

PPAT® Assessment

Library of Examples – Early Childhood

Task 4, Step 4, Textbox 4.4.2: Reflection on the Two Focus Students

Below are two examples of written responses to Textbox 4.4.2 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 4.4.2

- a. Based on the baseline data and student work samples, to what extent did each of the two Focus Students achieve the learning goal(s) of the lesson?
- b. How will your analysis of the baseline data and student work samples guide planning for future lessons for each of the two Focus Students?

Example 1: Met/Exceeded Standards Level

- a. When examining the work samples of both focus students, I felt that they each made progress and showed growth toward the learning goals. For example, when looking at Focus Student One's work sample, on his planning sheet, he uses full sentences in the activity box and when listing his three reasons. In his writing piece he uses capitalization when beginning a sentence, periods when ending a sentences, and he uses complete sentences. He clearly states his opinion that he believes summer is the best season and then goes on to write about why it is the best season using three relevant reasons. This is an improvement when looking back at the baseline data. In the baseline piece, he used complete sentences, three reasons and relevant reasons. However, he was not clearly stating his opinion in a starting sentence or using conventional capitalization and punction as he does in this opinion piece on seasons. Focus Student Two also showed growth. When looking at his planning sheet he does not initially start with a complete sentence in the box stating his favorite season. However when looking at the boxes where his reasons are he is using complete sentences and reasons that are relevant to the season he chose. When looking at his opinion paper on seasons, he starts out his writing by stating his opinion in a complete sentence. Then he goes on to list the three reasons that Summer is

his favorite season. When comparing this to his baseline data, this shows growth. In his first piece he was writing three reasons that were relevant to the topic. In this piece he continues to do that and he is using complete sentences, stating his opinion in a starting sentence, and using capitalization.

- b. While the students were able to demonstrate progress towards their learning goals, I noticed that neither of the focus students ended their writing piece with a closing sentence. If I were to continue with this unit I would stress the importance of a closing sentence. It provides the reader with closure and wraps up the whole piece. I would also have them practice a few possible closing sentences and model it for them. I noticed that Focus Student Two while making great progress, needs more practice with punctuation as well. If I were to work with him we would go over what goes at the end of a sentence and that a period reminds us to pause and breaks up our sentences. These samples and baseline allowed me to look at where the students were at the beginning of the unit and showed their growth towards the learning goals by the end of the unit. It allowed me to examine where they were, what areas they might need more practice with, and where they are now.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.2 and ask yourself:

- How does the candidate use each Focus Student's work sample to indicate attainment of the learning goal(s) and to guide future planning?
- Why is the reflection effective?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Both of the focus students were very engaged throughout the lesson and it showed in their work. Focus student 1 seemed to have a better grasp on the lesson. I believe it is because focus student 1 had more prior knowledge with the lesson being taught, due to his home environment. Focus student 2 struggled a little more with the lesson, due to the vocabulary that we were using, but with a little repetition he was able to understand.
- b. That will depend on the lesson that is being taught. This particular lesson was easy for my focus students to stay engaged. I read the book to the whole class, so they did not have to depend on reading. On the worksheet, I provided a word bank for them to use, which is important for both of the focus students. I will continue to make modifications when needed for my focus students, but for this lesson, they did not need any modifications.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.2 and ask yourself:

- How does the candidate use each Focus Student's work sample to indicate attainment of the learning goal(s) and to guide future planning?
- Why is the reflection ineffective?

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.

