

PPAT® Assessment

Library of Examples – English Language Arts

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. My goals for Student 1 were more specific than the rest of the class. Rather than giving her the choice to identify a metaphor, simile, and personification OR hyperbole or symbolism, I wanted her to stick to the former to continue working with those specific poetic devices. She was able to meet her learning goals of understanding and making inferences with the material using textual evidence with my assistance and her notes. I also had her analyzing the specific themes of the songs with the scaffolded questions. Focus Student 2 met his learning goals by meeting the challenge of identifying the newly introduced figurative devices, hyperbole and symbolism, and making inferences based on textual evidence. Student 2 also made connections to problems associated with urban growth and decline. By scaffolding the questions up, he could better understand how the content from Human Geography related to real-world examples such as in music.
- b. Focus Student 1 will receive more individual support through scaffolded instruction and modeling. This will come in the form of teacher support and peer support. I can implement this more through individualized instruction where I provide questions as multiple pieces rather than one open-ended prompt. She can use peers to help her discuss questions and responses as well. She met her learning goals because she was

appropriately supported with working out abstract processes in a step-by-step, clear fashion. Focus Student 2, I will create a more challenging learning environment that provides complexity appropriate for his learning achievements. He does not need scaffolding down, he needs instruction to be scaffolded up. If I provide him and others with more complex prompts and tasks, they will use each other's knowledge to learn more about a specific topic or utilize different skills that they couldn't do on their own.

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. Though the baseline data showed that the Focus Students had different learning needs, the various needs of each student were addressed in this lesson. After analyzing the work samples from each of the Focus Students, I saw that each of the students improved their ability to correctly introduce, format, and comment on direct quotes in their essays through their work on their packets in their groups and successfully met the learning goals for the lesson.
- b. My analysis of the baseline data and student work samples will guide my planning of future lessons for these two students by informing the content of these lessons. I now know in which areas these two students struggle, so I will be able to provide effective, meaningful instruction that pertains specifically to them.

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.