

## PPAT® Assessment

### Library of Examples – Family and Consumer Science

#### 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 2, 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

Focus Student 1:

- a. Focus student one is a male who is on a behavior plan. His learning strengths include bringing prior experiences and personal examples to connect to the material. He is able to reflect well and connect material to make it more meaningful and authentic. His learning challenges include remaining focused for longer periods of time on a learning activity. During long activities and projects he often gets overwhelmed and needs breaks, modification and frequent check ins or will typically leave class and shut down. One of his challenges in this lesson would to to finish the entire packet and mouse party simulation as well as working with others for a long period of time.
- b. I would differentiate mouse party and the packet of questions that went with the activity for focus student one. Because focus student one needs many breaks to remained focused and on task the activity will take him a long time. I would modify the questions by having focus student one pick two drugs he is interested in looking at with mouse party. I would

have him complete two rounds of the simulation to study the selected drugs and I would have him answer the questions for each of the drugs that he chose to study. I would have him work alone so that he could go at a pace comfortable to him and he could take breaks when needed. I would provide him with multiple check ins so he could remain focused and on task. If he finishes early I would ask him what he liked about the activity and interesting facts and evidence he found while studying the drug effects that he chose.

c. I will collect focus student ones completed sections of the mouse party packet questions. His answers to his selected sessions will show that he met the learning goals. The learning goals entail that he is able to create the stimuli and response on the brain and body from adding a drug to the mouse. By Focus student one completing two sections he is displaying that he created the response in the mouse twice, one per type of drug. The other learning goal entails that he is able to explain the effects of the drugs on the mouse's brain, development, and body. The completed questions will show his answers to questions that meet the learning goal. I will grade his answers to ensure that he processed the information, made sense of it and reflected on the drug's effects.

#### Focus Student 2:

a. Focus student two is an English Language Learner. His primary language is Spanish and we have been working on his sentence structure and developing more complex sentences to display critical thinking and mastery of standards and learning goals. Focus student two's learning strengths include verbally discussing material and answers. His learning challenges are understanding English metaphors, deciphering what a question is asking for and developing complex sentences. In this lesson he will have challenges with answering the questions that go with mouse party in complete sentences to display his knowledge on the topics.

b. I will provide specific modification for focus student two on his question that pair with mouse party. I will create sentence stems to prompt him to create complex sentences to show his understanding of the material and learning goals I will provide focus student two with his own copy of the questions to give him specific question and sentence stems so that when he works within a group, I can ensure he still gets a chance to write. I will give him sentence stems on two of the types of drugs, so that his group members can write the rest of the mice data and effects. I want to give him sentence stems because I can ensure that he answers all parts of the question and is developing his writing skills. I will also underline important information in the questions in his packet to prompt focus student two on what the question is asking for and what information to provide in the sentence stems.

c. I will collect his mouse party packet questions and look at the questions I created sentence stems for to see if he met learning goals and developed a complete sentence to display critical thinking and sentence structure. If he completes the sentence stems and sentence formats, I provide I can assess his ability to master a learning goal through writing. I will look for his ability to explain the effects of the drugs on the mice as well as evidence to show that he created a stimulus and response in the mouse.

#### **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**

Focus Student 1: A: Focus Student 1 is excellent at writing down definitions and following step-by-step directions. However, Focus Student 1 must have another student or the teacher guiding them throughout the activity and needs constant monitoring with knives due to severe autism. B: For Focus Student 1, I gave them pictures of each of the different cuts. With pictures, the student is able to constantly reference and see the cuts while attempting to replicate what is in the pictures. Also, instead of using a chef's knife, I had them use a butter knife for safety reasons. I also asked the student helper to monitor and assist the Focus Student. C: The evidence I will collect will be the definitions that Focus Student 1 provided as that is one of the learning goals.

Focus Student 2: A: A strength that Focus Student 2 has is that they can follow directions when they are focused on either reading my lips or watching their interpreter sign to them. A challenge for Focus Student 2 is being able to clearly understand the directions and how to properly make the correct knife cuts. B: I will provide closed captioning throughout all the tutorial videos so that Focus Student 2 can read how to make different knife cuts. I will also provide step-by-step instructions to reference to for each knife cut. C: I will collect the knife skills rubric to show the progress of Focus Student 2.

### **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.

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