

## PPAT® Assessment

### Library of Examples – Early Childhood

#### Task 3, Step 2, Textbox 3.2.1: Understanding Each of the Two Focus Students and Differentiating Instruction

Below are two examples of written responses to Textbox 3.2.1 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 3, Textbox 3.2.1

Focus Student 1:

- a. Identify Focus Student 1's learning strengths and challenges related to the learning goal(s) of the lesson.
- b. Describe how you will differentiate specific parts of your lesson plan to help Focus Student 1 meet the learning goal(s) of the lesson. Provide a rationale.
- c. What evidence will you collect to show the progress Focus Student 1 makes toward the learning goal(s)?

Focus Student 2:

- a. Identify Focus Student 2's learning strengths and challenges related to the learning goal(s) of the lesson.
- b. Describe how you will differentiate specific parts of your lesson plan to help Focus Student 2 meet the learning goal(s) of the lesson. Provide a rationale.
- c. What evidence will you collect to show the progress Focus Student 2 makes toward the learning goal(s)?

#### Example 1: Met/Exceeded Standards Level

- a. Focus Student 1 is a strong student in multiple subject areas. She is currently reading on a middle school level. This means that she is rarely hindered by language that is used in the directions for an activity. She has a good grasp of adding, counting, and multiplication. She performs at or above a 3rd grade level in these areas. She has had some previous experience with area from a computerized math program that we use in

our classroom. This program tests students to determine which level they should start with and then works at the pace of each individual student to increase their math skills in a variety of math topics. Focus Student 1 has worked with area on the computer program, so she already has a basic understanding of how to calculate area and how to count it up in a shape.

- b. I will differentiate my instructional strategies and learning activities to engage Focus Student 1 to facilitate her learning in a couple of different ways. Because Focus Student 1 already has a basic understanding of area from the individualized math game that we use, she requires less modeling and will benefit more from longer practice time. Focus Student 1 will play a game that involves using 1-square inch tiles to determine the area of different-sized construction paper squares. Second, I will differentiate my learning activities by providing Focus Student 1 with a different leveled worksheet. Because Focus Student 1 already has a good grasp on the concept of area, I will provide her with a worksheet that uses non-traditional shapes so that she can practice her knowledge and skills with harder problems. The worksheet will have a few problems that allow students to count the area of the shape.
- c. To show the progress that Focus Student 1 makes towards the learning goals, I will have her complete a worksheet that is considered enrichment for the lesson because she knows the basic information about area. I will also take anecdotal notes about her work, so that I can look at them in the future and see her growth in the subject of area. I will know that she achieved the learning goals for the lesson because I will look at the work that she did on the worksheet, as well as the notes that I will take on what each child is doing while they play the games. I will then discuss my observations with Focus Student 1 in order to ensure that she understands how well she did in meeting the learning goals of the lesson.
- a. Focus Student 2 is not a strong student. She does not read at a 3<sup>rd</sup> grade level, which makes many different subject areas difficult. She has a difficult time grasping the basic concepts of math, so the concept of area in this lesson will probably be difficult for her. She does not have solid strategies in place for adding two digit and larger numbers. When she multiplies, she has to write out a pictorial representation of each number to determine what the solution is. In this lesson, she will struggle when she has to multiply the sides of the rectangle to find the area because she struggles with multiplication in general. She may also have a difficult time remembering what the difference between area and perimeter is.
- b. I will differentiate my instructional strategies and learning activities to engage Focus Student 2 to facilitate her learning in a couple of different ways. First, I will differentiate my instructional strategies by providing more explicit modeling for Focus Student 2. Because she does not have a firm foundation in many areas of math, she will most likely benefit from a greater amount of explicit modeling. It will take her a longer time to begin to grasp the concept of area compared to the other students, so I will show her more examples of how to find area before having her do any practice. Then Focus Student 2 will play a game that provides the area of different rectangles and the children have to determine which rectangle on the game board each given area corresponds to. I also will provide Focus Student 2 with a worksheet that is used for re-teaching the concept of area. It requires the students to find the area and perimeter of letters that are not completely filled in which means that there are fewer problems on the worksheet, and they work with smaller numbers. This will allow her to be more confident about working with the numbers

as she is trying to learn a new concept and it helps her not to get stressed out from the amount of problems on the page.

- c. To show evidence of Focus Student 2's progress towards the learning goals of the lesson, I will take anecdotal notes on her strategies and performance on her practice work. I will also have her complete a worksheet that provides practice for determining the area of rectangles by counting squares inside the shape and by multiplying the two adjacent sides together.

**Refer to the [Task 3 Rubric](#) for Textbox 3.2.1 and ask yourself:**

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student.
- How does the candidate plan to differentiate the lesson plan for each Focus Student and evaluate each student's progress toward the learning goal(s)?
- Why is the analysis of the plan to differentiate instruction **effective**?

**Example 2: Did Not Meet/Partially Met Standards Level**

- a. Focus Student 1's overall academic strengths lie in mathematics, especially in reading and creating graphs. This student is able to quickly glance at a graph and obtain the necessary information to correctly answer the prompts. The student tends to read the prompts very quickly, which sometimes leads to misinterpretation of the questions or incorrect.
  - b. I will differentiate my instructional strategies by showing two or three different models that can be used to solve the task at hand. I will make sure to differentiate the learning activities by allowing the students to pick from; working on a number line, cross multiplying on a white board, or using fractions tiles as a manipulative. There is also the option to work in small groups at the front of the room with me or the back of the room with another teacher.
  - c. I will collect Focus Student 1's chapter assessment to determine his abilities regarding the learning goal and the CCCS standard.
- a. Focus Student 2's strengths regarding the 1.MD.C.4 standard and this learning goal lie in the creation of a picture or bar graph based off the information gained from a tally chart. This student struggles to understand how to answer prompts which ask how many more or less one data point has than another.
  - b. I will differentiate my instructional strategies by showing two or three different models that can be used to solve the task at hand. I will make sure to differentiate the learning activities by allowing the students to pick from; working on a number line, cross multiplying on a white board, or using fractions tiles as a manipulative. There is also the option to work in small groups at the front of the room with me or the back of the room with another teacher. Since Focus Student 2 had troubles completing task with in lessons I differentiated hers, and those who decided to come work in a small group to have a shorter exit ticket.
  - c. I will collect Focus Student 2's chapter assessment to determine his abilities regarding the learning goal and the CCCS standard.

**Refer to the [Task 3 Rubric](#) for Textbox 3.2.1 and ask yourself:**

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student.
- How does the candidate plan to differentiate the lesson plan for each Focus Student and evaluate each student’s progress toward the learning goal(s)?
- Why is the analysis of the plan to differentiate instruction ***ineffective***?

### **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.

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