

PPAT® Assessment

Library of Examples – Math

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 is repeated the sixth grade due to poor grades and extreme behavior. Focus student two is a student on a 504 plan who has a medical condition that prohibits them from doing daily tasks. Focus student two has frequent pain and irritability in all his joints, which is a hindrance in a school setting. My rationale for choosing focus student one is as follows: Although the student does not attain a 504 or an IEP, the student requires modifications. The student has trouble focusing during the day, and focus student one gets off tasks from the content easily. I chose focus student one so I could make sure that he was on task and staying in relation with the content during the class period. My rationale for choosing focus student two is as follows: Focus student two is interesting to me because he is a very unique student. He has a musculoskeletal disorder, and it prevents him from being comfortable in the classroom or even coming to school at all. I wanted to be able to make school enjoyable for him by providing him with modifications, yet still making sure he has everything he needs to succeed as pain free as possible inside the classroom.

- b. To establish a baseline for growth for these two focus students I used the scores from their pre-assessments. The pre-assessment was out of eight total points. Focus student one scored a 1.5 on the pre-assessment, and focus student two scored a one. With this baseline data, I was able to see what the students knew beforehand, and with this information I can now create a lesson with modifications to meet the learning needs of these two focus students.
- c. Focus student one has trouble focusing on the content, so to modify the lesson for this student I will word the directions and all questions carefully so that it is straight to the point. I will avoid any word problems, as they contain too much unneeded words that are used for detail purposes. My rationale for this type of questioning is as follows: Since focus student one has trouble focusing, he needs questions that are worded in a way that will make sure he knows exactly what is asked of him. For example, instead of having a word problem that will require the students to determine the greatest common factor of a set of numbers, the question will simply state, "what is the greatest common factor of 12, 24, and 36." This will target the same content and relate to the same standards, however the simplicity will help keep focus student one focused and persistent towards the content. Focus student two has a musculoskeletal disorder that prohibits him from doing much work due to pain. For this reason, I will modify the assessment so it requires less work. For example, instead of asking for the greatest common factor of 12, 24, and 36, I will ask for the greatest common factor of 24 and 36. My rationale is as follows: Since the student is in frequent pain, I would like to find a way to make sure he is in as less pain as possible, in order to keep his experience in the classroom a positive one. If focus student two can demonstrate mastery of the skill, it will not make a difference if he is comparing two numbers or three numbers. So, less writing will keep him in less pain, but will also make sure he is demonstrating his knowledge and persistence towards the content.

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. I chose Focus Student 1 and Focus Student 2 because they had the lowest grades in the class for quizzes. Both of them were attentive during class and did their homework but worked out the Do Now questions and other activities very slowly. Focus Student 1 and Focus Student 2 took tests before the beginning of the school year to assess their Mathematics and were at a 3rd grade level in a 6th grade class. Focus Student 2 immigrated to the country recently and transitioned from a bilingual program a year earlier. Focus Student 2's English vocabulary and skills are poor. I believe this is a big part of her problem. Meanwhile Focus Student 1 is also bilingual and has difficulty remembering mathematical concepts and procedures.

- b. The data I used as a baseline for growth for Focus Student 1 and Focus Student 2 was their quiz grades all taken before the Unit Assessment.
- c. Based on their needs, I gave these students extra practice and tutoring in the areas they are weakest in. In addition, I arranged for them to receive once a week tutoring outside of class. I also gave Focus Student 2 a bilingual dictionary.

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.