

## PPAT® Assessment

### Library of Examples – Special Education

#### Task 4, Step 3, Textbox 4.3.1: Understanding the Two Focus Students

Below are two examples of written responses to Textbox 4.3.1 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 4.3.1

##### Focus Student 1

- Identify Focus Student 1's learning strengths and challenges.
- What data did you use to establish a baseline to measure this student's growth?
- What evidence will you collect to show his or her progress toward the learning goal(s)?

##### Focus Student 2

- Identify Focus Student 2's learning strengths and challenges.
- What data did you use to establish a baseline to measure this student's growth?
- What evidence will you collect to show his or her progress toward the learning goal(s)?

#### Example 1: Met/Exceeded Standards Level

##### Focus Student 1:

a) Focus student 1's learning strengths is that he interacts well with his peers when he is working in a group. This relates to this lesson especially because he is interacting during the main activity of the lesson when the fruit is being cut into different fractions. This learning strength of his will help him to really feel involved during this lesson. He is able to converse well on the topic and participates well when learning new content. I am going to give the students a chance to talk among their peers when discussing different questions during this lesson so this is something that he will do well in. The challenge for focus student 1 is that academically he is two grade levels below in all academic areas. He tries his best to understand the content that is being given to him, but the information does not click for him. He does not

understand most of the content presented to him so if I give him work to complete he does finish it but 90% on the time the information that he wrote down is incorrect. I will move slowly through the information in this lesson so focus student 1 can get a grip on the concept. His learning needs in mathematics are for the teacher to move slowly through the information and to review it multiple times. Luckily in my classroom setting, he has the chance for this extra attention and time.

b) The data that I used to establish this student's growth came from an introduction to fractions worksheet. This worksheet contained ten questions dealing with fractions. This data showed me exactly what he knew about fractions at a beginning level and what would be needed to work extra time on with him. I established his baseline depending on what types of questions on this worksheet that he got incorrectly. I wanted to know why he got them incorrect and to find a way to show him how to get the correct answer in the future. Unfortunately, focus student 1 did not answer any of the questions on this worksheet correctly. He got 0 out of 10 correct. I then could see from the data that I collected that I would need to start at the lowest level of fractions. The data that I established really showed me how far behind this student is within this content. The positive aspect of this student not getting any answers correct, is that he has so much room for improvement. He can only go up from where he is so measuring his growth throughout this process will be exciting to see.

c) The evidence that I will collect to show his progress toward the learning goal will be how he reacted to the lesson by how well he does on his two worksheets that will be given to him to complete. The first worksheet will be a fraction coloring worksheet in which he will shade the areas being shown by the fraction given to him. The second worksheet will be a five-question multiple choice worksheet where he will have to choose the correct fraction to go along with each picture. These worksheets are very simple and well organized, so he should not have any confusion on how to answer the questions. This will show me the progress he has made toward the learning goal, especially because he will be completing these independently. I will also be taking notes throughout the lesson that will show his progress. For example, if he raises his hand to answer a question I will be sure to write interactions such as this down. I will then be able to look over this sheet to see how many times he participates and also what questions he was able to answer correctly and with confidence. I will also use this to show his progress toward the learning goal along with the worksheets that he will be completing after the lesson.

#### Focus Student 2:

a) Focus student 2's learning strengths is the effort that she puts in. How hard she tries is incredible and she listens so well. This learning strength will benefit her during this lesson because as long as she is trying her best and working hard then she is able to really comprehend the lesson which will help her work toward her learning goal. She does a good job with retaining the content in one class setting but does tend to lose the information as time goes on. Her challenges are in math. She is a grade level behind and really struggles with putting numbers and words together which becomes an issue in word problems. She struggles with frustration at times when she does not understand something or gets something wrong. She is a perfectionist and she understands that she is weak in mathematics and this is something that tends to anger her at times. I will really only be concerned with this learning challenge during the final phase of the lesson when she is completing her independent worksheets. If she does not know the answers then this will be a real challenge for her that I will need to help her work through. I do not see this being a problem when trying to reach her learning goal. It may make the process a little tougher but I do believe she will be able to work hard to meet the learning goal of this lesson.

