

## PPAT® Assessment

### Library of Examples – Elementary Education

#### 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. My analysis of the lesson and evidence of student learning will guide my planning of future lessons for focus student one by making sure he has choice in his activities. He excels when he is given a small amount of choice in what he is doing. For example, I asked if he wanted to write with a large pencil or small pencil. When he was just given a small pencil, he refused to write his letters. I will also continue to incorporate movement into the lessons to keep him engaged and on task. When student one completed his post-assessment, he was tracing the letters on the table to remember the name of the letter. This showed me that he was referring to his kinesthetic experiences to help him remember the letters. For focus student two, I will incorporate more pictures into future lessons. Focus student two got excited every time I introduced the picture cards. He also got many more answers correct when I asked him which letter went with each picture than when I asked him to write the letter f. I will continue to pair these students together because they use each other's knowledge to help build more knowledge about letters. They are comfortable with each other and in small-group settings. I will continue to work one-on-one with this student. This student is easily distracted and is far below grade level academically. If he is in a large group, he is unable to attend to the task. Working with him individually will give me the opportunity to work on very specific skills that he is missing and keep him engaged more easily.

**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. For future lessons for each of the two focus students, I will use my analysis to guide the planning for them by noting the students' strengths, weaknesses, and areas of improvement. I can have an anecdotal note system in place, which also serves as a checklist that can be used for both students. I will take the goal of the content standards and break them down into step by step procedures. Breaking them down will help students be able to obtain the goals at an easier rate. I will make sure to provide one-on-one work time with the Focus Students and conference with them once a week to talk about ways to challenge them, or ways to assist them, as well as compliment them on their areas of strength. For Focus Student 1, I will make sure to keep checking for accurate understanding and giving him math resources and tools to further his math skills and confidence. For Focus Student 2, I will provide her with more of a challenge, as well as give her more one-on-one time to watch her do her work, and remind her she's doing everything right.

**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.