

PPAT® Assessment

Library of Examples – Early Childhood

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 one is a student who struggles greatly in all aspects of learning. The Student is regularly pulled from class for intensive reading and math assistance. Focus student one has been recommended for first grade retention. Focus student one is unable to grasp basic math skills without the use of manipulatives. Although the student has not been identified as a student with a learning disability, her learning will be improved if she is given differentiated lessons and assessments. Teaching the student the skill using ten sticks and ones cubes will allow her to use visual learning skills and strengthen the math goals set. Therefore, focus student one will benefit greatly when using tangible resources in order to complete math skills. Focus student two is ESL. The student struggles with math and reading. The student is regularly pulled from class for intensive math and reading help. Focus Student two recognizes that taking ten away from a number makes it smaller and adding ten to a number makes it bigger. Focus student two struggles with counting over twenty. The rationale for choosing this student for differentiated learning is because the student will understand the concepts but not the numeracy. Sequences are

a struggle. Focus Student two will be given a hundreds chart in order to complete tasks and assessments.

- b. The data used to establish a baseline for Focus Student one and Focus Student two is the same activities used to collect whole group data except the activities were differentiated using manipulatives and hundreds chart. Focus student 1's scores for the pre-assessments were 5%, 10%, 10%, and 40%. These were the lowest scores of the entire class. Focus student 2's scores for the pre-assessments were 10%, 30%, 20% and 40%. These scores were the second lowest scores of the class.
- c. Based on the learning needs of Focus Student one, the student will be given tens sticks and ones cubes to work on the assessment. The assessment time for this student will be extended because it takes additional time to use this type of manipulative. The rationale for this type of differentiation is the student needs to actually touch and see objects in order to correctly answer math problems. Also, the time is being extended because it takes her some time to set up each problem with the tens sticks and ones cubes. The student can skip count to one hundred by ten and count from one to ten, the student cannot grasp how to add or subtract numbers. The manipulatives allows the student to count and answer the problems. Based on the learning needs of Focus student two, the student will be given the hundreds chart to complete assessments. The rationale for using this method of differentiation is because the students knows how to count, knows that the number will get bigger when adding and smaller when subtracting, but he cannot mentally add ten or subtract ten to the number. The hundreds chart will help him track the numbers and complete the task successfully.

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 One is one of my higher level students capable of solving problems with bigger numbers. Focus Student Two is one of my lowest students who will have to be given dice with the numbers 0-4 on them. I chose to have one of each type of student, a low student and a high student to show how I differentiate in the classroom and help meet all my students needs.
- b. I used a lot of observation and walking around, focusing on the Focus Students to see where they are at when they are working, whether it be independently or in whole group lessons. I look to see whether they write the right answers on their whiteboards or whatever we are working with at the time during the whole group lesson and then whether they can do the activity given whether it be a worksheet, math games or problems on the board. In observing them constantly, I notice the differences between

them and note the things they know and don't know and I used that to prepare the assessment.

- c. Focus Student One is one of my few students who needs to be challenged more. Over half of our class is low, but he is an exception. He tends to catch on really quickly to most things whether it be math or something ELA related. When doing the assessment, he will get dice with higher numbers on them to give him more of a challenge. Focus Student Two will be given dice with the numbers 0-3 or 4 on them. This student the lowest academically in the class. He struggles with a lot of things, numbers and math definitely being one of them. He really struggles with simple addition and even recognizing numbers. He is also my "trouble" student and doesn't always pay attention; Although when working one-on-one with him he actually tries, but I feel like since he's so low academically, in whole group lessons, everyone is above him so he tends to get distracted and miss the instruction being given.

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.