

PPAT® Assessment

Library of Examples – Social Science

Task 4, Step 4, Textbox 4.4.2: Reflection on the Two Focus Students

Below are two examples of written responses to Textbox 4.4.2 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 4.4.2

- Based on the baseline data and student work samples, to what extent did each of the two Focus Students achieve the learning goal(s) of the lesson?
- How will your analysis of the baseline data and student work samples guide planning for future lessons for each of the two Focus Students?

Example 1: Met/Exceeded Standards Level

- Based on the focus student's baseline data and work sample, she made progress toward the learning goal. Looking at her work sample, the graphic organizer, she used content specific vocabulary to express her findings. For instances, in section 1, question 1, she responded, "Colonist dying at the hands of loyalist" and again, on question 3 she responded with the word "patriot". The terms colonists, loyalist, and patriot are content specific vocabulary terms which refers to various groups of people from this time period. FS1 using these terms indicates to me that not only does she know how to correctly apply these terms, but also she understands how these words relate to the main ideas. These works samples illustrate that she reached both learning targets; she identified 4/4 of the points of view of the visual sources as well as correctly analyzing and interpreting the points of view of the 6/8 primary sources. Additionally, it was observed on her completed comprehension/guided questions, she continued to answer the questions using these terms along with evidence from all sources to support her claims. She cited the appropriate evidence to support her claims and conclusions. For these reasons, I concluded that FS1 did in fact made progress towards the learning targets and standards. FS2's completed work samples indicated to me that she made progress towards the

learning standards and targets. Looking at her letter to the editor, it is noted that she three content specific vocabulary words, loyalist, patriots, and British, to explain her ideas. Also, I see that she did use some of the sentence frames I provided her; "Also in most of the sources," and "This is my reason". On the other hand, FS2 did not use any evidence from the text sources to support her claim; she only used the visual sources. Likewise, on her completed graphic organizer she was able to correctly identify 3 of the 4 points of view. This evidence indicates to me that she made some progress towards the learning standards and goals but still may need assistance learning how to use evidence from the text to support her answers.

- b. In the future, I will continue to make similar accommodations for both focus students. For FS1, I will continue to provide her with higher grade level readings and provide her time to work closely with students who are on the same reading level. This appears to have provided her with a deeper learning experience because she was challenged by the activities. For FS2, I will continue to provide her with sentence frames and work with her closely during small group time. Conversely, I will try to teach her other close reading techniques such as cold reads and providing her with vocabulary lists before the lesson. It appears to me that she is still having difficulty reading grade level texts with comprehension in short amounts of time; thus, I will also try providing her with extra time to complete these types of reading activities and assignments. By doing these things, I hope to increase her English language skills as well as her general knowledge of Early America and the Revolutionary War.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.2 and ask yourself:

- How does the candidate use each Focus Student's work sample to indicate attainment of the learning goal(s) and to guide future planning?
- Why is the reflection effective?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Both focus students were able to meet the learning goal of this lesson. Focus student one gave me exactly what I was looking for in their answers and was able to better focus on the lesson once I moved them, and everyone else, closer to the front of the class which improved their ability to see the board. Focus student two went above and beyond on their answers which were near perfect. This student was also a beneficial member of their group, as I moved them to a lower achieving group of students, they were able to help their group better contribute to the whole class discussion and stay on task.
- b. For focus student one, I think they responded very well to this activity which helped them reach the learning goals. I would like to incorporate more discussion into lessons and give this student a chance to shine. Once I moved them closer to the board and gave them a chance to do a small personal response before entering the group discussion, they were ready to talk and share their opinions. I would like to see more of this side of them. Focus student two always does a great job in class, but like with focus student one, I would like to see them in a group discussion. When in the group discussion, rather than just small groups, they have more people to bounce ideas off of rather than take over a conversation like they do in small groups. I think this is beneficial for this focus student and the entire class.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.2 and ask yourself:

- How does the candidate use each Focus Student’s work sample to indicate attainment of the learning goal(s) and to guide future planning?
- Why is the reflection 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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