

PPAT® Assessment

Library of Examples – Elementary Education

Task 2, Step 1, Textbox 2.1.3: The Two Focus Students

Below are two examples of written responses to Textbox 2.1.3 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 2.1.3

- Choose and describe two Focus Students who reflect different learning needs and for whom you will need to modify the assessment. Provide a rationale for selecting each of the students. Refer to them as Focus Student 1 and Focus Student 2 as you respond to the guiding prompts.
- What data did you use to establish a baseline for growth for these two Focus Students?
- Based on their specific learning needs, how will you modify the assessment for each of the two Focus Students? Provide a rationale for each decision.

Example 1: Met/Exceeded Standards Level

- Focus student 1 (FS1) is a 9-year-old female, English Language Learner (ELL). She has been receiving services for her ELL needs since she was in kindergarten and currently receives those services two times a week. While receiving ELL services, she works on activities to improve her language development. Her most recent World-class Instructional Design Assessment (WIDA) scores show that she scored of 6 out of 6 in the listening and speaking section, but a 3.9 out of 6 in the reading and writing section, showing that she often times struggles with comprehension. In addition to her ELL needs, she also has an individualized education plan (IEP) to address her comprehension and fluency needs in reading and writing organization. She currently has goals which relate to fluency, comprehension, and phonics decoding. During assessments, she is pulled into a small group setting. I chose FS1 to differentiate instruction and assessments for because of her diverse learning needs. Focus student 2 (FS2) is an 8-year-old male, English Language Learner (ELL). This student is currently receiving services for his ELL needs and has been receiving these services for two years 4 times a week. While at home, this student is immersed 100% in the Spanish language as his parents and siblings only speak Spanish.

Because of his ELL needs in the classroom, he requires extra support during classroom assignments, as well as during assessments. While administering an assessment, he gets pulled into a small group setting. This is done to accommodate for his language needs which are a barrier when completing grade level reading assignments. I chose to use focus student 2 to differentiate instruction and assessments for since he requires a great deal of assistance when completing both classwork and assessments because of his extensive language needs.

- b. To establish a baseline for growth for FS1 and FS2, I administered the same pre-assessment to the two focus students as I did to the whole class. In order to really be able to see what the two focus students were capable of on their own, they received the same assessment as the whole class to determine their current level of knowledge and ability. The assessments were given without the accommodations they typically receive when completing classwork and assessments. FS1 scored a 5 out of 13 points on her pre-assessment. After analyzing her pre-assessment, I could tell that she only answered 2 questions about abstract nouns correctly and 3 questions about concrete nouns correctly. Since these numbers are so low, I determined that she needed a thorough introduction and lesson on both concrete and abstract nouns. From her pre-assessment, I could tell that she did not have any background knowledge on concrete or abstract nouns. FS2 scored a 4 out of 13. He answered 2 questions about abstract nouns correctly and 2 questions about concrete nouns correctly. This information tells me that like FS1, he also needs a thorough introduction and lesson on both concrete and abstract nouns. Since I was giving a pre-assessment, I wanted to determine what each of my focus students could do without receiving any modifications to their tests. This factor plays a major role in their pre-assessment data since they received the same pre-assessment as the general education students in the class. Administering the pre-assessment in this manner allowed me to collect a true baseline for growth since I could now see what they could do on their own without any help of modifications.
- c. Based on my analysis of FS1's learning needs, I will modify the assessment by taking out some of the wording that may pose a challenge for her since she often has trouble comprehending text. Doing so will make reading easier as she will be better able to comprehend the text. FS1 does best on assignments when she can focus on the task in front of her without getting overwhelmed. I know she does best on assignments when in a small group setting with assignments focused around reading. To cater to this need, I will pull her into a small group during the assessments, which will accommodate her ELL and IEP learning needs. Another modification I will make to the assessment is outlining key words. For example, I will put a box around the word "box" to make directions more clear for her. Doing so will provide her with a visual of the expectations. I also know she thrives when listening and speaking while completing assignments. Since the assessment is printed on a paper, I will have her first read me the sentences before answering the question. Doing this will help her to comprehend what she is reading since she has a higher level of listening comprehension than of reading comprehension. To meet FS2's ELL needs, I will modify the assessment by including visuals in the text which will allow him to better understand what the text is saying. Including pictures in the text will allow him to connect his background knowledge to the content he is reading. FS2 will also be given extra time to complete the assessment. Because of his language needs, extra time will be beneficial to him when completing the assessment so that he can complete it in the time that he needs without feeling pressured.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.3 and ask yourself:

In the candidate's response, where is there evidence of the following?

- A description of Focus Student 1 and Focus Student 2
- The rationale for choosing Focus Student 1 and Focus Student 2
- A baseline for Focus Student 1 and Focus Student 2
- The modifications of the assessment for each focus student based on each focus student's particular needs
- A rationale for the modifications chosen for Focus Student 1 and Focus Student 2

Why is the candidate's analysis complete?

Example 2: Did Not Meet/Partially Met Standards Level

- a. My classroom has a variety of different learning levels. My Focus Students are two students who are on two different learning levels. Focus Student 1 is a strong reader and can compose complete sentences using strong vocabulary without help. Focus Student 2 is on a low reading level and struggles to compose complete sentences using spellings or tenses without assistance. I chose Focus Students 1 and 2 because of the different instruction and modelling that is needed for each student.
- b. The baseline data that I used for these students are long running observations that I have taken over the past two months. Both students ask questions, but their understanding and questions are much different from one another.
- c. Focus Student 1 requires higher level questioning to aid in the formation of multiple sentence responses. He also needs extra activities to complete upon completion of the activity. Focus Student 2 require more scaffolding to organize her thoughts and create complete sentences. She also requires constant reminders of what a sentence requires (capital letter and end punctuation.)

Refer to the [Task 2 Rubric](#) for Textbox 2.1.3 and ask yourself:

In the candidate's response, where is there evidence of the following?

- A description of Focus Student 1 and Focus Student 2
- The rationale for choosing Focus Student 1 and Focus Student 2
- A baseline for Focus Student 1 and Focus Student 2
- The modifications of the assessment for each focus student based on each focus student's particular needs
- A rationale for the modifications chosen for Focus Student 1 and Focus Student 2

Why is the candidate's response tangential?

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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