

## PPAT® Assessment

### Library of Examples – English/Language Arts

#### 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. Focus Student A was successful with the added time and support/dialogue, without which she wouldn't have been accurately assessed, and would not have understood what is going on. The data shows that Focus Student A isn't far off from the rest of the students. The dialogue and support was helpful for her, and she understood the content. She received the top score for the group, so she might be open to the challenge of not having a worksheet modification in the future. She is very bright, and will rise to new challenges as the class progresses. In the future, she should have access to resources using technology to aid her in explaining on a deeper level. She could benefit from encouragement in finding pop culture examples of fallacy in her first language or from her culture to share with the class, so everyone can appreciate how this topic relates to humans, language, and diversity. Focus Student B was successful with the modification of language. He made an attempt to understand each statement, so he must not have felt the wording was too difficult. He needs engagement and more scaffolding in the future. He will require dialogue and support as the class progresses. The next step for him will be modeled metacognition to scaffold his explanations for his thought processes. A more interactive activity or partner assessment might make better modifications for him. His assessment issue was based more on laziness, or doing the bare minimum, rather than lack of understanding. A more engaging assessment would have worked better for him. He responded to the first statement on the pre-assessment in full detail, and that

statement was about basketball, one of his interests according to his student interest survey, so creating assessment statements about basketball scenarios might also make a better modification for him. Creating an assessment where students can choose four of a larger number of statements to respond to might be a good choice for modifying for these focus students as well as the class as a whole.

**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. After this lesson it is evident that Focus Student 2 needs to have more of a challenge. This is hard considering she is so far above her peers. She still has enough trouble however that I don't know if her being in the regular English class would be beneficial for her. For Focus Student 1, It is obvious that we will have to continue to work at her pace. I may have to give her more individual attention than what I did this lesson moving forward into our next lessons.

**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 **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.