

PPAT[®] Assessment

Library of Examples – Elementary Education

Task 1, Step 2, 1.2.2: The Focus Students

Below are two examples of written responses to Textbox 1.2.2 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 Prompt for Task 1, Textbox 1.2.2

- a. Describe each identified Focus Student’s cultural and linguistic assets, lived experiences, and academic strengths and learning needs. Explain how each of these two students contributes to the learning environment of your classroom.
- b. Based on your knowledge of Focus Student #1, identify and describe one possible instructional strategy **and** one learning activity that you and this student could create together to use in your classroom to support this student. Explain how the identified strategy and activity reflect your understanding and appreciation of this student’s cultural and linguistic assets lived experiences, academic strengths, and learning needs.
- c. Based on your knowledge of Focus Student #2, identify and describe one possible instructional strategy **and** one learning activity that you and this student could create together to use in your classroom to support this student. Explain how the identified strategy and activity reflect your understanding and appreciation of this student’s cultural and linguistic assets lived experiences, academic strengths, and learning needs.

Example 1: Met/Exceeded Standards Level

- a. I will use pseudonyms to protect the privacy of my students. I will use the names Marley and Matthew. Marley is confident, a friend to all and encourages others to participate in class activities. She comes from a married couple home and has older siblings. She talks about her involvement in a Christian church while at school. She is a very strong at math and reading. She has a high reading level and score above benchmark on a math assessment this year. We are working on developing her writing skills. Matthew is very

kind but he is shy and quite. He struggles to pay attention and stay focused during class. Matthew lives with his grandpa and one older sibling. He does not talk about religion or have anything listed in his information on file. He is struggling in most subjects and is planned to get into an RTI program. Math and reading are his most struggling grades. Each of these students contribute to the classroom environment. They both answer questions and participate in classroom discussion. Marley and Matthew both enjoy buddy work and stay on task well when working with another classmate. They create a good balance within the class.

b. Focus Student #1 (Marley)

Marley is always eager to please the teacher. She wants to help out and be involved in the classroom. An instructional strategy that would be useful for her I think would be to provide extra materials for when she completes her work before others. And since we are working on developing her writing skills, a fun learning activity for her would be to encourage journaling. She finishes her math and reading quickly so when she is done she could write in her journal. I could sit her down and brainstorm some ideas she could write about. We could create a list and tape it into a notebook. This way when she pulls out the notebook to write, there are some ideas for her. This will help improve her writing and provide her opportunity to grow. This also gives her some freedom in the topics she chooses to write about. This is a way to be mindful of who she is and what is important to her.

c. Focus Student #2 (Matthew)

Matthew is a really good kid but struggles to focus in class. An instructional strategy that would be useful for him would be to use a visual aid such as a checklist where he receives points for marking off a task. This would be a way to motivate him to stay on task. A learning activity that could be helpful would be to use buddy work. I might have him use an accountability partner to make sure he is staying on task and completing his work. He thrives on community and some support. Including buddy works helps foster relationships for him and provide stability to his school routine. I want to help build Matthew's social skills and teach him more about fostering relationships.

Refer to the [Task 1 Rubric](#) for Textbox 1.2.2 and ask yourself:

In the candidate's response, where is there evidence of the following?

- Does the candidate identify each Focus Student's cultural and linguistic assets, lived experiences, and academic strengths and learning needs?
- Where does the candidate explain how each of these two students contributes to the classroom's learning environment?
- Does the candidate identify and describe one possible instructional strategy and one learning activity that can be created together with each focus student to support that student?
- Where does the candidate explain how the identified strategy and activity reflect an understanding and appreciation of each focus student's cultural and linguistic assets lived experiences, academic strengths, and learning needs?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Student #1: The student's parents are immigrants and speak their native language at home. The parents are advocates for education. The student is very strong academically and needs to be challenged. Student #1 contributes diversity and positive attitudes toward learning to the classroom.
Student #2: The student's parents are divorced. The student alternates households weekly. Occasionally, the student's schedule is interrupted. The student's academic strength is average, but sometimes is late in turning in assignments, which is very understandable. The student also needs a lot of emotional support. Student #2 contributes empathy and compassion to the classroom.
- b. Based on my knowledge of Focus Student #1, one possible instructional strategy that I could use to support this student is differentiation because she needs to be challenged academically. One learning activity that the student and I could create together is a research project within a science assignment. After ensuring that the student has accomplished required standards, I could provide appropriate topics which are related to the currently-being-taught-content for the student to choose from. That way, the student can further her learning while staying safe and engaged.
- c. Based on my knowledge of Focus Student #2, one possible instructional strategy could be incorporating Social, Emotional Learning within the classroom because she needs emotional support. One learning activity that the student and I could create together is a collaborating assignment within any subject. This will give her a chance to build close connection with peers. I could even let her choose a partner for the assignment. Working and collaborating with understanding peers will give her emotional support that she needs.

Refer to the [Task 1 Rubric](#) for Textbox 1.2.2 and ask yourself:

In the candidate's response, where is there evidence of the following?

- Does the candidate identify each Focus Student's cultural and linguistic assets, lived experiences, and academic strengths and learning needs?
- Where does the candidate explain how each of these two students contributes to the classroom's learning environment?
- Does the candidate identify and describe one possible instructional strategy and one learning activity that can be created together with each focus student to support that student?
- Where does the candidate explain how the identified strategy and activity reflect an understanding and appreciation of each focus student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs?

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.