

## PPAT® Assessment

### Library of Examples – Spanish

#### 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 always prepared for class. He participates in class activities, completes homework and is a very active participant in classroom discussions when the topic interests him.

Focus Student 1 tries hard and wants to do well when it comes to his school work. He works well with his peers and me. Focus Student 1 also is a verbal communicator and can express his wants and needs throughout the school day. He struggles with long texts but has shown growth in class with participation and confidence in answering questions during group discussion. He seems to be overwhelmed during long activities. Focus Student 1 takes breaks after long periods of activities. He chooses to draw during these breaks. After the break, Focus Student 1 seems more focused on the task. Focus Student 1 expressed to me that he enjoys learning new challenging things and helping others understand classwork. Focus Student 1 is known for completing assignments in a timely manner and enjoying working with classmates.

b. Since Focus Student 1 expressed that he likes to participate in groups, he will participate in small groups when they review online flashcards to better understand the comprehension keywords in the book chapter. During the literary discussion circles, Focus Student 1 is assigned the role of the illustrator. He will draw a picture from a part of the story that he likes and thinks it is important for the comprehension of the story. I will give a list of options to help Focus Student 1 to choose. Being given options reduces his stress. Focus student 1 IEP expresses that his anxiety is still a huge issue and he battles with memory. Since he relaxes drawing in his breaks, I choose to give Focus Student 1 the role of the illustrator. Drawing is one of the techniques that the student uses to manage his anxiety. The student even has coloring books and notebooks to draw. The student has even mentioned that drawing calms him and helps him remember things.

c. I will collect the student's finished illustrator sheet. The drawing should show an important scene from the book. This shows me that Focus Student 1 understands the main scenes of the chapter. The organizer sheet also shows me the cooperative work during the discussion period since the rest of the students need to guess the scene. I will also collect the exit-ticket and his answer will show me that he understands the main idea from the text.

a. Focus Student 2 is a cooperative and diligent student in the classroom. He frequently participates in classroom discussions and works well in pairs or in small groups. Focus Student 2 enjoys using the Laptop. Focus Student 2 express confidence in answering questions even though he may not always have the correct answer. However, he usually tries to search the answer online. Although he is very cooperative during the classroom discussion, he rushes to quickly answer the questions without first analyzing his answers. He needs to take the time to digest what he has read in order to analyze. Because he wants to be quick to answer, he does not take the time to look up the evidence from the text. On many occasions he confuses concepts because he does not know the keywords of the text.

b. Focus Student 2 will participate in small groups when they review online flashcards to better understand the comprehension keywords in the book chapter. During the literary discussion circles, Focus Student 2 is assigned the role of word detective. He will look for new, unknown or important words for the understanding of the story, mentioning the page where the word is found, why he chose the word and explaining its meaning. The choice of the word detective is linked to the information search skills and abilities of Focus Student 2. Focus Student 2 will be able to use the computer if desired. During the literary circle, Focus Student 2 will discuss with the rest of the members of its group about topics of the chapter. In this group they will discuss questions and analyze paragraphs connecting them with real life. He will share his annotations about the keywords and their meaning with the rest of the group.

c. I will collect this student's word detective organizer sheet. The organizer sheet will show me that Focus Student 2 has information searching skills and can recognize keywords in the text.

The organizer sheet also shows me the cooperative work during the discussion period. I will also collect the exit-ticket and his answer will show me that he understands the main idea from the text.

**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 has underdeveloped academic and social skills. He acts out toward peers and disrupts his surroundings continuously. He is rarely engaged in large group lessons and, therefore, typically learns course content through one-on-one instruction. He is highly energetic, so engaging and movement-driven activities cater to his needs.

b. While other students individually find and label 10 things on their drawings, I will work one-on-one with Focus Student 1 to find and label 3 things. He might point at the things and I will try to get him to say the name of the object in Spanish.

c. I will collect the labeled drawing as well as the exit ticket with his "2 truths and a lie". These 2 activities should evidence his progression toward understanding the lesson goals.

a. Focus Student 2 has a good understanding of the Spanish language and is motivated to extend his thinking beyond the basics offered in the current course layout. I have encouraged Focus Student 2 to expand his thinking and lengthen his written responses wherever possible. I have asked him to ask questions about other verbs that might fit certain situations and to practice conjugating them along with the focus verbs from each lesson.

b. While other students are adding more drawing details to their scenes, Focus Student 2 will also begin labeling everything on his scene and then write me a short description of the scene. He will also expand his self-descriptions with more depth and detail.

c. I will collect the labeled drawing as well as the exit ticket with his "2 truths and a lie". These 2 activities should evidence his increased understanding of the lesson content.

**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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