

## PPAT® Assessment

### Library of Examples – Business, Industrial, and/or Technical Education

#### Task 3, Step 2, Textbox 3.2.1: Understanding Each of the Two Focus Students and Differentiating Instruction

Below are two examples of written responses to Textbox 3.2.1 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 Prompt for Task 3, Textbox 3.2.1

- a. What learning activities and student groupings will you use during the assessment?  
Provide a rationale for your choices.
- b. What materials, resources, and technology will you use to administer the assessment?  
Provide a rationale for your choices.

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

- a. Focus student 1 has all the potential in the world to be a successful student and future professional, however he often finds himself off task or distracted. This focus student is a very smart individual who tends to complete work faster than the majority of his peers, but that strength tends to lead to opportunities of gaining uninterest in the content area. When I have him actively engaged with the lesson, he does an outstanding job at completing activities at the mastery level. He also does an amazing job at leading whole class discussions and respects every one's thoughts and opinions. When he becomes uninterested is when his peers need repetition on lower level skills, which lead to his lack of participation.
- b. I'll use the Instructional Theory Into Practice (ITIP) strategy with Focus student 1 to help the student to understand the concept to be learned and then lead him through the instructional activities designed to result in reaching our learning goals. This instructional technique will keep him engaged along with using his knowledge to for

positive class discussions. Focus student 1 will also receive more challenging and advanced assignments under the taking it home section and further study section on the focus student 1 differentiated lesson plan. This gives him more work to complete because he understands and grasp the concepts of the presentation more quickly than the class average. This will give him more time to incorporate these extra challenges in order to expand his knowledge even more. This student will still receive a rubric for each lesson plan, however he will have specific expectations and benchmarks that I believe the student can achieve at a mastery level with the extra challenges in the taking it home section and further study section. Thus, this will give focus student 1 higher use of academic learning time.

- c. By collecting his Activity 1.1: My Money Habits, it has absolutely helped me keep him involved with the class and his learning goals. This gives me the opportunity to link his work to our learning task and learning outcomes at a more challenging level for him. Therefore, he starts to rely on his own resources and knowledge to achieve his goal and positively plan for his future financial goals. With his money habits activity I was able to see that he was spending things more of a want than a need basis. This allowed the student to then reflect and change his money habits by openly discussing the value of having a process to plan on how he will use his money and compare his spending priorities in order to reach his personal money motto. The personal money moto is a rule he can live by that inspires him to stick to sensible spending habits that match his values. This will then prove to him and I that he is reaching his learning goals for this lesson. To track progression of this student, I will look at all the activities and daily work that he provides in class such as being actively engaged, participating in classroom discussions, and completion of formative assessments such as reflections towards each unit.
- a. Focus student 2 is an amazing student with a very upbeat personality that is always intrigued to learn. However, he has some trouble of staying on pace with the class curriculum due to some additional factors. Focus student 2 has an IEP that restricts his time in my classroom and more time in the special education classroom. Personal Finance is a class that he gets to attend as much as possible, but some days his behavior restricts his opportunities to be in class at all times. This student has a deficit in the area of reading comprehension as well. His reading skills will need to improve in order for him to be successful with the course work and reading requirements. However, he may be able to achieve his learning goals with continued work in this area. When we do have activities and assignments that require reading, he will continue to need specially designed instruction to help build his skills and develop strategies to reach his learning goals. Focus student 2 has an outstanding personality that is eager to learn and prepare for himself for success with his money habits. He is truly an amazing student to have in class, but due to some of his restrictions and schedule, he is often absent from class because of the allotted time he gets to complete assignments and assessments for core classes. I am always willing to help and work with him, but personal finance tends to be put at the end of his responsibilities by the Special Education Teacher in order for the student to complete or catch up on any work for his core classes.
- b. When focus student 2 creates his money habits activity, he will be taught in a Divergent Discovery instruction style. During the money habits activity and all activity/assignments he will have specially designed instruction in the area of reading

to work on his comprehension skills. He will also have the option to have all classroom assessments read out loud to him in an individual setting or in a small group setting. He will also be granted extended time on all assessments, large assignments, or projects. Based on the type of assignments given focus student 2 will need text read aloud, eliminating problems, alternate response formats, word banks for fill in the blank tasks, and key information highlighted. This student will receive the same set of cognitive operations to reach the learning goal with more guidance than his peers. This will be an effective learning resource and environment for the student to follow the presentations and alleviate any pressure or distractions to learn at the same pace as his peers.

- c. I will track focus student 2 by doing immediate review of his completed assessments and assignments. He has already completed his first three activities for this unit and has made positive progress toward his learning goals. His attendance has been outstanding, and I have learned from his Special Education teacher that he always wants to come to my class because he loves the environment and enjoys interacting with his fellow peers. I am confident I am able to help him build his confidence and personal goal to succeed and plan his future financial goals.

**Refer to the [Task 3 Rubric](#) for Textbox 3.2.1 and ask yourself:**

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response clear?

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

- a. Student 1 Student one's strength toward the learning goal of "creating a market analysis" are as follows: critical thinking and work ethic. Student one does a great job of thinking how to create something with little information. Student one will also get done whatever work is needed of them for the day. This can become a strength for them when they miss being able to catch up quickly. A challenge that student one will have is with the language target of explaining how to use analysis data. This could be a challenge because this student tends to be more quiet and getting into a group explaining an answer could be more of a struggle for them. A way I would differentiate specific parts of the lesson for focus student one is by assigning them into a group with a student who is more open to talking. This could help them get their ideas out when they realize what they are thinking is similar to the partner. This would allow them to be more open with their thoughts. This would then help them meet the language target that could be tougher for them to break out of their shell. Evidence that I would collect to show the student's progress toward the

learning goals is having them fill out a pear deck answer during the powerpoint we would use. This would allow them to input their answers in a digital form and I could have a hard evidence check which would allow me to see the progress toward the goal. Student 2 Student two has the following strengths that will help them with the learning goals curiosity and the ability to ask questions. The student is always wondering about how something is needed or how it works. This will help the student not only create the market analysis, but see why it is needed and the analysis will be more in depth because of it. They also are always able to ask the questions they have. Them asking questions leads to them almost always getting the assignment done as needed. A challenge this student would have related to the learning goal is explaining the analysis to someone. This can be tough because they do have a language barrier and it can be tough for them to transfer the ideas they have to someone else who may speak better English than they do. I would differentiate the part of the lesson where we are watching the video of an entrepreneur for this student. To make sure they are paying attention or understanding I would like them to write down every time they hear the word entrepreneur. This could help with any language building they would need to gain. Evidence I will collect to show student two's progress is having them fill out a pear deck response. This way I can see with hard evidence they are paying attention during the video portion.

**Refer to the [Task 3 Rubric](#) for Textbox 3.2.1 and ask yourself:**

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response limited?

**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.