

## PPAT® Assessment

### Library of Examples – Social Science

#### Task 4, Step 3, Textbox 4.3.1: Understanding the Two Focus Students

Below are two examples of written responses to Textbox 4.3.1 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 4.3.1

##### 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)?

#### Example 1: Met/Exceeded Standards Level

- Focus Student 1 (FS1) is an African American Female that suffers from extreme social anxiety. She is a very intelligent girl who loves expressing herself creatively. However, she often lets this anxiety barrier inhibit her learning experience. There is often a guessing game with whether or not she understands and needs further clarification because she often has her head down and does not speak up. However, when it comes time to complete assessments she scores within average of my other students. This tells me that she is following along and understanding even though her body language may not express this. This is something we both actively work on together to improve. As I begin to build her trust, she begins to open up and trust me.

- b. The data I used to establish a baseline to measure FS1's growth was the pretest I administered to the whole class. FS1 did not receive a passing score to the pretest. The majority of students did not have prior knowledge of these terms other than if they have been exposed to the terms in their personal lives.
- c. I will collect FS1's responses to the guided reading questions, her vision board, and her vision board analysis. As I collect this work I will look to see if she initially completed the assignments and had a general understanding for the subject matter. Secondly, I will look specifically at her vision board because I know FS1 loves to express herself creatively. I know this because she always enters the classroom covered in paint. She even approached me after class to ask if she can take her vision board home to hang on her wall when I was finished grading them. This shows me that she takes pride in her work and put a lot of effort into it, enough to display it in her room.
- a. Focus Student 2 (FS2) is an 18 year old, Caucasian male, in 12th grade. He has an IEP for dyslexia and ADHD. He is extremely friendly, always willing to volunteer his responses. During class, I have observed that he is very intelligent boy, vocally. However, when it is time to sit down and do independent silent work, he struggles. When there is a long assignment, he will often need to be redirected to stay on task, has difficulties writing long passages, and completing tasks in the assigned time limits. However, when provided his proper accommodations, such as extended time, modified assignments, and preferred seating, he is able to meet the lesson learning goals. I chose this student as my focus student because I wanted to analyze his growth. I know he is a very intelligent person but I wanted to work with him on expressing her knowledge through writing instead of speaking.
- b. The data I used to establish a baseline to measure FS2's growth was the pretest I administered to the whole class. The majority of students did not have prior knowledge of these terms other than if they have been exposed to the terms in their personal lives. This is why many of the students, including the two FS, did not receive a grade of a 70% or above.
- c. I will collect FS2's responses to the guided reading questions, his vision board, and his vision board analysis. As I collect this work I will look to see if he even wrote down responses to the guided reading questions. Once I have a written response, I will do my best to decipher his responses to check for a general understanding for the subject matter. Secondly, I will look specifically at his vision board because I know FS2 would rather express himself in any other form of work than writing.

**Refer to the [Task 4 Rubric](#) for Textbox 4.3.1 and ask yourself:**

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student and how each student's progress toward the learning goal(s) will be determined.
- What makes the evidence effective?

**Example 2: Did Not Meet/Partially Met Standards Level**

- a. Focus 1: He tends to work ahead really well and can sometimes get ahead of himself and get things wrong that he thought he knew. Sometimes he will even lose focus and get bored with material he already knows. He is very descriptive in his writing and note taking and stays ahead of the class at all times.

- b. I measured his growth by grading his pre and post quiz to see what he knew and what he learned.
- c. I will collect his score from the pre and post test and see the variation from beginning to end. I will also get feedback from him during the class lesson to see what he may not understand and what interests and ties he has with a topic.
- a. Focus 2: He does really well when he can see the questions presented and can have his special needs teacher give him some extra time to complete a quiz. He cannot see and read very well so he needs some more time to do so.
- b. I collected his pre and post assessment to see what he did not know and what he did know. This helped me to understand what I needed to teach him and key areas that I needed to focus on with this particular student. I could even give his special needs teacher feedback on where I think he is struggling and areas of the material where he doesn't understand it.
- c. I will see this student's progress by getting results back on the quiz scores that I will compare with the baseline data. I will also see what kind of feedback he gives me during class. Whether it be questions or just attention or excitement to a certain topic.

**Refer to the [Task 4 Rubric](#) for Textbox 4.3.1 and ask yourself:**

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student and how each student's progress toward the learning goal(s) will be determined.
- What makes the evidence cursory?

**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.