PPAT® Assessment

Library of Examples – Early Childhood

Task 3, Step 3, Textbox 3.3.2: Analyzing the Differentiated Instruction for Each of the Two Focus Students

Below are two examples of written responses to Textbox 3.3.2 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 3.3.2

a. To what extent did each of the two Focus Students achieve the learning goal(s) of the lesson? Cite examples to support your analysis.

b. How did your differentiation of specific parts of the lesson help each of the two Focus Students meet the learning goal(s)? Cite examples to support your analysis.

Example 1: Met/Exceeded Standards Level

a. FS1 met the modified learning goal when heavily assisted. She was unable to meet the general learning goal on her own, but with modifications and me walking her through it, she was able to complete 8 problems. She could not remember how much each rod was worth, she could not correctly count the blocks on her own, and she could not write each number without being reminded what they looked like. I reminded her on some problems how much a rod was worth and let her count it out on others. I let her count the blocks on her own and then I guided on her on how to do it correctly. I let her use a number line to figure out how to write the numbers correctly. FS2 met the general learning goal without difficulty. He met the modified learning goal after being shown how to construct larger numbers with the base 10 blocks. It took him a few turns to remember how to count with rods and units. At first he would say, for example with the number 34, "10, 20, 30, thirty eleven, thirty twelve, thirty thirteen, thirty fourteen." He couldn't quite grasp that 11 only came if there was 1 rod, but if there was more than 1 rod, whatever number followed that came next (ex: 3 rods – he should say 10, 20, 30, 31...). After I modeled and corrected him a few times, he understood.

b. Without differentiation, FS1 would not have come close to meeting the learning goal. She would not have been able to count the blocks on her own or write down the corresponding

number correctly. With her lack of retention, she probably would have only been able to attempt 1 or 2 problems on her own before running out of time or giving up. By reducing the number of problems, she had more time to focus on working just a few problems. The number line helped her see how to write each number instead of her guessing or leaving it blank. The reminder at the top about the rods being worth 10 did not help though, because she couldn't remember what the number 10 looked like. My individual instruction and guiding her through it helped her stay focused and complete the goal with assistance. FS2 met the original learning goal easily; the differentiation helped him extend past the learning goal. The differentiation kept him engaged and challenged him so he had to think about what he was doing. Since he struggled a little bit with the extension, I could tell he was learning and growing. He learned how to represent larger numbers with the base 10 blocks which he could not do when I first started the lesson.

Refer to the Task 3 Rubric for Textbox 3.3.2 and ask yourself:

- What evidence does the candidate provide to show the extent to which each Focus Student achieved the learning goal(s), including the impact of the differentiation(s) planned for each student?
- Why is the analysis of the differentiated instruction ***clear***?

Example 2: Did Not Meet/Partially Met Standards Level

a. Based on Focus Student 1's Cupcake Math and Focus Student 2's Cupcake Math, both of the Focus Students achieved the learning goal of the lesson at an advanced level.

b. My differentiation of specific parts of the lesson helped each Focus Student meet the learning goals by making it something they believed they could achieve. By keeping the small groups at the right level where they could achieve the goal with guidance and encouragement, the Focus Students felt ambitious to accomplish the goal and took responsibility to do so on their own. I observed this while they played the educational math games; as well as when they independently practiced using their 10 More/10 Less Cross Cutout and their number chart.

Refer to the Task 3 Rubric for Textbox 3.3.2 and ask yourself:

- What evidence does the candidate provide to show the extent to which each Focus Student achieved the learning goal(s), including the impact of the differentiation(s) planned for each student?
- Why is the analysis of the differentiated instruction ***weak***?

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.