# *PPAT®* Assessment

## Library of Examples – Nontraditional Video

## 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

**Content Area - Science**

**Biology and the unit of study is DNA structure**

Focus Student 1:
a) Focus Student 1 (FS1) primarily struggles with attention, reading, and testing issues. During traditional, face-to-face instruction, FS1 frequently lost focus in class. Because of this, he struggled to extract the important information, particularly during direct instruction. Additionally, he struggled with his reading skills, particularly in the biology content area, which adversely affected his testing ability. After moving to online learning, these problems only worsened. Due to the demands of online learning, in which students are expected to watch online videos and complete assignments in each class, students often have to stay engaged for 5 or more hours. For students like FS1, who struggle with attention issues, this makes motivation difficult and retention almost impossible. However, fortunately for FS1, one of his strengths is recognizing that he needs help and asking questions. During traditional learning, FS1 often came to my classroom before school, after school, or during study halls for extra help. This continued when we switched to online learning, to his benefit.
 b) For FS1, I used the same baseline data measurement as the whole class. This evidence provided information not only about what prior knowledge he has about future topics, but also what knowledge he gained from past topics. From this information I was able to determine how well the previous lessons had worked for him as well as how much additional help he might need for this lesson. This allowed me to adjust my lesson accordingly. Specifically, his baseline assessment indicated that he was having trouble retaining information presented in the lecture videos and assignments. Because of this, he was provided a guided note sheet to use through future lectures to help him focus on the important concepts and better retain information. This not only helps with his attention deficit disorder but also his reading deficiencies. Providing reading cues helps him to retain information much better.
c) During the lesson, FS1 will submit answers through the web-based interactive video, just as the rest of the class does. In addition, he will complete the dissection worksheet along with the dissection video after the lecture. This will be used as evidence of progress toward the learning goals. In addition to collecting these assignments, I also have biweekly meetings with FS1 in which we discuss lessons, assignments, and determine how he can improve his content knowledge. These meetings are a good opportunity to reinforce the information presented in lecture, see where there are gaps in knowledge, and ensure that he makes progress toward the goals.
Focus Student 2
a) Throughout the course of the semester prior to online learning, Focus Student 2 (FS2) was motivated, curious, and highly successful. Since moving to online learning, he has failed to complete numerous assignments, often allowing days go by without any contact. The primary challenge with FS2 is communication and motivation. The only way to have any communication with him has been through parental contact, which has also proven to be difficult at times. Additionally, when he does complete assignments, it seems that it is simply to have something in the gradebook. There has been little to no effort on his part to learn the material. However, when he has proven that he is highly intelligent when he puts in effort. The key to ensuring success for FS2 is finding a way to motivate him.
b) FS2 completed the same baseline assessment as the rest of the class. This included an exit ticket in the previous lesson containing questions about material to be discussed in this lesson. The most important aspect of his baseline assessment was ensuring that he completed it before the lesson. In order to do this, I reached out to his parents to make them aware of the assignment and encouraged them to have him reach out to me with any questions. Fortunately, he completed the baseline assessment before the video was created, and I was able to determine if there were any necessary accommodations before proceeding with the lesson.
c) FS2 will complete the same assignments as the rest of the class. Throughout the course of the web-based video, he will submit answers to critical-thinking questions, and after completion of the dissection video, he will submit the walleye dissection worksheet. This information will be used to evaluate his thoughts during and after the lesson as well as the progress he made

between the baseline assessment and the assignments. If needed, I will work with his parents to arrange a video conferencing session to review the information and make further evaluations of his progress towards the learning goals.

**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

**Content Area - 4th grade reading**

**Citing text evidence, summarizing and text structure**

a. Focus student 1 - learning strengths are she is an advanced learner. She has strengths in reading and math. She scored an 80% on the standard 4.NBT.6 section of the test and because of this score I chose her as my advanced focus student. Her challenges are that she is outspoken and likes to take over a conversation.

b. The data I used to establish a baseline to measure her growth was the data from the whole class test. She scored an 80% I felt like she still needed more practice in division using an area model.

c. The evidence that I will collect to show her progress is from her showing her work when she took the assessment on online forms. There will be a work sample based on the online forms that will show 2 of the division problems out of the 5 problems that she completed. The work sample displays the process she went through to solve for the answer and how she used the area model to find the answer. This will help me understand if she was able to reach the learning goal.

a. Focus student 2 - learning strengths are she is an intermediate learner. Her strengths are reading because she loves to read and writing. She often does not pay attention during instruction unless it interest her and math to her is her challenge. She scored a 40% on the standard 4.NBT.6 section of the test. I chose her as my focus student because she was the only one that scored a 40% out of the rest of the students.

b. The data I used to establish a baseline to measure her growth was the data from the whole class test. She scored a 40% I felt that she could use more practice in this area and that she could score a higher score.

c. The evidence that I will collect to show her progress is her showing her work when she took the assessment on online forms as well that is the same as the online form that was given to the whole class. There will be a work sample based on the google forms that will show 2 of the division problems out of the 5 problems that she completed. This will help me understand if she was able to reach 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 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.**