

PPAT® Assessment

Library of Examples – Social Science

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 has reading comprehension learning needs that prevent him from comprehending more than the "gist" of grade-level texts. I chose him as a focus student because he is a very hard worker and extremely motivated at improving his reading ability. I also chose him because he has a lexile score of 1120 which puts him at an 9-10th grade reading level even though he is a senior in an 11th grade class. He also has an IEP that allows him extra time to complete assignments and supplemental material for classroom activities. Focus student 2 was chosen because of his lack of comprehension during class activities due to his severe ADHD. He cannot sit still during class, has difficulty remaining on the same activity for more than 15 minutes and has an IEP that allows him extra time to complete assignments and useful methods he is to practice to remain focused during class.
- I will use the same baseline data I did for all my students - the analysis of the first letter in which they received only the instruction in the directions and rubric. Due to their learning needs, I made sure that I explained this task was for preliminary data collection and not part of their graded assignments to ease any anxiety or frustration. Focus student

1 was capable of providing evidence but lacked any explanation for its significance. He was not able to determine the author's purpose nor did he provide any deeper connection to the larger theme. His analysis was mostly summary and citations. Focus student 2 spent a minimal amount of time reading the document. He instead played with his pencil and complained about the length of the letter. His analysis received a 1 for each component of the rubric because he provided little to no evidence, analysis or connection.

- c. For focus student 1 I will strategically pair him with a student that is at a higher reading level. Since he comprehends only the gist, I feel that he would benefit from working with a partner to analyze the second letter. This way they can work together and the stronger partner can assist him in pulling out the author's purpose and the deeper connection to the Great Depression. For focus students 2 I will chunk the assignment into two small portions - context/sourcing and content analysis and have him complete one with his partner, discuss as a break from the assignment and then complete the other. This way he has a partner with a higher reading comprehension to assist but he also completes the assignments in smaller portions to prevent him from losing focus or being distracted.

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 a student who has problems with the social aspect of the class. They have severe anxiety and cannot actively participate when the class is performing an activity that involves getting up in front of the class. Focus student two has a behavioral issue when it comes to classroom discussions. The student refuses to follow along with the textbook when it is being read in class. They are a distraction to others and when it comes time to discuss what was read, they have nothing to contribute because they obviously weren't paying attention. I selected each of these students because I have seen them struggle throughout the semester and I wanted to take this opportunity to focus on them and have a chance to help them in the classroom.
- b. I established that the baseline for growth was the student's pre-assessment that was previously given to them. Once they were given the post assessment, I was able to calculate their growth based on their previous assessment.
- c. Because each student has learning needs that often don't allow me to see that they are fully comprehending the concepts because they fail to be involved in the classroom discussions, I will be replacing two of the multiple-choice questions with short answer questions that are similar to the questions that were asked in the class discussion. This will show me that they are showing mastery in the discussions even though they haven't directly been involved.

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.