

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's learning strengths related to the lesson's learning goal are that she is highly engaged, volunteers to answer questions, actively participates during whole class discussion, and frequently asks clarifying questions. All of these characteristics will be beneficial to her during note taking, modeled instruction, and guided instruction to facilitate her understanding of the instruction. The characteristic of asking clarifying

questions will also benefit her during independent practice if she struggles to identify the components of theme, identify a theme in a reading passage, or cite textual evidence that supports the theme. A primary learning challenge Student 1 will have related to the learning goal of the lesson is that she qualifies for the educational diagnosis of Other Health Impairments (OHI) for ADHD. Thus, she is highly distractible. Her distractibility may impact the amount of information she retains from instruction, which would negatively affect her accuracy of the learning goal.

- b. Focus Student 1's instructional strategies and learning activities will be differentiated to engage and facilitate her learning by integrating more instructional strategies related to the social learning style, and more learning activities that are multisensory to increase engagement and decrease distractibility. Differentiated instructional strategies will include one to one or small group instruction, the jigsaw method, and graphic organizers. Multisensory learning activities will include games, answering questions via voice recording and listening back to the answer, and with visuals such as highlighting. Materials, resources, and technology I will add to engage Focus Student 1 and facilitate her learning will be to develop an interactive sorting game of examples and no examples of the different characteristics of theme. This will be available to her via slides on her personal laptop. It will also be linked to a learning management system, so that she isn't restricted to only practicing while in the Practical ELA classroom. The purpose of this is for Student 1 to recognize the correct characteristics of theme.
- c. An informal piece of evidence that will be collected to show progress Focus Student 1 makes toward the learning goal will be the "Determining a Theme" handout learning activity. This will assess if she identified the components of theme (theme is a life lesson, is inferred through a character's experiences, and is stated in one sentence), identified a theme in the reading passage, and cited textual evidence to support the stated theme. A more formal piece of evidence to show Student 1's progress will be a five question posttest. The posttest will measure the same learning goals as the handout.
- a. Focus Student 2's learning strengths related to the lesson's learning goal are that he actively participates in whole class discussion, thinks critically, and answers or elaborates on other students' responses. These characteristics will be valuable to him during note taking, modeled instruction, and guided instruction to become a master of the content. The characteristic of elaborating on a peer's response will show that he has an understanding of the content and the learning goals within. A learning challenge Student 2 will have related to the learning goal of the lesson is related to behavior. Occasionally Student 2 will be off task if he already knows the content. When he is off task he usually draws on the handout provided to him or a note card. This will negatively affect the accuracy of the learning goal if he thinks he knows the content, but results show that he does not.
- b. Focus Student 2's instructional strategies and learning activities will be differentiated to engage and facilitate his learning by increasing the rigor of instructional strategies and providing more opportunity to use the logic learning style in learning activities. Increasing the rigor of instructional strategies will involve reading passages that are more difficult to identify a theme as well as reading passages from various genres. To differentiating learning activities, Student 2 will have opportunities to include logic and reasoning by writing in different creative writing styles such as narrative, blog, and poem. I plan to facilitate his learning by having him create a flow chart based off the handout to show

visual representation of the process of developing a theme. The flow chart will be created electronically on Student 2's personal laptop, and when the flowchart is complete he will share it with peers. The reason Student 2 will create a flow chart is to maintain engagement in the content since he already met the learning goal. Sharing the chart with peers will provide him with an opportunity to verbally explain the process.

- c. Evidence that will be collected to show progress Focus Student 2 makes toward the learning goal is exactly like evidenced collected for Focus Student 1, the "Determining a Theme" handout learning activity and a posttest. Both will measure the accuracy of which Student 2 will identify the components of theme (theme is a life lesson, is inferred through a character's experiences, and is stated in one sentence), identify a theme in the reading passage, and cite textual evidence to support the stated theme.

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.

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