

PPAT® Assessment

Library of Examples – Special Education

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. Each student achieved the learning goals based on their IEP goals. Student 1 achieved the learning goals of the lesson by making 70% to 100% on all worksheets and work within the concept of nonstandard measurement. Student 1 began to progress and understand the material as the lesson progressed. For example, after watching the video exploring measurements Student 1 got up from his seat and went to the carpet and laid down. He then wanted me to measure him like the video showed. I marked him with blocks and then asked him how many sets of himself there were on the rug. He then proceeded to tell me that there are three sets of blocks. This student knew how to measure with multiple copies of units of the same size. Student 2 achieved the learning goals by making 90% to 100% on all worksheets and work within the concept of nonstandard measurements. For example, Student 2 can count the number of math cubes and paperclips on his shoe measurement activity. He can compare and order the lengths of objects because he knew that there were more math cubes than paperclips. Both students knew when one object in the book was larger than the other. For example, both students knew that the gorilla hand is larger than the pygmy mouse lemur.
- b. Each part of the lesson was different, but all based on the same concept. While doing the pretest I read the test to make sure that students knew the content area. During the

posttest I had each student read their own test because each of the students can read. While taking the test if the student became frustrated or needed help on a word, I or the paraprofessional helped. I also allowed the students to retake both test if they scored below a 70%. Student 1 needed help with the nonstandard measurements and which one was longer and shorter. To help him understand this concept I worked with him individually and showed him examples with manipulatives, worksheets, and videos. Student 2 caught on quickly to nonstandard measurements. In order for him to meet the learning goals I gave him more problematical examples and worksheets. I also let him play games on the tablet because he was more advanced with comparing and order the lengths of objects and measuring with multiple copies of units of the same size. This student for example could tell me his own examples of which set of objects was shorter and longer. For example, he told me that the length of the student desk is shorter than the length of the cabinet.

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 of my focus students achieved their learning goals to a great extent. Not only did they score well on their homework and end of unit test, but they also had no issues explaining to me verbally how they arrived at their answers. Another factor that indicated they had achieved their learning goals was that both of my focus students were able to help their peers with homework by explaining how to solve various equations. On numerous occasions, Student A was very helpful towards his peers and he helped his peers understand the content presented in class. Being able to teach a certain topic displays a thorough understanding on content material.
- b. Being able to shorten the length of assignments was a very useful modification, especially for Student B. Student B becomes overwhelmed with the amount of homework and often loses motivation to complete it. With shortening the length of his assignments, Student B was able to stay focused and complete equations correctly. Student B still needed some assistance through a few equations but for the most part he completed his equations independently and he also completed them correctly. For Student A, he got a lot more work done than he would have if I had not differentiated his seating arrangement or monitored his interactions with other students. Student A would often become distracted or distract other students with off topic conversation and moving him to an area in which he was able to stay focused allowed him to complete far more work.

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.

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