

## PPAT® Assessment

### Library of Examples – Science

#### 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 (FS1) is an individual with a strong determination to learn despite having some learning difficulties and an IEP. They are extremely curious and are extremely effective in the way they ask questions because they are aware of their difficulties and can address their specific needs clearly. FS1 also has a great personality and other students enjoy their company and are willing to reach out and help this individual. FS1 also struggles with tasks unless they are broken down into manageable segments as well as reading comprehension and often needs instructions or questions on assignments or assessments read aloud or reworded. They also highly benefit from having verbal and visual instructions/questions given to have both available. I choose this student because although they have an IEP, these sorts of problems are common in other students as well

and if I make it a practice to address these problems with one student it would make sense to try and do it in all classes to assist more students.

- b. The baseline for this student is set the same way that the class baselines were set. Because this lesson is a continuation of knowledge and understanding from the last few lessons, their baseline is set from the assessment they took over the material. Specifically, there were certain skills and application of knowledge sections that I wanted to focus on. I graded their assessments and kept track of which students fell into the "got it" "almost got it" and "don't got it... yet" categories and put the data in a table. I can then look at FS1 and where they fell on the categories and compare them to the class data. However, because I know FS1 struggles with reading comprehension I keep that in mind when assessing their work. Additionally, they were given a modified version of the assessment to help break the problems into steps to follow. When moving forward, the new lessons will help solidify the content knowledge from the previous lessons and also act as additional practice. FS1 scored in the "almost got it" and "got it" sections of the baseline so they did not need any additional instruction before moving on to these lessons. A similar mini assessment will be given a little later on to test similar content ideas and see how progress was made.
- c. As just mentioned, a mini assessment similar to the content goals/ideas of the first assessment will be given to ask students to apply similar knowledge to a new situation, the pedigree trees. Within just this lesson however, a practice problem was given out as a formative assessment at the end of class for students to try and complete without any notes. The problem required the same skills and understanding as the problems done in class but was set up slightly different. In this case a small section was already done for students and students had to work backwards to figure out the information for other people in the tree. FS1 did really well on this formative assessment because there was no reading comprehension to worry about and they very few instructions that were laid out were done verbally for the class and written on the board for reference in very simple terminology.
  - a. Focus Student 2 (FS2) does not have an IEP like FS1 did, but rather they are an English Language Learner (ELL) who is really struggling with learning English. FS2 tries really hard in class and has great determination. They are shy but willing to ask questions in one on one or small group situations and has taken initiative in their education. However FS2 also gets frustrated that the language barrier is a problem. They are working on their English skills and we have a good relationship where they teach me Spanish words or phrases occasionally and I teach them something in English. We have a bilingual helper that assists the ELL students in class but they are not always available to help. I know a limited amount of Spanish and try my best to help when they are not there. In addition there is usually a bilingual student in the class and they are always generously willing to help out here and there to translate when needed. Although online sources classify my high school as only having 3% ELL students, in my classes the number of students who struggle using English is about 16%. FS2 is one of these individuals. Because it is a common issue in my class I decided to choose one of these students as my FS2.
  - b. The baseline for this student is set the same way that the class baselines were set, with a few modifications described below. Because this lesson is a continuation of knowledge and understanding from the last few lessons, their baseline is set from the assessment they took over the material. Specifically, there were certain skills and application of knowledge

sections that I wanted to focus on. I graded their assessments and kept track of which students fell into the "got it" "almost got it" and "don't got it... yet" categories and put the data in a table. I can then look at FS2 and where they fell on the categories and compare them to the class data. However, something I had to take into account with FS2 is that they have been dealing with some personal problems outside of school and have missed a few days of instruction because of this. Therefore, I sat down with FS2 and worked with them one on one for the review material for the quiz the rest of the students had already taken. Unfortunately, there has not been a time available for the translator to sit down with FS2 to take the quiz. However, since I went through the review with them I have a pretty good idea of the student's understanding of the content objectives I want them to know so I decided to fill out their baseline data from what I observed and use that to compare to the class as a whole and to determine what progress has been made.

- c. As mentioned, FS2 has missed a bit of school for personal reasons. Fortunately, they were in class for the lesson I did for this PPAT task. The translator was available and in class that day as well so they could help FS2. However, the translator is not as familiar with the science content and had troubles being able to explain instructions and ideas to FS2 and the other ELL students in that class. I made sure to work with them specifically during the mini work times between instruction to help guide them along. Their class was structured slightly differently than what is seen in the video. About 25% of that class is ELL students so we take things a little slower and more step by step so students do not get left behind. To determine what progress has been made they were given the same formative assessment question. Again, instructions were done verbally, giving the translator time to relay the information, and instructions were written in their simplest form on the board. FS2 did struggle a bit with the assessment but I kept in mind that they had missed quite a bit of previous instruction and were still working to catch up on material. I worked with them a little asking guiding questions and when something didn't make sense due to language barrier we called over the translator. By the end of the formative assessment question they seemed to start seeing the patterns and understanding how to go about the problem. It helped FS2 that there was no reading for the assessment (even when translated into Spanish the scientific terminology doesn't usually translate properly), the language barrier problem still existed because the instruction is not in Spanish and FS2 and the other ELL students rely on the translator to help them make sense of the material. I take this into account when looking at their assessments and their progress. In general for this assessment I asked FS2 to explain their thought process and I know enough Spanish they could explain in Spanish if they wanted to, which they did at some points but they also see it as an opportunity to practice their English so I also consider part of their progress to be in literacy as well.

**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 strong work ethic inside the classroom. He does a good job of turning in classwork assignments. His weakness comes in the form of tests. He has done poorly on the past two tests and it has brought his grade down to one of the lowest in the

class. He has expressed concern over his grade and is making efforts to complete work entirely and study out of class for exams.

- b. The data used for a baseline was a guided reading about volcanoes. We assessed the students' completion of the assignment and to what extent they completed and answered the questions. This was given a raw score out of five points.
- c. I will check Focus Student 2's interactive science notebook for completeness. I will assess their responses on the Mount St. Helens assignment and I will look at their raw data scores in the online quiz review.
- a. Focus Student 2 shows effort in class, however his pace is slower than most of the other students. Some of his classwork is incomplete but you can see that he at least attempted it while in class. He also was absent for a period of time in the first marking period and this made him fall behind even more.
- b. The data used for a baseline was a guided reading about volcanoes. We assessed the students' completion of the assignment and to what extent they completed and answered the questions. This was given a raw score out of five points.
- c. I will check Focus Student 2's interactive science notebook for completeness. I will assess their responses on the Mount St. Helens assignment and I will look at their raw data scores in the online quiz review.

**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.