

## PPAT® Assessment

### Library of Examples – Math

#### 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:

- Identify Focus Student 1's learning strengths and challenges related to the learning goal(s) of the lesson.
- 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.
- What evidence will you collect to show the progress Focus Student 1 makes toward the learning goal(s)?

Focus Student 2:

- Identify Focus Student 2's learning strengths and challenges related to the learning goal(s) of the lesson.
- 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.
- What evidence will you collect to show the progress Focus Student 2 makes toward the learning goal(s)?

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

- Focus Student 1 has two strengths related to the learning goals. One of his strengths is being able to define and spell the 5 different vocabulary terms (Learning Goal 1). His second strength is being able to identify vocabulary terms using positions on a transversal (Learning Goal 2). He is able to use his knowledge of definitions to correctly identify terms on a transversal diagram. Focus Student 1 has one challenge to identify the missing angle

measures on a transversal (Learning Goal 3). He does not fully have an understanding of supplementary angles and how to calculate missing angles in supplementary pairs from previous knowledge.

- b. I will differentiate the instructional strategies and activities for Focus Student 1 by allowing him to have individual exploration to critical think and visualize the types of angles remembering previous knowledge to solve missing angles. Another instructional strategy is to use highlighters to help identify the supplementary pair of angles to find the missing angle. They will accommodate his needs and help him reach student learning goals. The materials and resources used for Focus Student 1 to engage his learning would be adding hints on all the notes and homework problems. The hint would include the sum formula for supplementary pairs of angles to accommodate his challenges in learning goal 3. The technology to engage him is audio recordings of directions to find angle measures accommodate his needs to master learning goal 3.
- c. There are different ways to collect evidence of progress of the learning goals for my Focus Student 1. One way is to collect audio recordings of him explaining how to find the types of angles. The evidence will show and help determine if he understands the content or not. Another way is I will collect video of him showing me steps how to find the missing angle in a supplementary pair on a transversal. Lastly, I can ask him a set of questions after the lesson to have verbal communication and write notes about his progress of the learning goals.
- a. Focus Student 2 has two strengths related to the learning goals. One of her strengths is being able to identify vocabulary terms given the transversal (Learning Goal 2). She can visually and correctly identify the different types of angles on the transversal. Her second strength is being able to identify missing angle measures on the transversal (Learning Goal 3). She is able to use previous knowledge of supplementary angles to calculate missing angles given one angle. What's more, she has one challenge to define and spell the vocabulary terms related to the transversal (Learning Goal 1). She has needs in correct spelling of the five terms and getting the correct definition to match the new terms.
- b. I will differentiate the instructional strategies for Focus Student 2 by allowing her to have group work and lecture in a small group to learn the correct definitions and terms; she will engage her needs in reaching the learning goals. The lecture will allow her to get the correct definitions and spelling for each term using the interactive slide show on her device. The learning activity will include the concept detainment for identifying similar patterns and understanding angles. One resource used to engage Focus Student 2's learning would be the transversal guide with all the new vocabulary terms. This will help her in reading fluency and written expression because it is a visual of spelling. The technology to facilitate her learning is the interactive slide show given on her device; this is a visual aid to accommodate her needs in basic reading and written expression.
- c. There are different ways to collect evidence of her progress towards FS2's learning goals. One way is that I will collect evidence from her homework assignment to see which problems she answered correctly for identifying types of angles and finding missing angle measures. Another way is I will have a set of verbal questions where she will answer them; I will be writing notes and giving points to all the correct questions. A third way is having her explain to me how to find the types of angles and angle measures on a transversal diagram.

**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 is a good worker and maintains a positive attitude, but struggles staying on task. Focus student 1 will probably have trouble reaching the learning goals on his/her own.
- b. I will add smaller steps for focus student 1, so that he/she does not lose interest as easily,
- c. I will keep track of the student’s progress and grade his/her work accordingly.
- a. Focus student 2 has trouble understanding what the instructions are asking for.
- b. I will make sure the instruction is clear and very precise so focus student 2 can understand what is being asked.
- c. I will look for the answers that correctly answer what the instructions are asking for.

**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.