

PPAT® Assessment

Library of Examples – Special Education

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

- Focus Student # 1 displayed tremendous improvements in his performance. During the pre-assessment, he struggled with not becoming overwhelmed, which in return caused him to only get 50% of the responses correct. For example, when I first administered the assessment, focus student #1 became overwhelmed when he was given more than two cards at a time, which resulted in him shutting down and refusing to finish his work. I also noticed he was becoming overly anxious and was on the verge of a vicious meltdown. From the pre- to post-assessment, I implemented modifications and accommodations that were listed under his IEP, such as teaching new material through a one-step process and cutting down his options to only two at a time. At the time of the post-assessment, student 1 encountered a boost of self-confidence and was able to master the learning goals without any mistakes or errors. I believe allowing the modifications and accommodations to occur with his learning allowed him to be successful. Focus student #2 showed improvement in his performance, but not as much as Focus student 1. Although student 2's behaviors seemed to lessen dramatically, focus student 2 could only partially answer the questions correctly. During the time of the pre-assessment, student 2 only got 3 responses (11%) correct, while with the post-assessment, he answered half of the

questions correctly, which lead to an approximate 40% improvement towards the learning goal. I believe this was the result of student 2 having to take frequent breaks while others were learning the new material. Specifically, while the other students were sitting around the Interactive board, student 2 would have to take walks or swing to help eliminate any unwanted behaviors. Working with this student more frequently and allowing extended time during the Calendar sessions would have allowed this student to become more successful with learning.

- b. The baseline data and work samples collected throughout the unit will help guide planning towards future lessons for each of the focus students. To better support Focus Student, I would allow more time for 1:1 instruction. Throughout the lesson, he consistently excelled ahead of the class and often became bored because the material was not challenging enough for him. In the future, when going over the lesson at the interactive board instead of stating the answer "starts with the letter F", to test his knowledge, I could instead prompt him with what sound the letter "F" makes. To better support Focus Student 2, I will continue to push him, however, in the future I would break the content down into sections for him to be successful instead of him doubting himself for being behind which continuously resulted in unwanted behaviors. I could see that he was eager to learn, however, the frequent breaks and being away from the other group members hindered his learning. For this reason, I will continue to challenge him and work with him more frequently to achieve success toward the learning goals.

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 my focus students did not get a single question correct when it came to the pre-assessment. Then on the final assessment both of my focus students got every question correct. This showed me that both of my students were able to achieve the learning goals for the lesson. If they would have gotten some of the questions wrong the second time around I would have been able to tie the question to one of the theorems that I taught. With connecting the wrong questions to the theorems I would have been able to go back and reteach in the areas that the students needed the additional instruction.
- b. With the outcome of this lesson being so positive for both of my focus students I would teach future lessons in a similar way. With them going from not getting any questions right to getting all of the questions correct it showed that I taught the lesson in a way that they were able to understand and apply. The biggest thing that I took away from this lesson is that the application of the information that they were taught is the most important thing. The students might understand the words that are in the theorem, but if they are unable to apply the words they are useless.

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.

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