

PPAT® Assessment

Library of Examples – English/Language Arts

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. Focus student 1 achieved her learning goal. Not only was she able to complete her worksheet about the plot of "Too Many Tamales", she also used the computer in the classroom to answer questions about the theme of "Too Many Tamales". This showed me that she was able to think critically about the story given to her in order to summarize it and find the plot and theme of the story. For example, she was able to find not just one, but two life lessons from "Too Many Tamales". The first being answered in question 2 with, "to always be honest" and the second being answered in question 3 with, "it is best not to do something you aren't supposed to do." Focus student 1 also started working on her service learning project at the end of the class period. This is something she will work on throughout the rest of the unit on elements of fiction. Focus student 2 met her learning goal by identifying the different parts of plot. However, she still struggled with finding the theme of short passages. This lets me know that theme needs to be touched on with her in a one-on-one setting or discussion to help her better understand the concept of theme. You can see this in her answer to questions six and seven. Her answer for question seven was, "watch what you're doing" when it should have been something along the lines of "quality over quantity".

b. My differentiation of giving focus student 1 enrichment activities allowed her to show her understanding of theme. You can see this in her answers on the worksheet. One specific answer that shows deeper level thinking is question 1, "Maria makes her cousins help her find the ring because they are already around. Cousins are life partners/friends, especially in Maria's culture. This is why Maria asks her cousins to help her and they agree." This shows deeper level thinking because she is showing a connection between a culture that is different from hers and the story. She will use her creativity to create a story using the elements of fiction she has learned to solve a problem in her school. This is a project that will continue throughout the elements of fiction unit. This project will allow her to show not only her understanding of elements of fiction when reading, but also her understanding when writing. My differentiation of letting focus student 2 work with a partner on her individual guided practice allowed her to meet the learning goal of identifying the sections of plot. You can see this in her answer to question one (the exposition) "It takes place at Christmas. Their (They're) making tamales for their family." and question five (resolution) "Maria sees the ring on her mother's hand". This shows me that being able to discuss the video/story with a partner helped her to better understand the workings of the story.

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. I believe that both of my students met these goals. Both of the students turned in their work on time and fully completed the tasks to the best of their abilities. It took a lot of guiding, but both of the students felt good about the work they turned it and seemed to enjoy the assignments.
- b. Both of these students have IEPs, so by honoring all that was listed in their IEPs, they were able to meet the goals. The differentiation that those IEPs have for those students are what make them successful.

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.

