensure that Focus Student 2 stays actively engaged throughout the duration of the learning activity, I will provide an extension to his learning activity. Once he has completed his analysis of all four primary source documents, Focus Student 2 will then move on to analyze a secondary source document. My rationale for incorporating this resource is Focus Student 2 is an advanced student who will be disengaged with the standard learning activity. Additionally, analyzing a secondary source will bring a broader perspective to his analysis. By adding an analysis of a secondary source, Focus Student B's perspective will be broadened, because he will be reading from the perspective of experts commenting on Japanese-American internment. After analyzing this supplementary document, he will proceed to draw his conclusion incorporating the extra text. The instructional strategy will be differentiated by adding an additional step to the procedure. While other students will complete three (modeling, collaborative analysis, independent analysis), Focus Student 2 will complete four.

- c. Like the rest of the class I will use the data collected from the learning activity to determine the amount of progress that Focus Student 2 makes. His score will be determined by the thoroughness with which he responds to the prompts and the logic which supports his conclusion. Unlike the rest of the class I will assess his incorporation of the secondary sources into his final conclusion. After he has completed the learning activity I will be able to compare his responses to baseline data and his score on the formative assessment. This comparison will be the evidence with which I assess Focus Student B's learning.

Refer to the [Task 3 Rubric](#) for Textbox 3.2.1 and ask yourself:

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student.
- How does the candidate plan to differentiate the lesson plan for each Focus Student and evaluate each student's progress toward the learning goal(s)?
- Why is the analysis of the plan to differentiate instruction effective?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Focus Student 1 learning strength and challenges are that he needs to give and receive feedback during the class period. He does not do well if needed to sit still and quiet for an entire class period. This is related to the learning goal as he is permitted and encouraged to work directly with another student to create their presentation.
- b. In the workshop model and the cooperative learning the instruction naturally becomes differentiated. Focus Student 1 will be allowed to give and receive the feedback needed for him to do well. I'll also use a grading rubric that focuses on his strengths to give him validation into his learning style. This can create an atmosphere where Focus Student 1 is more engaged.
- c. Data has been collected on the students' progress towards the learning goals. That data also includes a self-evaluation where the students grade their own effort and learning.
- a. Focus Student 2 tends to just disengage during lectures and then goes on to miss much of the material that ends up on assessments. Focus Student 2 can write really well though when he is engaged, but many times he will see the challenge as too great and not even try in the first place.
- b. In the workshop model and the cooperative learning the instruction naturally becomes differentiated. Focus Student 2 will be allowed to be creative with the digital tools and experience that he brings to the classroom to enhance the learning activities. I'll also use a grading rubric that focuses on his strengths to give him validation into their learning style. This can create an atmosphere where Focus Student 2 is more engaged.
- c. The material that I added was a grading rubric that focuses on their strengths to give them validation into their learning style. This created an atmosphere where both of the Focus Students were more engaged.

Refer to the [Task 3 Rubric](#) for Textbox 3.2.1 and ask yourself:

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student.

- How does the candidate plan to differentiate the lesson plan for each Focus Student and evaluate each student’s progress toward the learning goal(s)?
- Why is the analysis of the plan to differentiate instruction ineffective?

Suggestions for Using These Examples

After writing your own rough draft response to the guiding prompts, ask the question, “Which parts of these examples are closest to what I have written?” Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.

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