Example Task 3, Step 2, Textbox 3.2.1

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 candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their 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.

**Step 2: The Focus Students**

**Textbox 3.2.1: Understanding Each of the Two Focus Students and Differentiating Instruction**

**Met/Exceeded Standards Level**

Focus Student 1 is still working through problem solving with multiplication and division. When working, there are times when she is able to determine the product or quotient described in the number sentence, but there isn’t consistency. The learning activities will give her more practice and help her work through the relation of factors and whole number operations. (b) When instructing Focus Student 1 I will have to help her identify the related and unrelated factors. To accommodate her needs, I will need to provide Focus Student 1 with manipulatives or models to use so that she is able to work out the factors. Furthermore, instead of leaving Focus Student 1 to work with her small group I may need to pull her to the side and work with her one-on-one. (c) I will collect the worksheet that the student have completed or worked on. The students work will demonstrate their understanding of how factors relate to one another as well as how whole number operations relate or are similar. Simultaneously, the students will demonstrate their abilities to problem solve in the word problems that they create from their number sentences. Specifically from Focus Student 1, I will collect her work that will provide evidence on her ability to identify related factors and the relation of whole number operations. The work that Focus Student 1 produces will show her progress towards understanding how factors relate in commutative and inverse number sentences. Furthermore her work will show her abilities to relate whole number operations to one another when she makes inverse and commutative number sentences.

Focus Student 2: (a) One area Focus Student 2 is not yet consistent with is explaining the relationship between whole number operations. Focus Student 2 is aware of the similarities between operations, however, she is not able to explain why the similarities occur when prompted. During the lesson activity, she will have more practice at relating whole number operations when she relates the number sentences in multiplication and division. (b) When working with Focus Student 2 during the lesson plan, Focus Student 2 will be able to work more independently or cooperatively with her group members. The lesson plan for Focus Student 2 will be differentiated from the rest of the class because she demonstrates more of an understanding in the task activities, therefore, she will be able to work more independently and take the problems farther. (c) I will collect the worksheet that the student have completed or worked on. The student’s work will demonstrate their understanding of how factors relate to one another as well as how whole number operations relate or are similar. Simultaneously, the students will demonstrate their abilities to problem solve in the word problems that they create from their number sentences. Specifically from Focus Student 2, I will collect her work that will provide...
evidence on her ability to make connections between whole number operations. The work that Focus Student 2 produces that shows her ability to connect a number sentence in multiplication or division to a number sentence in addition or subtraction.

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?

Step 2: The Focus Students
Textbox 3.2.1: Understanding Each of the Two Focus Students and Differentiating Instruction
Did not Meet/Partially Met Standards Level

A. Focus student one can learn as long as he is focused. If anything distracts him, he will not give all of his effort.
B. I will be sure to stand beside focus student one as often as I can during the lesson. This way, he will be more likely to stay on task. I will also call on him for responses.
C. I will collect focus student ones graphic organizer.

A. Focus student two can draw really well. However, her vocabulary is on a first grade level.
B. I will ready every word for her and define them if she needs me to.
C. I will have her graphic organizer.

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 Use
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.