

PPAT® Assessment

Library of Examples – Art

Task 4, Step 3, Textbox 4.3.1: Understanding the Two Focus Students

Below are two examples of written responses to Textbox 4.3.1 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 Prompts for Task 4, Textbox 4.3.1

Focus Student 1

- Identify Focus Student 1's learning strengths and challenges.
- What data did you use to establish a baseline to measure this student's growth?
- What evidence will you collect to show his or her progress toward the learning goal(s)?

Focus Student 2

- Identify Focus Student 2's learning strengths and challenges.
- What data did you use to establish a baseline to measure this student's growth?
- What evidence will you collect to show his or her progress toward the learning goal(s)?

Example 1: Met/Exceeded Standards Level

- I chose my focus student based on his experience and skill level in pottery. Focus student 1 has little to no experience working with clay. He worked with clay in elementary school for short lessons, but never extensively. His challenges deal with experience, which is very limited. He has worked with pinch pots and coil building. Focus student 1 is often off task and struggles to finish projects. I chose this student as a focus because I want to see his growth in this specific project. I know that his baseline date is low and his knowledge is limited. I would like to see his growth through his knowledge on the written assessment and his skill through his final project. Focus student 1 is very creative. He comes up with several ideas for one project and is excited to get started. His strengths are his creativity, willingness to experiment, and his initial excitement.

- b. To establish a baseline for growth I gave focus student 1 a written pre assessment. I had him take the written portion to check for knowledge, and had him sketch his ideas on paper. I had all students take the same pre assessment and the same paper to sketch their ideas. The assessment was a seven question written pretest. The questions included, "What is a slab?" and "What type of pot is created by pinching clay?" These questions allowed me to check for student understanding and see how many students had experience working with clay, and what techniques they were familiar with. Out of the seven questions, Focus student 1 answered only 3 correctly. For his sketch, he had a good idea, but failed to follow through with it.
- c. I will collect a few different artifacts to show his progress toward the learning goal. I will collect the pre and post assessments, initial planning sketch, and the final art piece. These various things will show progress to the learning goals in several different ways. I will be able to tell if he understood the assignment through writing, drawing, and building with clay and various materials.
- d. Focus student 2 has knowledge of clay. She has worked with the material, and is interested in many forms of art. She has taken art all throughout school and wants to create more than what is asked. Her strengths involve her knowledge of clay and the multiple techniques. Her ideas are also creative and her planning is thorough. Her challenges deal with the fact that she is advanced in art. She is often finished with projects early, leaving her bored and unproductive. She needs to be pushed to create more difficult projects that challenge her and take adequate time and effort.
- e. To establish a baseline for growth I gave focus student 2 a written pre assessment. I had her take the written portion to check for knowledge, and had her sketch ideas on paper. I had all students take the same pre assessment and the same paper to sketch their ideas. The questions included, "What is a slab?" and "What type of pot is created by pinching clay?" These questions allowed me to check for student understanding and see how many students had experience working with clay, and what techniques they were familiar with. Out of the seven questions, Focus student 1 answered 6 correctly. Her sketch was clear, but lacking some detail.
- f. I will collect the pre and post assessment, sketches along with written plans, and the final clay piece. These things will allow me to check for understanding and see her progress toward her learning goal. I will tell whether or not she followed her plans for the assignment, and whether or not she was successful in creating a piece that followed her initial plan.

Refer to the [Task 4 Rubric](#) for Textbox 4.3.1 and ask yourself:

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student and how each student's progress toward the learning goal(s) will be determined.
- What makes the evidence effective?

Example 2: Did Not Meet/Partially Met Standards Level

Focus student 1 has an IEP and requires limited or assisted reading. For this reason, I have seated her with another student to work on the reading portion of the assignment. This has worked well because she is given the confidence and assistance to complete the reading. Knowing both her and her peers' strengths and weaknesses, I had this class work on reading

an article and studying the artist. To build on their literacy and research skills, I had these students complete a page about the artist. The written assignment is critical for understanding the artist and therefore the outline of the assignment's expectations. I will be able to assess whether the student understands this beginning stage by their ability to recreate the artistic style in Jasper John's work. Art II was working on a similar assignment, but had not had the experience with printmaking that the students in Art III have received. For this reason, I wanted to give them a more foundational task through sketching texture. This gives me, the teacher, the idea of what abilities my students have with drawing texture, and gives the students something to refer to when adding texture to their assignment.

Refer to the [Task 4 Rubric](#) for Textbox 4.3.1 and ask yourself:

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student and how each student's progress toward the learning goal(s) will be determined.
- What makes the evidence cursory?

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.

Copyright © 2017 by Educational Testing Service. All rights reserved.
ETS, the ETS logo and PPAT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries.