

PPAT® Assessment

Library of Examples – Family and Consumer Science

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. Student 1 is a freshman with an IEP for reading comprehension and writing. She is smart and able to have good conversations surrounding career subject matter. She is quiet and prefers to sit in the back of the class. Her IEP is for difficulty with reading comprehension and expressing herself well in writing. She needs to have instructions read out loud for her and is allowed to type any longer assignments instead of hand-writing them. She also needs extra time for assessments. This student does not like to put forth effort for anything that she doesn't enjoy or for which she doesn't see a clear benefit. She states directly that she doesn't want to talk about or think about things that don't matter to her. I chose this student because she requires some accommodations for her IEP, but also because she needs the extra connection of knowing why the assessment should matter to her. Student 2 is a senior with attentional difficulty and anxiety that can affect her academic work. This student is advanced in terms of ability and interest in the course material. She hopes to teach this subject to high school students after she completes her bachelor's degree. Student 2 has anxiety surrounding tests, and her general anxiety has been worse this semester due to being a senior and some family struggles. Sometimes she gets stuck on one question on a test and then can't focus to answer other questions because she

keeps going back to the one that she isn't sure about. Anxiety makes it more difficult for her to focus in class at times. In addition, she has already moved to more of a teacher role in her mind, which is great when she is helping other students who are struggling. However, she has trouble turning that teacher mode off sometimes when she feels other students aren't doing what they are supposed to be doing. I chose this student because she is a unique combination of needing help and wanting to give help at the same time. I want to modify the assessment for her to help reduce test anxiety and give her some tools to use as she moves into a new role.

b. The baseline data I used for both students comes from the pre-assessment. This is the same 10-question quiz that I used for the assessment at the end of the lesson. It is worth 20 points. On the pre-assessment, Student 1 answered 50 percent of the questions correctly, which is 10 out of 20 points. Student 2 answered 60 percent of the questions correctly, which is 12 out of 20 points. This is the bottom 25 percent of pre-assessment scores compared to the whole class, with student 1 representing the lowest pre-assessment score. Both students have room for improvement to reach the score goal of at least 16 out of 20 points, or 80 percent correct. I will compare their scores from pre-assessment to post-assessment directly. Student 1 did not seem to care very much about the pre-assessment score. That indicated to me that she did not really see the benefit or interest in this assessment yet. Student 2 was very frustrated with her pre-assessment score. She stated that she got confused about one of the first questions and could not get her mind off it. This baseline information on how students feel about the assessment and the material also influenced my decisions for modifications.

c. For student 1, prior to the lesson and assessment, we had a conversation about the necessity of this unit and the assessment. She wants to be able to work in the culinary lab with her classmates, and she cannot do that without meeting the goal score for this assessment. That gave her more incentive to pay attention, so that she is not left out of the more fun part of the class – cooking. Having the conversation one-on-one was beneficial because she tends to tune her teachers out if she thinks she isn't interested in what's happening. For the assessment itself, I did not modify the content for student 1. I set up a system with student 1 ahead of time. I read the instructions out loud to the whole class so as not to single out student 1. Then, student 1 reads through the assessment on her own and answers the questions she feels confident about. As I move around the room, student 1 raises her hand and points out any questions she wants me to read for her when I come over to her. During her extra time on the assessment, I will help her reframe questions in order to accommodate her comprehension difficulty. For example, if she is struggling to answer whether food contaminants can harm you if they are cooked to the proper temperature, I would ask her to state the different types of contaminants and how temperature affects them. This method allows me to find out whether her inability to answer the question is because she doesn't know the material or because she can't read the question and comprehend it. This also gives student 1 some strategies for breaking down the questions so that she can do that when it's time for her certification test. For student 2, the content of the assessment remains the same, as well. To reduce student 2's anxiety over the test and provide an enrichment activity for her advanced learning needs, I asked this student to create a study guide for the rest of the class prior to the assessment. This serves a two-fold purpose for her. She will know the material better after creating the study guide, which will reduce her anxiety going into the assessment. It will also honor her desire to help other students so she can indulge that part of her personality in a constructive way. I let her know that the formatting of the questions she sees in class now is similar to what she will see on the certification test, so that she will have less anxiety over that test at the end of the unit. During

the assessment, student 2 will sit in the front row. The rationale behind the seating arrangement is that she will be less distracted by what other students are doing if they are behind her.

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 partially deaf and has a translator with them at all times. I chose this student because they have a hearing disability that requires me to communicate frequently with their translator so that they can get the correct information.

Focus Student 2 is an English Language Learner. I chose this student because they are in the process of learning English and trying to first process what I am teaching and then processing that information to ultimately be able to grasp and understand the content.

b. Like the other students, I used all their answers from the pre-assessment to establish a baseline for growth. By using their answers from the pre-assessment, I was able to see how much if any background knowledge they had on stress and coping with stress. With Focus Student 1, I did not provide the translator with the assessment but let the student try to complete the answers on their own. Likewise, with Focus Student 2, I did not read aloud the assessment but rather let them attempt to read the questions on their own. I chose to do this with both students because I wanted to see where they are with their abilities. Also, the pre-assessment was not graded and only used for determining instruction for the topic.

c. For Focus Student 1 I will provide the translator with the assessment and let her sign the questions to him so he has a clearer understanding of what the questions are asking. I will also allow Focus Student 1 to have extra time to complete the test so they don't have to worry about rushing through the assessment and misinterpreting a question.

For Focus Student 2 I will say each question out loud while students are taking the assessment. By doing this, Focus Student 2 is able to hear the question and then answer instead of trying to read and interpret the question on their own. Also, before reading the questions, I will tell the class that I am going to read aloud the questions so if anyone wants to take the assessment at the same pace as I am reading aloud the questions, they are more than welcome to, otherwise they can read the questions to themselves and go at their own pace.

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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