

PPAT® Assessment

Library of Examples – Agriculture

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

- a. 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.
- b. What data did you use to establish a baseline for growth for these two Focus Students?
- c. 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

a. Focus Student 1 (FS1) is a sharp, dedicated student that grasps the topics we discuss in class often. Orally, she has been successfully able to explain the concepts we have been discussing leading up to this particular lesson. The discussion has revolved around methods of communication, factor influencing behavior, patterns of behavior, and large animal restraint. She can decipher text and word problems on her own and achieve success on tests similar to the pre-assessment. FS1's learning needs are simple and easy to accommodate. The only challenges that we have are common, but mainly revolve around keeping her focus. The temptations of becoming unfocused are overcome through engaging discussions in the classroom. I believe if we can eliminate distractions and create challenges for FS1 to keep them engaged they will perform at an even higher level. Focus Student 2 (FS2) struggles with verbal communication in front of crowds, but is willing to participate. When you walk her through content one-on-one in class, she has a deeper understanding of the content. FS2 IEP provides accommodations for notes during the test, use of calculator, retaking of tests, and minimize distractions. The notes during the test creates a personal struggle of knowing if FS2 has snatched the content fully. I believe that if we can condense the testing into demonstrations and oral presentations it will

allow me to see how well she understands the content. I also believe that it will keep her motivated and willing to continue to gain confidence to participate in class more.

b. The data I used to establish a baseline for growth for the Focus Students was by using the same pre-assessment I provided to the whole class. In class discussions and activities both Focus Students were familiar with the concepts of behavior and restraint for animals. I wanted to be able to determine how the Focus Students would perform on their own prior to without modifications and accommodations. This allowed decisions on how to facilitate learning to ensure achievement in order for the Focus Students to gain success on the assessment. As seen from the baseline data, Focus Student 2 achieved high success to the pre-assessment, but I could not determine if they understood the content due to being allowed notes on the test. Focus Student 1 showed room for growth, but achieved high success on the test from the start. FS2 received a 4 on the pre-assessment I noted immediately that I needed to determine how much she actually understood. FS1 received a 3 on the pre-assessment, with confusion on "Cat Stretch". I will be looking for growth from FS2 in orally presenting the information with minimal use of notes, I will do this through the data presented. FS1 will hopefully show growth in the "Cat Stretch" and being challenged with helping the other Focus Student gain a deeper level of understanding.

c. I will provide FS2 with three options for completing the assessment: 1) Oral administration during flex or warrior time and not during class time; 2) a modified assessment on which I give it through a similar format like the pre-assessment; or 3) complete the assessment same way as the class presenting the information. In terms of long-term personal growth, I believe that option 1 or 3 will benefit FS2 the most. Oral administration will be available until she feels comfortable in verbally presenting in front of the class. Option number two will be available for all students if they choose to not want to demonstrate, but will not be allowed notes like FS2. Option three will be the greatest growth for FS2, because it means that they will be verbally presenting and using minimal notes when the assessment is presented correctly. FS1 will have her assessment be modified by grouping them with a lower level student. This will present a challenge to Focus Student 2 resulting in keeping her engaged and focused on the task at hand. These modifications do not fundamentally alter the assessment, nor the skills required to successfully complete the learning goals. I believe with the challenge FS2 will be able to complete the five restraints and improve her results.

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

In the candidate's description of administering the assessment, 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. Focus Student 1 is a tenth grade boy with an Individualized Educational Plan (IEP). This student struggles with reading comprehension and written communication, but excels in a kinaesthetic learning environment.

Focus Student 2 is a tenth grade boy as well, but he is gifted and talented. This young man competes in many extra curricular activities including 4-H Animal Science Quiz Bowl, the High School Academic Team, and a cultural heritage quiz bowl team within the school JOM program for Native American students. He excels in all learning environments to my knowledge.

b. For Focus Student 1, I am using information from his IEP. Currently, there are no documents for gifted and talented students within my district, but Focus Student 2 has taken the ACT and scored above average within our school.

c. Considering Focus Student 1 typically needs additional time to complete written responses and to complete tests, I am making an assessment with all matching or multiple choice questions. He will still be demonstrating all of the same safety knowledge, but without having to know the names of tools without a wordbank and other various fill-in the blank information. I will allow additional time to complete as needed. For Focus Student 2 I do not want to overwhelm or punish him for being gifted and talented, but I do want to provide additional rigor to meet his specific learning needs. His test includes additional essay questions based on consumerism.

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.