

## PPAT® Assessment

### Library of Examples – Social 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 3, Textbox 3.2.1

Focus Student 1:

- Identify Focus Student 1's learning strengths and challenges related to the learning goal(s) of the lesson.
- Describe how you will differentiate specific parts of your lesson plan to help Focus Student 1 meet the learning goal(s) of the lesson. Provide a rationale.
- What evidence will you collect to show the progress Focus Student 1 makes toward the learning goal(s)?

Focus Student 2:

- Identify Focus Student 2's learning strengths and challenges related to the learning goal(s) of the lesson.
- Describe how you will differentiate specific parts of your lesson plan to help Focus Student 2 meet the learning goal(s) of the lesson. Provide a rationale.
- What evidence will you collect to show the progress Focus Student 2 makes toward the learning goal(s)?

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

- Focus Student 1 (FS1), is extremely smart and normally finishes his classwork quickly. He usually understands the material very well but seems to rush his work in order to read his book or talk to his neighbor. When it comes time to work independently, FS1 will stay focused very easily and finishes his assignment before any of the other students. However, he tends to rush through his assignments and makes small mistakes that could

cost him points. He is one of the brightest kids I have, but usually doesn't successfully meet the learning goals because of the rush to finish.

- b. I differentiated his lesson plan by raising the required number of sentences on each of the writing entries on this project. I will also tell him as I walk around the class to make sure he is writing in detail on those sections. This will hopefully enhance his learning by making him slow down and think about what he is writing. If he is thinking about what he is doing, then he should be able to meet all of the learning goals including being able to locate and label the correct climate zone in the appropriate section of the map as well as the goal of being able to describe the materials and clothing necessary for traveling to that climate zone.
- c. The evidence I will collect for FS1 is his progress on the project after the first day. I should be able to see if he has listened to my directions of writing more sentences in detail by the end of the first day. If he has not added the necessary details to the project, I will ask him to add some more detail and give him some ideas for what to keep in mind when writing the specific prompts. I will then collect the final submission on the last day of working on the project. I will be able to assess if he has met learning goals and expectations. If he can add the detail necessary and can locate the region of the climate zone correctly, then he should be able to meet the learning goals of the lesson.
- a. Focus Student 2 (FS2), has a difficult time focusing and keeping on track. She is a somewhat slower learner and has a difficult time following direction fully on assignments and projects. Her difficulty with this will impact her ability to be able to achieve the learning goals of the lesson. The learning goal of completing the exploration project may be difficult for her because of her challenge with following all directions on the projects. However, FS2 engages a lot more when creativity and coloring is part of the lesson. Because of this, she does very well on the drawing and coloring side of all of the projects.
- b. I differentiated her lesson plan by giving her the option of working on her project in the calm down room located in the 6th grade center. She has gone to the room to work on classwork before, and really benefits from being in a quiet space to work. She will have a better chance of meeting the learning goals if we can eliminate the distractions of the usual classroom environment. She usually prefers to work on projects in the classroom because her friends are there, and she wants to be with her classmates. However, sometimes she will have a bigger motivation to stay on task with the projects and assignments.
- c. The evidence I will collect to show the progress of FS2 is her progress on the project after the first day of working on the unit project. If she is working in the calm down room, then I think she will make good progress on the requirements for the project. If she did not utilize the room on the first day, and has not made much progress, I will probably encourage her more the next day to use the calm down room in order to finish strong. I will then use the final submission of the project as evidence to see if the student will meet the learning goals. I will also take note if she used the calm down room on the final day of working on the project.

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

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student.

- How does the candidate plan to differentiate the lesson plan for each Focus Student and evaluate each student's progress toward the learning goal(s)?
- Why is the analysis of the plan to differentiate instruction effective?

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

- Focus Student 1 learning strength and challenges are that he needs to give and receive feedback during the class period. He does not do well if needed to sit still and quiet for an entire class period. This is related to the learning goal as he is permitted and encouraged to work directly with another student to create their presentation.
  - In the workshop model and the cooperative learning the instruction naturally becomes differentiated. Focus Student 1 will be allowed to give and receive the feedback needed for him to do well. I'll also use a grading rubric that focuses on his strengths to give him validation into his learning style. This can create an atmosphere where Focus Student 1 is more engaged.
  - Data has been collected on the students' progress towards the learning goals. That data also includes a self-evaluation where the students grade their own effort and learning.
- Focus Student 2 tends to just disengage during lectures and then goes on to miss much of the material that ends up on assessments. Focus Student 2 can write really well though when he is engaged, but many times he will see the challenge as too great and not even try in the first place.
  - In the workshop model and the cooperative learning the instruction naturally becomes differentiated. Focus Student 2 will be allowed to be creative with the digital tools and experience that he brings to the classroom to enhance the learning activities. I'll also use a grading rubric that focuses on his strengths to give him validation into their learning style. This can create an atmosphere where Focus Student 2 is more engaged.
  - The material that I added was a grading rubric that focuses on their strengths to give them validation into their learning style. This created an atmosphere where both of the Focus Students were more engaged.

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

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student.
- How does the candidate plan to differentiate the lesson plan for each Focus Student and evaluate each student's progress toward the learning goal(s)?
- Why is the analysis of the plan to differentiate instruction 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.

