

## PPAT® Assessment

### Library of Examples – Special 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 1 has a diagnosis of Autism and uses an augmentation communication system and verbalization to communicate. His learning strengths include following 1 step directions, identifying all letters in the alphabet, identifying his name, and following a classroom schedule. His challenges are identifying numbers, engaging in gross motor activities, and socialization with peers. He requires the use of visual supports and aids, the use of a timer for each activity, frequent reinforcement, direct instruction, and use of the prompting hierarchy in order to access content from the general education curriculum. His interests include the alphabet, puzzles, stacking toys, fruit snacks, and sensory activities such as playing with shaving cream, play dough, rice, etc.

- b. I used this student's previous IEP data, classroom observation, and data collected during discrete trials to establish a baseline on his number identification knowledge. I presented the student with manipulatives to count as well as number PECS to identify on 3 separate occasions. During each discrete trial I put a "+" next to numbers the student identified correctly and a "-" for each number identified incorrectly. After 3 trials, if a number had 3 "+" marks I put a "+" in the baseline data chart representing the student knew how to identify that number. For the rest of the numbers I put a "-" representing those numbers are not yet mastered, until they are identified across 3 data points.
- c. As Focus Student 1 engages in various activities involving counting and identifying numbers 1-10, I will collect data once a week on his progress toward the learning goal. I will do so by marking a "+" or "-" next to numbers 1-10 as the student is working on an activity. This will tell me the numbers he has mastered or maintained as well as the numbers he requires more frequent practice with or further instruction on.
- a. Focus Student 2 has been diagnosed with an Orthopedic Impairment, is non-verbal and uses an eye gaze VOD or choosing between binary choices to communicate his wants, needs, and knowledge. His learning strengths include recognizing his name, showing compassion and interest in peers, identifying the basic colors, identifying 20 letters in the alphabet, and answering WH questions after listening to a story. The student benefits from direct instruction and physical prompting with fine motor tasks, following a visual classroom schedule, verbal instruction, and is highly motivated when working with peers. His interests include interacting with peers, dancing, listening to stories, nature, and super heroes.
- b. I used this students previous IEP data, classroom observation, and data collected during discrete trials to establish a baseline on his number identification knowledge. I presented the student with large manipulatives for him to touch and count as well as 2 choices of numbers to pick from on 3 separate occasions. During each discrete trial I put a "+" next to numbers he identified correctly and a "-" for each number identified incorrectly. After 3 trials, if a number had 3 "+" marks I put a "+" in the baseline data chart representing he knew how to identify that number. For the rest of the numbers I put a "-" representing those numbers are not yet mastered, until they are identified across 3 data points. Based on the baseline data, I decided to focus instruction on numbers 1-5 with him. This will support him in reaching the learning goal of correctly identifying 5 numbers at a time.
- c. As Focus Student 2 engages in various activities involving counting and identifying numbers 1-5, I will collect data once a week on his progress toward the learning goal. This will show me the numbers he has mastered and which numbers he will need further instruction and practice with. Once he identifies numbers 1-5 across 3 data points I will add numbers 6-10 into the activities.

**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 ONE: Student one is a female. She works really hard and has a positive attitude. She truly enjoys learning and doesn't shy away from challenging tasks. She has a math goal on her IEP. She needs a lot of repetition to understand concepts. The evidence I collected was from the first worksheet we did on comparing decimals. The student got  $\frac{2}{4}$  correct, or 50% correct. I will continue to monitor his progress by scoring the worksheet on comparing decimals that we do after this lesson.
- b. The data I used was  $\frac{2}{4}$ , or 50% from the practice problems developed prior to teaching this lesson.
- c. The evidence I will collect will be all of learning activities such as decimal squares, pictures of her manipulatives, general education work book, and informal observations.
- a. FOCUS STUDENT TWO: Student two is a male. He is very sweet and polite. He works hard, but sometimes shuts down when things get frustrating. He needs more time to complete assignments and tests than his peers. This is an accommodation in his IEP, that he gets time and a half to complete tests and assignments. He receives special education services for math.
- b. To find his baseline data, I scored the first worksheet he did on comparing decimals. He got  $\frac{1}{4}$  correct, or 25%. I will continue to monitor his progress by scoring the worksheet on comparing decimals he completes after this lesson.
- c. I will continue to monitor his progress by scoring the worksheet on comparing decimals he completes after this lesson. I will also use samples of his work through decimal squares, pictures of manipulatives, and his general education work book.

**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.