

PPAT® Assessment

Library of Examples – Math

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 an English Language Learner (ELL). Her work is often very organized and she has no problem completing assignments. However, her work often contains numerous computational errors and she struggles with some parts of the language. This student often confuses minor computational errors for process comprehension. For example, she will get frustrated when an answer is not correct and automatically believe that she does not understand what she is doing.
- This student completed the same pre-assessment that other students completed. When reviewing her pre-assessment, I made sure to pay attention to her computations in addition to the process. This student's pre-assessment showed that she knew that she

could not combine like terms, but she did not know what to do with the x terms on the right side of the equation. She did make one numerical error on the second problem in the pre-assessment, but her process was on track to being correct.

- c. I will be collecting the guided worksheet that students completed during the discussion. This worksheet also contains a portion for students to solve equations and display their knowledge. At the bottom of the worksheet, there is a part for students to rate how confident they are in solving these types of equations. I will be paying most attention to the problems that students solved independent of teacher instruction. I will first check to see if her processes and answers are correct. Then, I will go back and check all of the integer operations she had to complete and see if they are correct. I will also be identifying any errors that were made. I will compare the score she gets on this post-assessment to the score she got on the pre-assessment. If this student shows significant growth and is able to receive an 80% or higher, it will be evident that she is achieving the process part of the learning goal, but still needs to work on her integer operations.
- a. Focus Student 2 has an Individualized Education Plan (IEP) for a specific learning disability. She receives supplementary aids and accommodations like calculation devices, manipulatives, repetition of directions, and extended time. She has a very strong math base and is often able to complete given tasks with little or no error, including integer operations. However, she is very slow at processing new information especially if it is not given visually or with the use of manipulatives. When she is rushed, she often will not appear to know what to do, but if adequate time is given, she is able to complete her work successfully. When she is talking to someone, her processing time is often evident. When you ask her a question that requires a yes or no answer, she will take a couple seconds longer than the average student to answer. The wait time needed increases when open ended questions or multi-step tasks are asked of her.
- b. This student completed the same pre-assessment that other students completed. However, I only required that she complete one of the two problems given. She had the option to complete both. Her pre-assessment showed that she tried one problem without frustration, but she decided to combine like terms and drop the equals sign instead of trying to use inverse operations. When she did combine like terms, there were no integer operation errors. Therefore, it was clear that this student needs a concrete process for these types of problems and that she will need extra time to complete them.
- c. I will be collecting the guided worksheet that students completed during the discussion. This worksheet also contains a portion for students to solve equations and display their knowledge. At the bottom of the worksheet, there is a part for students to rate how confident they are in solving these types of equations. I will be paying most attention to the problems that students solved independent of teacher instruction. I will first check for correct answers, but will spend most of my time assessing the process that she has written on her paper. If this student is able to score above a 90% on the post-assessment, it will be evident that she has achieved the learning goal. Any score that is higher than a 40% will show significant growth towards 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 has a strength that she is a veteran in the class and is quick to do mental math. However, her challenge is that she makes small errors when doing mental math and needs to slow down and write out her thought process to make sure she isn't making these small mistakes on her exams.
 - b. I used a pretest to establish her preexisting knowledge and then compared both her school work and her exam grades to that knowledge to see if she gathered a further understanding and was able to reach the learning goal of the lesson.
 - c. I collected classwork, exit tickets, the baseline, and the final test on this information to make sure that she showed positive progress during this lesson.
- a. Focus Student 2's strength is that she has a solid foundational knowledge for mathematics. She is quick to pick up new concepts due to the strength of her understanding for the basics. However, she is a new student that got added into the advanced math class midway through the semester and was forced to play catch up. Therefore, a constant check to make sure the student is up to pace is required for her success.
 - b. I used a pretest to establish her preexisting knowledge and then compared both her school work and her exam grades to that knowledge to see if she gathered a further understanding and was able to reach the learning goal of the lesson.
 - c. I collected classwork, exit tickets, the baseline, and the final test on this information to make sure that she showed positive progress during this lesson.

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.