

PPAT® Assessment

Library of Examples – English Language Arts

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 16 year old White female who has a 504 modification for dyslexia. She brings her own laptop to class which has a font specifically used for dyslexic students, making assignments more accessible for her. She is very bright and is always participating in whole class discussion, she is the first to raise her hand after I have asked a question. I have noticed that while completing individual assignments she has difficulty, she is easily distracted and when she is unable to use her laptop she needs extended time to complete the assignment. I chose Focus student 1 to see how well she would complete the assignment on her own and instead of giving her the assignment on paper, I chose to give her an electronic copy for her to complete. Focus student 1 completed the pre assessment by determining which statements were fallacies, but she seemed to answer the statements at a slower pace even while using her computer to type. Focus student 2 is a 16 year old Hispanic male who receives special education services. His accommodations include: extra time for completing assignments, repeated review, the opportunity to reteach/retest for a passing grade, instructional aids, encouragement for classroom participation, and checking for understanding. Focus student 2 demonstrates an

enthusiastic ability to learn in my classroom. I have noticed that he finishes his individual assignments quickly, not putting much effort into them. I chose Focus student 2 in order to determine how well he would do while completing the assignment on his own, if he would take the time to understand the material or if he would rush through it to get it over with. After I taught logical fallacy in class, I allowed him to take the assessment home so he can work at his own pace.

- b. Focus student 1 choose 3 out of the 5 logical fallacies in her pre-assessment and 2 out of the 5 statements which were not logical fallacies. Based on this information, I understand she has a working knowledge about logical fallacies, but she may need help explaining why a statement is a logical fallacy so she can realize the statements containing no logical fallacies are just facts or opinions. Focus student 2 completed the pre assessment on the wrong side of the page and while completing it he chose $\frac{4}{5}$ logical fallacy statements and $\frac{2}{5}$ statements which were not fallacies. This information allows me to give a review of logical fallacies so he can create a better understanding about what a logical fallacy contains. I also need to work with this student for following directions and taking his time on assignments so he can avoid possible errors.
- c. Based on Focus student 1's dyslexia, I will modify the assessment by allowing her to use her computer to complete the assessment, as well as giving her extra time to complete the assignment, she took an additional 10 minutes. I allowed her to use her laptop because she prefers reading on the computer rather than a paper. I also gave her extra time on the assignment because she was already rushing to get the pre-assessment finished, due to the fact that the post assessment requires more time and analysis, I gave her extra time to complete it. I also checked on her individually to see if she understood what she was doing or if she had any clarifying questions. For Focus student 2, I modified the assessment by allowing him to take it home for extended amount of time so he will take his time and not rush the assessment. I also gave him a small group mini lesson about identifying and explaining logical fallacies before giving the assessment.

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 A is a girl on an IEP, she requires extra time for test and quizzes. She also needs someone to help her organize her BOB (big ole binder). It also states on her IEP that she needs to see education as important. This is the main reason I chose this student because I understand where she is coming from when wondering why what we are learning is important. She also was one of my lowest scores on the pretest so that is why I chose her. Student B is also on an IEP but for different reasons. The main one is he

cannot stay focused in class and easily gets distracted. I chose this student because he requires a different form of modification to the test.

- b. I chose to use the same multiple choice test that has been discussed already.
- c. For Focus Student 1 I will give her extra time as well as explain to her why literary elements are important as well as plot structure. For Focus Student 2 I will either have to stand over him the whole time or give him tiny breaks during the assessment to make sure he is staying focused.

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.