PPAT® Assessment

Library of Examples – Agriculture

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 Prompt for Task 4, Textbox 4.3.1

Focus Student 1

    a. Identify Focus Student 1's learning strengths and challenges.

    b. What data did you use to establish a baseline to measure this student's growth?

    c. What evidence will you collect to show his or her progress toward the learning goal(s)?

Focus Student 2

    a. Identify Focus Student 2's learning strengths and challenges.

    b. What data did you use to establish a baseline to measure this student's growth?

    c. 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

a. Focus student 1 an English language learner (ELL). She is bright and eager to learn and is trying to graduate this year. She just moved here from Mexico about 6 months ago, and doesn't know much English. She doesn't have an aid or a translator, but she does have a friend who helps. Although there is a language barrier, she is a hard worker and does everything she can to learn. She is shy when it comes to speaking up in class, but she always writes down all of her answers in English. Because of the language barrier, leaning content-heavy vocabulary poses as a large obstacle in learning for her, as these are complex terms for those learning mitosis in

English. I chose this student because despite the language barrier they have the drive and ability to learn.

b. The baseline data I used for Focus student 1 was the same for the rest of the class, a 7 question multiple choice pretest about the phases of mitosis. To establish baseline data for Focus student 1 I modified by giving her a test in both English and Spanish to see if she had learned the material previously. On her pretest she scored a 1/7 or a 14%. She did know the correct order of the phases of mitosis, but nothing else. I used this information to infer that she has been introduced to the concept of mitosis previously, but needs to re-learn the phases and what happens in each phase. I will continue to provide the Spanish version of all texts, but require her responses to be in English.

c. To see focus student 1's progress, I will collect the same data as the rest of the class. During the lab, I will go around to her lab station and see her progress towards understanding mitosis with her groups oreo model. Focus student 1 will be intermixed in a group with IEP students, ELL students, and higher achieving students. The goal of group work is to continue to construct knowledge through peer learning. After the oreo lab, I will collect her post lab analysis that answers questions that she worked on individually. This data will show what she learned during the lab while also practicing her english.

Focus Student 2

a. Focus Student 2 is a student who always shows up to class and is a social butterfly. Focus student 2 has an IEP plan for reading comprehension, where he is allowed extra time on assignments. Because they struggle with reading, Focus student 2 often feels overwhelmed with school and lacks the motivation to do the required activities, and has mentioned that they don't like school. They also benefit from having verbal and visual instructions/questions when available. I chose this student because they have a great attitude despite aversion to school. I think with the right modifications and tools, focus student 2 will succeed in the lesson, they just need a patient instructor to help.

b. The baseline data I used for Focus student 2 was the same for the rest of the class, a 7 question multiple choice pretest about the phases of mitosis. Focus student 2 scored a 2 out of 7 with a correct answer about what happens during prophase and what happens during telophase. I know focus student 2 took biology last year, so they have at least seen mitosis before. With this knowledge, and the score they received on the pretest, focus student 2 needed an overview on mitosis. Since this unit is so vocabulary heavy, I also kept in mind that they struggle with reading comprehension while grading their test. During the lab, I will help focus student 2 with visual and verbal instructions and encourage them to supplement those with reading the textbook to work on reading comprehension.

c. To see focus student 2's progress, I will collect the same data as the rest of the class. During the lab, I will go around to their lab station and see their progress towards understanding mitosis with their groups oreo model. Focus student 2 will be intermixed in a group with IEP students, ELL students, and higher achieving students. The goal of group work is to continue to construct knowledge through peer learning. After the oreo lab, I will collect their post lab analysis that answers questions that they worked on individually. This data will show what they learned during the lab and if the modification were helpful for them to reach their learning goals.

Refer to the <u>Task 4 Rubric</u> 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

Focus Student 1:

a. Focus student 1 (FS1) is a student that is easily distracted but eager to learn. This student is very active in the agricultural program. This students prefers a constant interactive learning environment that at times is attainable. Throughout the semester, I have gave multiple assignments that do not give the best results, either as no submission or laziness to put in effort. This student is a good student, however, he is ready to graduate and thinks that my class isn't as important as core classes. If this student is not engaged, they will lose interest. A huge problem that this student developed is the use of his phone, which forced me to create the phone box.

b. FS1's baseline data was established as the rest of the class. The data determined what this student already knows and where they may have difficulty understanding. After analyzing the pre-assessment, I was able to determine that FS1 has partial understanding of aspects while fully understanding tools and careers in the landscape industry.

c. The overall learning goal is for each student to understand Unit 5. Throughout this lesson, I will collect the pre-assessment bell ringer, exit ticket, understanding of transplanting and pruning and observations of student participation and accuracy of questions during the lesson. Following the lesson, an assessment will be given the following day to measure student understanding of the material.

Focus Student 2:

a. Focus student 2 (FS2) is a less than motivated junior in this class. She completes most assignments on time, however, does require extra time on assignments. When tests are given, this student has the option to take the assessment in a separate setting. FS2 has a number of strengths that include willingness to learn, motivation to complete assignments and eagerness to learn more advanced material. A major challenge this student faces is how quiet she is. She does not voice her thoughts when I question the whole class on their understanding.

b. FS2 baseline data was established like FS1 and the rest of the class. Surprisingly, FS2 understood the various careers of landscape in the pre-assessment data. The student partially could list and describe tools and different aspects to landscape design. It is a promising sign that FS2 has some understanding of the material beforehand, as they have retained the very basics from the prerequisite class.

c. As for FS2, I will also be collecting the pre-assessment bell ringer, exit ticket, observations of student participation and measuring understanding of transplanting and pruning from the lab activities. FS2 doesn't require much differentiated learning, however, as the teacher, I must ensure that she is fully comprehending the material before we get to the testing of material.

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.