

PPAT® Assessment

Library of Examples – Elementary Education

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 One is a high level student in both reading and math. He is currently in high level grouping for both math and reading and on 3rd grade level based on formative assessment baseline data. Focus student one has attention deficit hyperactive disorder and is unable to sit during long periods of times and will become restless during rug/smart board lessons and activities. When attention shifts, focus student 1 is unable to concentration and focus on the task at hand and misses valuable information. Due to his inability to maintain focus during the entire lesson, focus student 1 makes a lot of errors and selects the incorrect answer on formative assessments. In order to process the information, focus student 1 needs additional time during morning work to review the lesson and finish missed assignments.

- b. To establish a baseline to measure the growth of Focus Student One, I reviewed his completed exit ticket from introduction lesson one while also reviewing completed activities and assignments from prior science lessons. I also wanted to measure focus student's one growth and progression with focusing during lessons. In order to establish a baseline to measure his grow with being more attentive, I documented moments in which his attention begin to shift. I also paid attention to what triggers may have caused him to lose focus. There were moments I noted during previous lessons in which people walking in the hallway would cause Focus Student One to continuously look at the door. Focus Student One would also play with science materials if placed on his desk prior to being used. I also paid attention to the time in which it took Focus Student One to complete his work in comparison to the other students in the classroom. I used all of the observed information as my baseline data that I compared to the final activity in order to measure the student's growth over the course of the unit. While planning the lesson I used this information to plan focus student one's seating away from the door, to avoid distraction. I also kept the science materials at the back of the class at the "distribution center" and not on his desk, to avoid him playing with the materials during the lesson.
- c. In order to track Focus Student One's progress towards the learning goal, I will collect his completed exit tickets and review Record Sheet: 1-A for completion and document the data. While reviewing the completed worksheet, I will check to make sure the answers provided align with the objective of the lesson and show that focus student one has obtained the learning goal. I will check to determine if Focus Student One has correctly identified the 3 different layers of soil while also providing an examples of a living/non-living thing. Throughout the unit, I will continue to track, document, and monitor Focus Student One's completed activities. Each time, more of his activities and worksheets should have completed answers as this will show me that Focus Student One is becoming more actively engaged during the lesson. If focus student one did not complete his record sheet, it will show there were moments during the lesson in which he lost focus and attentiveness.
 - a. Focus Student Two is high level in math but is low level in reading. Focus student 2 has difficulty with reading comprehension and has trouble with following written directions. Focus student 2 is unable to complete work and assignments unless the directions and read/given to him directly. This causes focus student 2 to receive point deductions on assessments due to omitted answers and responses.
 - b. To establish a baseline to measure the growth of Focus Student Two, I reviewed his exit ticket from lesson one while also reviewing his soil journal entry writing. The goal for focus student two was to improve his reading comprehension skills. Collecting his exit ticket and journal writing allowed me to track his progress to determine if he comprehension skills have improved during the course of the unit. In order to determine if his comprehension skills have improved, I will read less of the directions for focus student two over time and compare his answer responses to the assessments in which the directions were read for him.
 - c. In order to track Focus Student Two's progress towards the learning goal, I will review his completed exit ticket to determine if the answers submitted align with the objective of the lesson. I will check to determine if he has correctly identified any of the 3 different lays of soil. Throughout the unit, I will continue to track, document, and monitor Focus Student Two's completed activities. Each time, I will read less and less of the directions to him. If

focus student two is able to complete his work without having the directions read to him, it will show there is improvement to his reading and comprehension.

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's learning strengths is providing detailed answers and written responses to questions. She does very well on most of the work she completes and turns in because of this as well. Her challenges are that she will second-guess herself on the answers she gives. She wants to succeed and do well on everything she does so when she is asked to answer a question she is very slow about answering. I usually have to help guide her through the answer and she will have the correct answer but seems nervous to say it because she doesn't want to be wrong.
 - b. All students in the class hadn't looked at sound yet during the year, nor had they talked about how vibrations make sound. Since I knew that the students hadn't talked about, and looked at sound yet that school year I did an introduction lesson the day before this hands-on lesson. I made sure the students were introduced to the correct terms before the hands-on lesson so that they were prepared to talk about them in further depth.
 - c. I will collect the worksheet that I gave the students to work through the lesson to assess her learning goals. I will look at her written response to check for her details in the answer and to see if she understood how the terms worked together, such as understanding that vibrations make sounds.
- a. Focus Student 2's learning strengths are that he pays very well attention during the lesson and can orally answer questions correctly. His challenges are that he has a hard time writing his answers down on paper and including detail to explain his written answer. His written answers are very short and they don't normally go along with his oral answers.
 - b. All students in the class hadn't looked at sound yet during the year, nor had they talked about how vibrations make sound. Since I knew that the students hadn't talked about, and looked at sound yet that school year I did an introduction lesson the day before this hands-on lesson. I made sure the students were introduced to the correct terms before the hands-on lesson so that they were prepared to talk about them in further depth.
 - c. I will collect the worksheet that I gave the students to work through the lesson to assess his learning goals. I will look at his written response to the question after he works with the bottles. I will look to see if he adds in details to his written answer and if he tries to make the connections between sound and vibrations and what can make a song.

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 © 2018 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.