PPAT® Assessment

Library of Examples – Nontraditional Video

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

Content Area – Special Education
3rd Grade inclusion class

a. Based on the baseline data, students work samples and post assessment both focus students showed growth and have a better understanding of the skill. According to the work, FS1 mastered the skill receiving perfect grades on the work sample and post assessment. Given that FS1 was conquering the skill, I gave him an opportunity during the Showdown activity to help coach another student at 12:58 in my video. FS1 started the lesson ranking in the proficient range on his pre-assessment, scoring an 88%, but throughout the lesson improved via his grades and through observation. I witnessed FS1 apply his knowledge of text features and answer higher order thinking questions, on the exit ticket of the lesson plan. FS2 did show growth, scoring a 54% on the pre-assessment and a 77% on the post assessment. He had 43% growth from the pre to post assessment. He did have some mistakes on the work sample, he labeled some of the text features incorrectly, but I observed him making progress in the Showdown activity. To the extent FS2 achieved the learning goal, he did score within the near proficient range on the post assessment, leading me to think he will need a mini lesson, more practice or review of the skill to become proficient.

b. Future planning for my whole class and these two focus students will be tricky with distance learning, but getting a better understanding of how to apply the work, the lessons and the skills together is getting easier. For FS1, my challenge would be figuring out a way to move him up on Blooms pyramid for him to create and analyze the skill more critically. I need to differentiate my instruction to benefit both students, but for FS1, having him do more coaching and leading to share his knowledge and understanding of the skill. The work sample I assigned was on grade level, for FS1 I could assign work that is above grade level or incorporate text features with other skills. I could ask FS1 to prove, how to use the text features from a book to predict the main idea? Or I could question FS1 with, which text feature was most useful in helping you understand the text? After analyzing the data from the pre-assessment, work samples and the post assessment, for FS2 I need to plan more hands on activities and practice with the skill. Knowing the students' strengths, that they are a visual learner, I need to plan shorter discussions and more engaging activities that allow the student to apply the skill we discussed. When planning for FS2, I should try to do breakout rooms in Zoom to allow students to collaborate and participate with one another. In the brick and mortar classroom, planning more stations or centers using the skill in different capacities so student can get a deeper understanding and benefit from the knowledge from his peers.

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

Content Area – 6th Grade English Language Arts
Identify and analyze the author's point of view

a. For Focus Student 1, she was able to achieve the learning target of analyzing the author's point of view. She provided an excellent quote to convey the author's point of view for one of the examples but did fall short of the quote on another example. She did choose to not use the quote I used for the modeling example, but she used the answer I put down for the direct and inferred box, which did not apply to the quote she chose. Other than these minor mistakes, she did well. For Focus Student 2, he struggled with the concept of direct and infer, but provided solid quotes for his interpretation of Kurlansky's point of view on fish depletion. He understood point of view and providing evidence, so his next step would be to determine if it is a direct comment from Kurlansky himself or he as the reader had to determine how Kurlansky felt in a phrase of Focus Student 2's choosing.

b. Based on baseline data and the student work samples, I would want Focus Student 1 to become more involved in small group discussions. She is a strong student with several solid ideas about the topic, and even goes above and beyond to research more about the topic we are discussing in class. If I can work with her to share her ideas with a group of students, ideally with another student in the class who struggles, I feel that she will become confident in herself and her abilities and learn to work with others. With individualized instruction in the form of a tutoring program offered at my school and the support of an ICR teacher, he will be able to complete and succeed in his assignments.

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.