

## PPAT® Assessment

### Library of Examples – Early Childhood

#### Task 3, Step 4, Textbox 3.4.2: Reflecting on the Differentiated Instruction for Each of the Two Focus Students

Below are two examples of written responses to Textbox 3.4.2 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 3.4.2

- a. How will you use your analysis of the lesson and evidence of student learning to guide your planning of future lessons for each of the two Focus Students? Provide specific examples.

#### Example 1: Met/Exceeded Standards Level

- a. For FS 1, this lesson showed me that she is not ready to approach the topic of place value. She does not possess the basic math skills needed to work on this topic, so for future lessons, I would have her present during the whole group lessons but I would modify the individual stations so that she can work on the skills she needs help with. I would give her activities to work on her 1 to 1 skills, number identification skills, and number writing skills. I would give her numbers to practice arranging in order. I would continue to practice counting to 100 with her using songs and chants. I would also give her objects to practice counting 1 to 1. For FS2, I learned that he can apply information quickly and doesn't need much time before grasping a concept. Because of this, I would make sure to give him extension activities during station time in order to challenge him and extend his thinking. For example, when doing a counting on worksheet, I would give him a number and have him list the 3 numbers before it and the 3 after. The other students would just be listing the following 3 numbers, but FS2 would be challenged by having work on counting backward from a given number.

#### Refer to the [Task 3 Rubric](#) for Textbox 3.4.2 and ask yourself:

- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for each of the Focus Students?
- Why is the reflection on the differentiated instruction **clear**?

## Example 2: Did Not Meet/Partially Met Standards Level

- a. I will keep doing what I am doing, and spend more individual one on one time with each of my focus students during their daily center work time, so that I can build a better relationship with them moving forwards. If one thing is true about education as a whole and maintaining a classroom it is all about the relationships we have with our students. If I can show both of my students that I care as a teacher then I feel like they will begin to care as students a lot more and become better students in the long run.

### Refer to the [Task 3 Rubric](#) for Textbox 3.4.2 and ask yourself:

- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for each of the Focus Students?
- Why is the reflection on the differentiated instruction *ineffective*?

### 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.