PPAT® **Assessment**

Library of Examples – Special Education

Task 2, Step 3, Textbox 2.3.2: Reflecting on the Assessment for Each of the Two Focus Students

Below are two examples of written responses to Textbox 2.3.2 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 2.3.2

a. Choose one successful aspect of the assessment for either Focus Student. Provide a rationale for your choice.

b. How will your data analysis inform or guide future instruction for each of the two Focus Students?

c. What modifications would you make to the assessment for future use for each of the two Focus Students? Provide a rationale.

Example 1: Met/Exceeded Standards Level

a. One successful aspect of the assessment for FS1 was that he could work alone while still in the whole group setting. The rationale for this success is to focus on the positive aspects of FS1 personality. Despite the interruptions that were out of our control, FS1 showed incredible focus, courage, and dedication to the material presented in the assessment. He demonstrated his excitement by connecting the assessment with other aspects of our daily schedule.

b. I will use my data analysis to guide further instruction for my 2 Focus Students as I build future instruction. When working with students who have disabilities, it is vital for me to have routines, scaffolding of information and building on each lesson. This lesson built on the past lesson of teaching the calendar and the lesson after this builds on these connections. Both focus students are ready to apply this lesson to the next learning activity. My knowledge of each child's unique needs and various academic levels will be used when creating any future differentiation of instruction. I believe that data analyses are an effective way to guide instruction and in future assessments will always use data analysis to document growth.

c. The modification I would make to this assessment for FS1 would be to provide a smaller group setting instead of in a whole group. Even though I only have 7 students in my class, FS1 suffers from anxiety in addition to autism. My rationale for this modification is that FS1 has demonstrated that he struggles with focus when he becomes anxious or distracted. Reflecting on this assessment, I have made this modification on other assessments and seen positive results. The modification I would make to this assessment for FS2 would be to review the questions verbally before asking her to complete the assessment. The rationale for this modification is that FS2 struggles with comprehension. She reads and writes at a 2nd-grade level but struggles with retaining the information. Presenting the assessment to her in both written and verbal format helps her to understand and comprehend the information.

Refer to the [Task 2 Rubric](#) for Textbox 2.3.2 and ask yourself:

In the candidate's reflection on the assessment for the focus students, where is there evidence of the following?

- A successful aspect of the assessment for one of the focus students and a rationale for the success

- Modifications to be made for future use in the choice of student activities and groupings and/or materials, resources, and technology for each Focus Student.

- How data analysis will inform or guide the next steps for teaching each of the focus students

Why is the candidate's reflection analytic?

Example 2: Did Not Meet/Partially Met Standards Level

a. Based on the data showing progress it was beneficial for focus student 1 to have frequent practice with 4 letters at a time, starting with some familiar and unfamiliar letters in his name. This student is also practicing the skill of name identification on his cubby, desk, signing in during morning meeting, etc. which allows for frequent exposure and practice with these letters throughout the school day.

b. The data analysis will provide information on what strategies and methods works best for each student to be successful as well as what activities will aid in achieving the learning goal on this skill. This is evident in the results of which letters they identify correctly and incorrectly. It's also important to taking into consideration their strengths, abilities, and interests while planning further instruction and practice. C

c. To avoid a sticky mess, I would provide focus student 1 with gummy bears at the end of assessment and reinforce with high fives during the assessment process. For focus student 2 I would have his back facing the class, as he became distracted by his peers at times. One of his highest reinforcers is engaging and socializing with peers so I would make that something he earns after completing assessment so he is able to focus with time on task.

Refer to the [Task 2 Rubric](#) for Textbox 2.3.2 and ask yourself:

In the candidate's reflection on the assessment for the focus students, where is there evidence of the following?

- A successful aspect of the assessment for one of the focus students and a rationale for the success

- Modifications to be made for future use in the choice of student activities and groupings and/or materials, resources, and technology for each Focus Student.

- How data analysis will inform or guide the next steps for teaching each of the focus students

Why is the candidate's reflection incomplete?

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.