

PPAT® Assessment

Library of Examples – English/Language Arts

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 has made consistent growth in his ability to speak, read, and comprehend English. His ability to identify and read sight words is a definite strength, which has proved foundational as we work towards understanding sentence structure with an emphasis on nouns and verbs. Focus Student 1 catches on to patterns quickly, which has helped him in constructing basic noun/verb sentences after being provided an

example. Because of his Spanish language background, the order of words used in a basic English sentence is a challenge. Additionally, learning the concept of a noun and verb will also be a challenge because of the different ways that verbs are used in English sentences versus how they are used in Spanish sentences. Correctly identifying and constructing sentences using nouns and verbs will be a challenge for Focus Student 1.

- b. By differentiating questioning, I will support Focus Student 1 at his language level. When asking comprehension questions about the book, I will simplify my language and point to images in the book in order to give context to my question. When identifying nouns and verbs within sentences from the book as well as during the concept map activity, I will model identifying a noun and verb. I will also refer to the noun/verb definition card that has been used in previous lessons and will verbally share my thinking regarding how I am identifying a noun or verb. This "think out loud" strategy will support Focus Student 1 by serving as a reminder regarding the definition of a noun and verb.
- c. I will collect his concept map following the lesson in order to show evidence of progress regarding Focus Student 1's ability to identify and record nouns and verbs.
- a. Focus Student 2 is eager to participate and thrives in activities where she gets to share with the class as well as receive attention from the teacher. Focus Student 2 has a strong desire to be able to read at the same level as her peers but is easily frustrated that she is unable to do so. By incorporating a read-aloud story that includes pictures, audio, and text, Focus Student 2 is able to follow along and understand the main idea of the story. Understanding the connection between words in a sentence and the concept of nouns and verbs continues to be a challenge for Focus Student 2. She is making progress in this area; however, I expect this to be a challenge in both tasks within this lesson.
- b. I will differentiate for Focus Student 2 by modeling identifying nouns and verbs within a sentence in the story. I will then ask Focus Student 2 to identify a noun and verb in a similar sentence. This repetition of identifying nouns and verbs within a similar sentence will help to support Focus Student 2's understanding of sentence structure. We will then discuss her rationale for choosing those words and will refer to the noun/verb definition card in order to support her thinking. During the concept map task, I will use intentional questioning in order to support Focus Student 2 as she identifies a noun, which in this task is the main character in the story, and verbs done by the main character within the story. Because Focus Student 2 continues to build her basic vocabulary, I will also provide verbal and written vocabulary words when she is not able to come up with them herself.
- c. I will collect her concept map following the lesson in order to show evidence of progress regarding Focus Student 2's ability to identify and record nouns and verbs.

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. When Focus Student 1 understands the material being taught, he is far more likely to participate in class. He struggles with patience and re-reading the text. In order to keep him engaged, I try to employ interactive learning activities that allow for communication with his peers. Focus Student 1 does well when these activities are designed to raise student interest, move at a fast pace, and allow kinesthetic learners to flourish.
- b. I will make myself more readily available to these students as well as limiting distraction and using less discussion. I will differentiate the instruction to include a variety of learning styles. I will include discussion, lecture, group work, and individual instruction will use mainly myself as a resource.
- c. I will read bi-weekly journal entries, require Focus Student 1 to read three times a week, monitor and analyze Focus Student 1's participation in class, offer review sessions in which I reference previously-learned material, activate schema before discussing new material, and collect daily worksheets that require Focus Student 1 to build upon reading strategies previously learned in class while demonstrating his understanding of new material and lesson goals.
- a. I try to employ interactive learning strategies to keep Focus Student 2 engaged. While Focus Student 2 struggles with re-reading the text and participating, she shows her understanding by writing.
- b. I will make myself more readily available to these students as well as limiting distraction and using less discussion. I will differentiate the instruction to include a variety of learning styles. I will include discussion, lecture, group work, and individual instruction will use mainly myself as a resource
- c. I will read bi-weekly journal entries, require Focus Student 2 to read three times a week, monitor and analyze Focus Student 2's participation in class, offer review sessions in which I reference previously-learned material, activate schema before discussing new material, and collect daily worksheets that require Focus Student 2 to build upon reading strategies previously learned in class while demonstrating his understanding of new material and lesson 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 **uneven**?

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.

