

PPAT® Assessment

Library of Examples – Early Childhood

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

- Focus Student 1 is a four-year-old who has a primary disability classification of developmental delay. FS1's challenges that relate to the learning goals of this lesson include a delay in receptive and expressive language, mild delay in overall intelligibility, difficult time with focus/attention, difficult time transitioning, high distractibility, and difficulty remaining at a table to work. FS1's cognitive and language delays can hinder his ability to be independently successful during the activities of this lesson, and can affect his ability to reach the learning goals. FS1's strength in relation to the learning goals is he was able to count to six with verbal prompting and then to ten with visual and verbal prompting on the pre-assessment. With visual and verbal prompting, he was able to count

using 1:1 correspondence up to 4. He has a high interest in snacks so being able to eat during the lesson's activities will hopefully enhance his engagement.

- b. I conducted a pre-assessment where I observed his prior knowledge and abilities of counting and counting with the use of 1:1 correspondence. He was first asked to count as high as he could, so I could record to what number he could count to independently without error. FS1 could not count independently but counted to six with verbal prompting. He was then told to pick a card that looked like a jar with a number on it. I then asked him to put that many bear counters "inside" the jar. This assessed his ability to count using 1:1 correspondence as he counted and placed the bears in the jar. With the visual prompt of drawn circles in the jar, FS1 was able to count to four using 1:1 correspondence. I recorded anecdotal notes and gathered data to establish a baseline. Notes for FS1 included that he was distracted by the different colors and sizes of the bear counters, needed verbal and visual prompting, and lost interest half way through the exercise needing redirection to continue to work. I created a graphic representation of the data collected, so I could then measure student growth compared to the data collected throughout the lesson.
- c. During the lesson, I will collect data on his ability to count using 1:1 correspondence with each of the lesson's activities. During the book activity, I will take notes on whether he could count using 1:1 correspondence while placing cheerios on the pages. During the sticker activity, I will record his ability to count using 1:1 correspondence while placing the stickers on the number sentences or pointing to the stickers and counting them. Anecdotal notes will include what supports were needed to complete the lessons activities. I will then be able to compare this data to the data collected during the pre-assessment to see evidence of student progress toward the learning goal.
- a. Focus Student 2 is a four-year-old who has a primary disability classification of developmental delay. FS2's challenges include delays in expressive and receptive language and difficulty with focus/attention. Her significant language delays can affect her ability to comprehend and follow directions, and communicate effectively. I chose this student as FS2 because she struggled the most to complete the activities during the pre-assessment which was used for the baseline data. Strengths related to the lesson's goals included her ability to independently count to 3 without error, and count to 3 using 1:1 correspondence.
- b. I conducted a pre-assessment where I observed her prior knowledge and abilities of counting and counting with the use of 1:1 correspondence. FS2 was first asked to count as high as she could, so I could record to what number she could count to independently without error. FS2 could count independently to 3 without error. She was then told to pick a card that looked like a jar with a number on it. I asked her to put that many bear counters "inside" the jar. This assessed her ability to count using 1:1 correspondence as she counted and placed the bears in the jar. FS2 was able to count to three using 1:1 correspondence without any prompting. She was then able to count 4, 5, and 6 with visual and verbal prompting. I recorded anecdotal notes and gathered data to establish a baseline. Notes for FS2 included that she needed redirection often, breaks, and a combination of visual and verbal prompting to help her understand what was being asked of her. I created a graphic representation of the data collected, so I could then measure student growth compared to the data collected throughout the lesson.

- c. During the lesson, I will collect data on her ability to count using 1:1 correspondence with each of the lesson's activities. During the book activity, I will take notes on whether she could count using 1:1 correspondence while placing cheerios on the pages, and during the sticker activity I will record her ability to count using 1:1 correspondence while placing the stickers on the number sentences or pointing to the stickers and counting them. Anecdotal notes will include what supports were needed to complete the lessons activities, such as prompting. I will then be able to compare this data to the data collected during the pre-assessment to see evidence of student progress toward the learning goal.

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

- a. Focus student 1 did not go to Pre-K at Walnut Elementary. She only attended school in a day care setting. One strength she does have some background knowledge of letters, numbers, and colors. She works hard when she is on task but often struggles when there is not support to model and prompt her to complete work.
- b. A sight word checklist was used to establish baseline data. Along with a functional reading assessment to measure their reading level. While assessing students reading levels we keep a running record of progress. When they reach 90% at an independant level they move up to the next level.
- c. Evidence collected will be the reassessment of the sight word checklist along with the running record of books read independantly.
- a. Focus student 2 attended Pre-k at Walnut. They have a strong set of foundational skills in reading and language arts. They did have issues with behavior last year and they continue to be a distraction to themselves and others at this grade level. The parents are very supportive and have him on a behavior plan at home to help limit unwanted behaviors.
- b. A sight word checklist was used to establish baseline data. Along with a functional reading assessment to measure their reading level. While assessing students reading levels we keep a running record of progress. When they reach 90% at an independant level they move up to the next level.
- c. Evidence collected will be the reassessment of the sight word checklist along with the running record of books read independantly.

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.

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