

PPAT® Assessment

Library of Examples – Elementary Education

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: Focus Student 1's learning strengths are the ability to count orally from zero to twenty, and the ability to use tally marks to record data from 0 to 10. The challenge for Focus Student 1 is to strengthen her number sense, which includes one-to-one correspondence and which is necessary to strengthen in order to be able to meet the objectives of the lesson (collect, organize, record, and interpret bar graph data). Focus

Student 1 has a difficult time focusing, especially in this classroom of 30 students. During several lessons I have observed Focus Student 1 not paying attention or putting her head down during a lesson. The challenge for Focus Student 1 is to keep her engaged in the lesson, providing opportunities to practice this skill.

- b. I will differentiate specific parts of my lesson to help Focus Student 1 by incorporating Focus Student 1 into being an active participant in the whole-group lesson. After Focus Student 1 selects her favorite color, I will ask her to lead the group in connecting their connector cubes and verify that the number of cubes they connected is correct, then call her to the board to show the class using tally marks, how to represent that number. I will then call on Focus Student 1 at the end of the lesson to ask her if her color is the most liked or the least liked. I will also provide a number line for reference and manipulatives in the form of popsicle sticks, to mimic tally marks, as well as a blank strip of paper for Focus Student 1 to use to chunk the lesson and cover up each line of the bar graph to stay focused as she is coloring in the data. I will also provide building blocks to represent bar graph shading. While students are working at their math centers, I will work one-on-one with Focus Student 1 to assess how well she can collect the data, record it using both tallies and then as a bar graph, moving step-by-step at her pace, to see where the challenges may occur and to ensure that she is on track and completing the tasks or working toward the lesson objectives and goals.
- c. I will collect practice bar graph worksheets from Focus Student 1 to show her progress toward the learning goals. I will also administer a pre-assessment and post-assessment and analyze the data to display her progress as well.
- a. Focus Student 2: Focus Student 2's learning strengths are a deeper understanding of number sense than his classmates and the ability to make connections and answer higher order thinking questions. Focus Student 2 should have no problem moving from collecting and recording tally marks to creating bar graphs, which are the objectives of the lesson. The challenges for Focus Student 2 are to provide more questions and activities that are meaningful and engaging and provide enrichment, not just busy work. Focus Student 2 finishes assignments and activities well ahead of his peers and tends to be chatty and active if he is not engaged. Fortunately, Focus Student 2 works well independently and loves to solve challenging questions.
- b. I will differentiate specific parts of the lesson plan to help Focus Student 2 meet his learning goals by asking him higher order thinking questions during our whole-group activity. I will create extra questions for Focus Student 2 to answer at centers but have available for all students to access if they choose. I will direct Focus Student 2 to resources online that provide games and activities that are tiered to challenge the player as he progresses. There are also more challenging quizzes on an online quiz program that asks higher order thinking questions that should be engaging and fun while also helping keep Focus Student 2 from distracting his peers.
- c. I will collect the worksheets that include the extra questions from the math centers to show his progress toward the learning goals. I will also administer a pre-assessment and post-assessment and compare the data to show that Focus Student 2 has met his learning goals.

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

- Focus Student 1: Focus student 1 struggles to get the multiplication facts down. This leads to trouble coming up with the multiples of a number, making comparing fractions very hard for this student. One of this student's strengths is that this student is a very hard worker and will work through some situations. Being a hard worker will help towards and learning goal.
 - Focus Student 1 is a hard working student that struggles. The differentiation I will give to this specific student is more guided practice. While the other students are working on their independent work, I will work with the student. This will allow the student more time to fully understand the concepts that are being taught in the lesson. The way our groups work during math time, it allows me, as the teacher, to find the students who are struggling and work with them.
 - I will collect this students independent work. I want to be able to know what they specific student is understanding after the extra help they have gotten. Tracking this student's progress will help me help him.
- Focus Student 2: Focus student 2 is a very high student that struggles when the lesson is slowed down to the pace of the other students. When this student is forced to slow down, there tends to be off task issues and this student gets distracted. Focus student 2's strength is that math comes very easy to this student. Focus student 2 does a very good job of staying on task and pushing their self when this student has more work to be done.
 - Differentiation for focus student 2 is to have less help. This student is a very high student and understands math very quickly. I feel like holding this student back and working on the lesson with the group would hurt the student. If I let the student work on their own, they can get more done and move ahead with more and more independent work. This is another bonus of the small group math time.
 - The learning goals are always easily met by this student. I set extra goals for this student. I collect star math tests, which assess the grade level that this student is working at. I like to see the grade level keep rising so I know this student is still pushing and getting better at math.

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.

Copyright © 2018 by Educational Testing Service. All rights reserved.
ETS, the ETS logo and PPAT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries.