

PPAT® Assessment

Library of Examples – Math

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

- 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?
- 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

- Yes, both Focus Students achieved the learning goal based on assessing them both in class during our mathketball activity and their homework assignment. After looking at both Focus Student one and Focus Student two's pretest, I was able to see the growth they made during the lesson compared to where they were before the lesson. Both Focus Students used the correct formula ($\text{leg one}^2 + \text{leg two}^2 = \text{hypotenuse}^2$) that we solved in class. They demonstrated this both during mathketball and their homework assignment. Focus Student one showed her mastery of the pythagorean theorem by completing her assignment and answering a majority of the problems correctly. Whereas, Focus Student two did not complete half of the assignment that I assigned him. However, the problems that he did do he answered them all correctly. Therefore, Focus Student two complete the learning objective (Students will be able to solve problems dealing with a right triangle using the Pythagorean Theorem formula, $\text{leg one}^2 + \text{leg two}^2 = \text{hypotenuse}^2$), but did not complete the goal I gave to him of completing his homework assignment, which was cut in half compared to his peers. Both students were able to solve problems where they were solving for either the leg of a right triangle or the hypotenuse of a right triangle.

b. After analyzing my two Focus Students during my lesson, work time, and their homework I've decided to implement small groups during work time. The students would benefit from the small group time because they will be working on their homework and will have the opportunity to ask any questions they may have on the assignment or lesson. I feel students will take advantage of this opportunity because there is less pressure asking in a small group versus asking when it's the whole class. Another benefit of implementing small groups is that you are able make sure students are using their time to work on their homework. This would be a huge benefit for Focus Student two because he tends to not work on his assignment during working time and by having small groups we are holding him accountable when it is his time at small group. I also will also cut down the workload for the class. I feel that students will be more likely to complete their assessments if they didn't have as much to do.

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. Focus Student 1 showed a very good knowledge of overlapping triangles. He was able to clearly visualize two triangles that we were referencing in classwork, a game-based learning platform, the homework, and the proof used the next day. He also answered both questions on the unit assessment pertaining to this lesson correctly. Focus Student 2 showed some of understanding of the overlapping triangles. In class he struggled with some of the problems. He was not able to visualize the two triangles in the class activity proof the next day. He showed good understanding in the a game-based learning platform. In the unit assessment he answered both questions pertaining to this lesson correctly.
- b. I rearranged the student seating. I needed to change it so that they were by students who could motivate them. It worked well so far. I need to incorporate more that will keep focus student 2's attention. I need to encourage focus student 1 to use more academic language and spend time thinking about the questions.

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.

