

PPAT® Assessment

Library of Examples – Art

Task 2, Step 1, Textbox 2.1.3: The Two Focus Students

Below are two examples of written responses to Textbox 2.1.3 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 2, Textbox 2.1.3

- Choose and describe two Focus Students who reflect different learning needs and for whom you will need to modify the assessment. Provide a rationale for selecting each of the students. Refer to them as Focus Student 1 and Focus Student 2 as you respond to the guiding prompts.
- What data did you use to establish a baseline for growth for these two Focus Students?
- Based on their specific learning needs, how will you modify the assessment for each of the two Focus Students? Provide a rationale for each decision.

Example 1: Met/Exceeded Standards Level

- Focus student 1 is a male student diagnosed with autism. He has a tendency to become easily overwhelmed, especially when he does not feel that materials or assignments are not the way that they should be, he prefers everything to be maintained in a neat and orderly fashion. I selected this student as focus student 1, because this student has an IEP already being administered and there are many modifications listed in his IEP that I can use to modify the assessment for him. Focus student 2 is a female student who has not been diagnosed with a learning disability, and does not have an IEP in place; however she has shown many signs of having a learning disability. In class, she struggles with spatial reasoning, which is shown in her work during a lesson on 2 point perspective. However, she does show a blossoming interest in art, and is often eager to show me the drawings she has created outside of class. I chose this student as focus student 2 because there are many modification opportunities, as well as opportunities to challenge her and see her skills improve.
- The data I used to establish a baseline for growth in these two focus students is the data I collected from their predrawings. Looking at both predrawings, focus student 1 performed

well when it came to drawing from life. His drawing shows evidence of him truly focusing on drawing what he sees as evidenced in the way he drew his fingers overlapping, and wrapping around the phone. Evidence of him meeting the learning goal of drawing from life can also be seen in the simple shape he used when drawing his middle finger, slightly foreshortened as it wraps around the top of the phone. However, while focus student 1 does demonstrate that he is meeting the learning goal of drawing from life, he does have room to improve as shown in how big his thumb is drawn in comparison to the rest of his hand. Focus student 2 shows lots of room for growth in her drawing. Focus student two struggled with drawing from life as evidenced by her drawing. Her hand is not proportional, and her drawing shows a lack of understanding of spatial reasoning.

- c. Due to focus student 1's tendency to get overwhelmed, and the services listed in his IEP I will modify his assessment by giving him an extended amount of time to finish his project. This modification works for this student as he has a tendency to take time outs in quiet areas to calm down when he starts to get overwhelmed. Because of this tendency to take these time outs during class time when other students are working, giving him an extended amount of time to finish his assignment would benefit his learning greatly. Due to focus student 2's struggle with spatial reasoning when drawing and also do to her love for art, the modification I would make to her assessment would be offering her more one-on-one instruction. Offering this one-on-one instruction during her assessment would allow me to help her draw what she sees, while also keeping her enthusiastic about art.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.3 and ask yourself:

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

- A description of Focus Student 1 and Focus Student 2
- The rationale for choosing Focus Student 1 and Focus Student 2
- A baseline for Focus Student 1 and Focus Student 2
- The modifications of the assessment for each focus student based on each focus student's particular needs
- A rationale for the modifications chosen for Focus Student 1 and Focus Student 2

Why is the candidate's analysis complete?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Focus Student 1 has ADHD and focus issues. For this student, he can complete the assessment on his own, he just need assistance paying attention and staying focused. Focus Student 2 has trouble seeing the questions on the board. She can focus when she receives a hard copy but not on a computer screen.
- b. The data that I used was a combination of observation, IEP's, pre-test data, and prior knowledge from the Clinical Educator, as well as their homeroom teachers. The baseline I used was the same baseline as the rest of the class because the students are not learning impaired. Focus Student 1 is on an IEP for his ADHD. Focus Student 2 is not on an IEP.
- c. To modify the assessment for Focus Student 1, I will stand nearby as he completes the questions. If the student begins to lose focus and talk, I will quietly remind the student the class is taking a quiz and he needs to focus. The modification required for student 2 is to provide a hard copy of the questions for her to take to her seat. This will allow the student to read the questions on her own and not need to read the board.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.3 and ask yourself:

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

- A description of Focus Student 1 and Focus Student 2
- The rationale for choosing Focus Student 1 and Focus Student 2
- A baseline for Focus Student 1 and Focus Student 2
- The modifications of the assessment for each focus student based on each focus student's particular needs
- A rationale for the modifications chosen for Focus Student 1 and Focus Student 2

Why is the candidate's response tangential?

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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