PPAT® Assessment

Library of Examples – Special Education

Task 4, Step 1, Textbox 4.1.1: Goals and Student Background

Below are two examples of written responses to Textbox 4.1.1 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 Prompts for Task 4, Textbox 4.1.1

a. 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.

b. What whole-class data did you use to establish a baseline to measure student growth?

c. How did your students' prior knowledge and background information influence your planning process?

Example 1: Met/Exceeded Standards Level

a. The standards I have identified for this lesson are CCSS.ELA-LITERACY.W.7.4 and CCSS.ELA-LITERACY.W.7.5. The first standard states, "Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience." The second standard states, "With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed." This lesson emphasizes the improvement of writing through revising and editing simple sentences. These standards are appropriate for my students because all eleven students in this class are enrolled in special education. Of these eleven students, four have goals for written expression. In examining student writing samples, all eleven students regularly write in sentence fragments and/or run-on sentences when given a writing prompt. This lesson is designed to help students build more complex sentences by combining simple sentences into a single, more detailed sentence. The learning goal for this lesson is "Students will be able to combine two sentences by combining subjects or predicates." This aligns with the selected standards because it emphasizes improving writing quality

by combining shorter sentences into more complex sentences. Students will learn other techniques of combining sentences in further lessons.

b. I established a baseline to measure student growth by administering a pre-assessment. On this pre-assessment, students were given six pairs of sentences to combine. Each question was scored out of four points: 0-2 points for choosing an appropriate method of joining the sentences and 0-2 points for utilizing correct grammar. There were 24 points available. The average score was 9.45 out of 24. The lowest score was zero and the highest was 21. One student scored as "Meets the Standard," two scored as "Approaches the Standard," and eight scored as "Does Not Meet the Standard." This data demonstrates ten students are not yet able to join sentences correctly. The student who met the standard will still benefit from instruction in sentence combining as she made several minor grammatical errors. This lesson is part of a larger unit on writing, and I chose to create this unit after examining my students' responses to a narrative writing prompt. All eleven students in this have IEPs. Although only four have writing goals, all students in this class regularly wrote in sentence fragments and/or run-on sentences as part of the writing prompt. Of the four students with writing goals, three have specific weaknesses in sentence combining.

c. As part of our writing unit, students have already studied nouns/verbs, subject/predicate, and the differences between sentences, fragments, and run-on sentences. They are able to create grammatically correct simple sentences. The next step is for them to be able to write more complex sentences. This lesson was designed to help these students combine sentences correctly and all students to build stronger sentences. This lesson is designed to help them do this by teaching them to combine simple sentences by combining the subjects or predicates. This will help students in all subject areas when writing is required. This lesson will expand on their existing writing skills.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence connected?

Example 2: Did Not Meet/Partially Met Standards Level

a. I am preparing my students for the unit test in their general education classroom. In this pullout, I pre-teach and reteach the math concepts they are learning in their general education classroom. The concept I have chosen to focus on for this lesson is comparing decimals. This matches up with the fifth grade common core standard CCSS.Math.Content.5.NBT.A.3: Read, write, and compare decimals to thousandths.

b. The baseline data I used was from a previous worksheet we had done on the topic. Since this pullout class includes re-teaching, we often have to visit concepts a few times. The worksheet we did at the end of the lesson is very similar, just with different numbers. I took the median score of the student's scores on the first worksheet to establish a baseline.

c. My students have prior knowledge on this topic because they have had two lessons on the topic before. They have received lessons on this topic in both the general education setting and the special education setting. Because they are receiving special education

services, they need concepts retaught to them more than once. It helps reinforce the concepts so they can perform meet the standard.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence limited?

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.