

PPAT® Assessment

Library of Examples – Math

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

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

- Focus Student 1 and I verbally communicated about the information that was given in the video before starting on the number lines sheet. After the goal was communicated, the student correctly labeled the ratio relationship on the first number line by showing 4 scoops lined up to 1 cup of milk. When the student filled in "the mistake" number line, he was able to show what dash on the number line would make the solution equivalent to 1:4, but did not label the amount. However, the student achieved his goal. The second part of the class goal was to understand the concept of a ratio. Focus Student 1 achieved that goal by answering "the comparison of two values" on the exit slip. Focus Student 2 achieved his goal to find more than one solution by showing evidence. Looking at his work on the advanced portion, the student used the first set of number lines provided to show four equivalent ratios. On the second set, the student found a solution that would be under two cups. Focus Student 2 found 1.5: 6, and then proceeded to write a correct ratio relationship. Focus Student 2 went above expectation in achieving his goal.
- The differentiation sheet with the number lines played an important role for Focus Student 1. In the first couple minutes of work on the graphic organizer, time was being wasted on drawing a picture of a boy making chocolate milk. I then asked the student a couple of effective questions to reach an understanding of how much information the student could

verbalize about the problem proposed. The number lines and that conversation provided the amount of support the student needed to reach the step right before the solution could be found. Based off of Focus Student 2's work on the activity sheet, he only provided a solution with nothing else to show mathematical thinking. Without including an advanced portion, the student's learning would not have been as enhanced. The differentiation encouraged the student to practice showing evidence and challenged the student to broaden his thinking.

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. Both focus students were able to achieve the learning goal of the lesson of being able to convert between fractions, decimals and percentages. Focus Student 1 was actually able to fill in his own exit ticket successfully and it was absolutely correct. Focus Student 2 was able to finish both the group worksheet, the homework, most of the challenge worksheet and the exit ticket during class.
- b. For Focus Student 1 I was a scribe for him and I wrote down how he said he would solve the problems. For Focus Student 2, I would made sure she was in a group with some lower level students so that she could help them and I would also made sure that she had an additional challenge worksheet ready.

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 limited?

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.