

PPAT® Assessment

Library of Examples – English Language Arts

Task 4, Step 3, Textbox 4.3.1: Understanding the Two Focus Students

Below are two examples of written responses to Textbox 4.3.1 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 Prompts for Task 4, Textbox 4.3.1

Focus Student 1

- Identify Focus Student 1's learning strengths and challenges.
- What data did you use to establish a baseline to measure this student's growth?
- What evidence will you collect to show his or her progress toward the learning goal(s)?

Focus Student 2

- Identify Focus Student 2's learning strengths and challenges.
- What data did you use to establish a baseline to measure this student's growth?
- What evidence will you collect to show his or her progress toward the learning goal(s)?

Example 1: Met/Exceeded Standards Level

Focus Student 1

A) Focus Student 1 is a 10-year-old male who lives with his mom and dad. He is an eager and respectful student who enjoys school. FS1 enjoys learning and recalls information quickly. He is a strong reader and demonstrates ability to think critically through his writing. FS1 struggles with confidence in his ability to demonstrate his knowledge and expresses anxiety over assessments. He also has difficulty with the grammar aspects of writing, such as spelling, capitalization, and punctuation, as well as poor handwriting.

B) In order to establish baseline data for FS1's growth, I gave him an assessment using a game-based learning platform over the literary devices simile, metaphor, hyperbole, and personification. This assessment was a whole group activity to help me determine to what

extent the class was familiar with this content. FS1 scored a 53%, which was the highest percentage scored among the whole class, and correctly answered 8 out of 15 questions. He did not miss any questions about similes, however, out of the 7 questions he missed, 3 questions addressed metaphors, 3 questions addressed hyperbole, and 1 question addressed personification. Therefore, it could be determined that FS1 requires the most instruction over figurative language containing metaphors and hyperbole.

C) As evidence to show FS1's progress toward the learning goal I will have him complete a graphic organizer for the Simile Hunt. In the graphic organizer I will have him write the simile example from the text excerpt, a translation of the simile in his own words, and an illustration of the simile. In order to challenge FS1 in his knowledge of similes, on the back of the graphic organizer I will ask him to create a sentence which contains his own example of a simile. I will also ask him to write an example of a metaphor. This will challenge his understanding of similes as well as enrich the learning by introducing him to the concept of metaphors.

Focus Student 2

A) Focus Student 2 is a 9-year-old female who lives with her dad and mom and five other siblings, both older and younger. FS2 enjoys being at school but has a very difficult time focusing to complete tasks. She is very easily distracted and seeks attention from both teachers and students. FS2 is strong in her math skills, however, she struggles with reading and writing. She is about two grade-levels behind.

B) In order to collect baseline data to measure FS2's growth, I gave her an assessment via a game-based learning platform over the literary devices simile, metaphor, hyperbole, and personification. FS2 correctly answered 2 out of the 15 questions and achieved a score of 13%. These correctly answered questions were 2 out of the 6 questions addressing similes and contained the key word "like" in the sentence. The majority of the questions she missed concerning similes used the word "as" in the sentence. Therefore, it would appear that FS2 does not fully understand the concept of similes, and has no knowledge of any other literary devices included in the assessment.

C) In order to show progress toward FS2's learning goal, I will require her to complete the "simile hunt" group activity. In completing the activity, she will record her learning in a graphic organizer and write an example of a simile from the mentor text, translate the simile into her own words, as well as draw an illustration of the simile. This will support FS2's learning growth by requiring her to be active in completing the task of locating, writing, illustrating and understanding the simile example. By allowing her to complete the activity with her peers, FS2 will receive the support she needs in order to accomplish the task that she would possibly not be able to do independently.

Refer to the [Task 4 Rubric](#) for Textbox 4.3.1 and ask yourself:

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student and how each student's progress toward the learning goal(s) will be determined.
- What makes the evidence effective?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Focus Student 1: This student is definitely a strong student but the issue arises with his will to work independently. He will work when a teacher is with him, but he lacks motivation to work independently. The struggle is getting him to do work independently and get his work done on time.
 - b. My baseline data for these focus students was a pre-lesson activity where the students were working with identify only POV. This helped me to identify which students would need assistant with identifying POV. This Focus Student didn't need any help, as you can see, since they identified each of the texts accurately.
 - c. I will collect the independent practice sheet of the Character Developer sheet. This will show me how well students can identify POV and characters feelings.
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- a. Focus Student 2: Focus Student 2 is a student who is typically very strong in learning. Where she struggles is with behaviors. Some days she will struggle with falling asleep in class. Other days she will struggle with working with other students in a group. The biggest issue with her is how she works in class. She struggles a lot with collaborative work.
 - b. My baseline data for these focus students was a pre-lesson activity where the students were working with identify only POV. This helped me to identify which students would need assistant with identifying POV. This Focus Student did have one mistake in the baseline data so this helped me know who I needed to help with identifying POV.
 - c. I will collect the independent practice sheet of the Character Developer sheet. This will show me how well students can identify POV and characters feelings.

Refer to the [Task 4 Rubric](#) for Textbox 4.3.1 and ask yourself:

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student and how each student's progress toward the learning goal(s) will be determined.
- What makes the evidence cursory?

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.