PPAT® Assessment

Library of Examples – English Language Arts
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

    a. Identify Focus Student 1's learning strengths and challenges.

    b. What data did you use to establish a baseline to measure this student's growth?

    c. What evidence will you collect to show his or her progress toward the learning goal(s)?

Focus Student 2

    a. Identify Focus Student 2's learning strengths and challenges.

    b. What data did you use to establish a baseline to measure this student's growth?

    c. 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: Focus Student 1 learns best by working hands on with the content she encounters. I have observed that Focus Student 1 is able to pick up on new content quickly and efficiently. Unlike many of her peers, Focus Student 1 is intrinsically motivated. During class, she consistently participates in small group and whole class discussion where I have observed her ability to engage her classmates with her relevant and insightful questions. With that said, Focus Student 1 does have trouble with giving her peers the opportunity to speak in class. There are times during discussion when Focus Student 1 dominates much of the conversation, and has a hard time delegating responsibility to her peers because she becomes nervous they will complete a group assignment incorrectly. To measure growth for Focus Student 1, I provided her with the same pre-assessment activity that her peers completed in class, and scored her assessment using the critical response protocol rubric.

Students were shown an image and given a prompt which read, "Analyze the image. Make evidence-based inferences about the work of art while connecting to the thematic qualities of our target text, Macbeth." When reviewing the baseline data, I looked to see if students were able to explore specific elements of the painting to come to a larger statement about what the painting might mean or signify. From my observations, she demonstrates proficiency in her analysis and conventions, but a limited ability in her conventions and textual connections.

Focus Student 2: Focus Student 2 is very intelligent and a strong writer; however, she has recently experienced a dip in motivation. Focus Student 2 has recently been accepted into top choice university and has confessed to me that she struggles to complete her work because her future has been secured. Prior to this day, I had a conversation about motivation with Focus Student 2. I explained that I, too, was a senior who initially felt like they had run out of gas for the rest of the year. I reminded her that nothing was set in stone and that the only person who can ensure her success was her. She acknowledged my point after rolling her eyes and made me a promise that she would finish out the rest of the year strong. To measure growth for Focus Student 2, I provided her with the same pre-assessment activity her peers completed in class, and scored her assessment using the critical response protocol rubric. When reviewing the baseline data, I looked to see if students were able to explore specific elements of the painting to come to a larger statement about what the painting might mean or signify. Focus Student 2 demonstrated a limited ability to perform higher order thinking tasks required by all four domains of the rubric.

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: This student is definitely a strong student but the issue arises with his will to work independently. He will work when a teacher is with him, but he lacks motivation to work independently. The struggle is getting him to do work independently and get his work done on time.

b. My baseline data for these focus students was a pre-lesson activity where the students were working with identify only POV. This helped me to identify which students would need assistant with identifying POV. This Focus Student didn't need any help, as you can see, since they identified each of the texts accurately.

c. I will collect the independent practice sheet of the Character Developer sheet. This will show me how well students can identify POV and characters feelings.

a. Focus Student 2: Focus Student 2 is a student who is typically very strong in learning. Where she struggles is with behaviors. Some days she will struggle with falling asleep in class. Other days she will struggle with working with other students in a group. The biggest issue with her is how she works in class. She struggles a lot with collaborative work.

b. My baseline data for these focus students was a pre-lesson activity where the students were working with identify only POV. This helped me to identify which students would need assistant with identifying POV. This Focus Student did have one mistake in the baseline data so this helped me know who I needed to help with identifying POV.

> c. I will collect the independent practice sheet of the Character Developer sheet. This will show me how well students can identify POV and characters feelings.

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.