

## PPAT® Assessment

### Library of Examples – Special Education

#### 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

- To establish baseline data for my students, I gave all students the same pre-assessment. Focus Student 1 is a 10 year old male who is in 4th grade. He was retained in 3rd grade. He has struggled with disinterest in learning but has been responding well to positive reinforcements and is a determined student. He has a specific learning disability in the area of math and also has dyslexia as well as Attention Deficit Hyperactivity Disorder. He has made vast improvements in math but still struggles a great deal and becomes easily frustrated when he is faced with an assignment or assessment that requires reading such as a word problem.
- To establish baseline data, I gave him the same pre-assessment as other students with no accommodations or modifications. I wanted to see what he could do on his own and figure out his strengths and weaknesses. Focus student 1 answered 5 of 8 questions correctly. He demonstrated the ability to solve some of the problems but he struggled with frustration and also had trouble with problems that required reading directions.

- c. This data tells me that this student might benefit from a read aloud of the assessment. I will modify this assessment by reading the test aloud and also giving this student extra time if needed to complete the assessment.
- a. Focus Student 2 is an 11 year old female who is in 4th grade. She has been retained twice, in 2nd grade and in 3rd grade. She has Attention-Deficit/Hyperactivity Disorder (ADHD), Autism, and Anxiety Disorder. She is able to read on grade level but has deficits in reading comprehension. She also has a tendency to self-mutilate when her anxiety level increases. Having something to do with her hands or completing an activity with manipulatives helps with this anxiety and also gives her the concrete modeling that she needs to understand math problems. She has modifications for read-aloud, extended time, and frequent breaks.
- b. Similar to Focus Student 1, I administered the same pre-assessment with no modifications to establish baseline data. Focus Student 2 answered 1 out of 8 questions correctly. She had a high level of anxiety during the pre-assessment and needed to be redirected several times. She tried to draw groups on her dry-erase board to solve some of the problems but this was frustrating for her as she ran out of room and because she kept accidentally erasing her work with her sleeve.
- c. For this student, I will provide her a larger space to work at a table by herself and will also provide interlocking math cubes for her to use as manipulatives to help her solve the problems. I will also provide her a large dry erase board and allow her have a fidget to decrease her anxiety.

**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**

The assessment was modified for all students so as not to draw attention to those requiring modification because the class is so small and research on physiological development of middle-schools indicates they do not enjoy being singled out. While the whole class benefitted from these modifications, they were intended and design for the following two Focus Students.

- a. Focus Student One did not receive a score on the standardized test used by the district that produces a Lexile reading level score, because the student's reading level is more than a whole grade level behind that of typical sixth grade students. Focus Student One was chosen based on Individualized Education Plan (IEP) modification "Read all test questions aloud." Focus Student Two regularly struggles with focusing for more than a five

minute time span, due to ADHD. Focus Student Two was chosen to gauge the student's ability to follow directions given prior to the assessment.

- b. Baseline data for Focus Student One and Focus Student Two was obtained through a pretest, using the same modifications that were then repeated during the summative assessment.
- c. The modification for Focus Student One was that all questions were read aloud per the IEP, as well as presented on the board in written format. Answers for multiple choice questions were not read aloud as the Focus Student One has previously been successful reading and comprehending up to three word phrases. The modification for Focus Student Two was the verbal directions given to "leave the answer blank if you do not have an answer" rather than write 'IDK' (I don't know) or explaining in some other format that the student did not have an answer. Focus Student Two also received placement modification to assist in focusing. Focus Student Two was placed in an individual desk instead of a hexagonal table with a peer. This desk was in the front of the class, facing and directly in front of the Promethean 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.