b) I also used the introduction to fractions worksheet to establish a baseline data for focus student 2. I found that this was very beneficial to use to find out where exactly she was within this content area and the progress that I wanted to make with her. I chose this worksheet

because it was a beginning level and she has just begun fractions in her regular education classroom. This worksheet was able to give me a baseline to work with when deciding how I should move forward within the content that I would be teaching. Her baseline data that I established from the worksheet showed that she got 3 out of 10 questions correct which was 30%. I noticed that we did need to work on the vocabulary aspect and by introducing that academic content language then it would help her with moving forward. Like focus student 1, she also has a great amount of improvement that can be made through the process of this lesson and I have planned different ways to make sure that she reaches the designated learning goal.

c) The evidence that I will collect will also come from the two worksheets that she will be given to complete. Although, with her I want to work one-on-one to complete these sheets because I want to give her manipulatives to use to help guide her through the process of these fractions and to help her see how she is getting her answers. She is a visual learner and in order to see the progress that she has made, a one-on-one setting is necessary. By walking her through these worksheets, I will be able to see the progress toward that learning goal and also see the areas where she did not pick up the information. This will guide me with my future instruction. I will show her progress toward the learning goal based on the answers that she gives while completing these worksheets and I will also be keeping a sheet to write down thoughts about her progress while I am teaching the lesson. This will show evidence of her answering questions and interacting with her peers during this lesson that will ultimately help her to reach the learning goal.

**Refer to the [Task 4 Rubric](#) for Textbox 4.3.1 and ask yourself:**

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student and how each student's progress toward the learning goal(s) will be determined.
- What makes the evidence effective?

### **Example 2: Did Not Meet/Partially Met Standards Level**

#### **Focus Student 1**

a. Focus student 1's learning strengths included reading fluency and skills and identifying what the questions are asking for. She can use several strategies to help identify what worksheets, passages or articles are asking for. She had very little issues with this assignment as she is the only student in my class that has previous experiences working and knows her skills that she has that make her marketable. One challenge with student one is she occasionally gets lazy because she feels that she is too advanced for the activities that we are doing often this shows in her work as it appears it is just slapped together.

b. I used data from the whole class to assess students learning. Focus student 1 identify her skills accurately and relate how she can apply these skills to a resume. She was also to give me some ideas that I could give out to the rest of the class as well she demonstrated competency in filling out the questions and identifying her skills. She was able to complete this activity achieving mastery learning

c. I will be collecting evidence throughout the assessment, but I will focus on the final assessment. This is because the students will have completed the task without assistance. The result will enable me to see what progress was made towards the learning goals.

#### **Focus Student 2**

a. Focus student 2 is an auditory and visual learner so his learning strengths are listening and seeing content written out. When required to write on his own he often struggles and things take him longer to complete. He often gets frustrated when we do activities and will just stop in the middle of doing the activity but will get it done eventually. He will be provided accommodations, such as oral administration and extended time on assignments. Despite these accommodations, he still struggles to write, complete assigned work and is easily frustrated when there is a rigorous task. He often gets upset when a task has more than one step.

b. I used data from the whole class to assess students learning. Focus student 2 can identify two of his basic skills and then he stopped working. When asked what would make you a great employee student two just copied down some of the examples off of previous assignments he did not put any of his own effort into it. The data used shows that student two takes longer and does not have as much master in this subject compared to student one which is okay because student two still gets activities done.

c. I will be collecting evidence throughout the assessment, but I will focus on the final assessment. This is because the students will have completed the task without assistance. The result will enable me to see what progress was made towards the learning goals.

**Refer to the [Task 4 Rubric](#) for Textbox 4.3.1 and ask yourself:**

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student and how each student's progress toward the learning goal(s) will be determined.
- What makes the evidence cursory?

### **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.