

PPAT® Assessment

Library of Examples – Business, Industrial, and/or Technical 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

- 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 number one is a junior who is a female and is a C-average student. Due to her unsatisfactory grades, she is on the "Watch list." The "Watch list" notifies all teachers in the school of struggling students. Most of her struggling grades are due to motivation. A majority of the time, she understands the material; it just takes her a bit longer than others, so she chooses not to complete assignments. Focus student two is a female senior and is an "average" student. High Bs and low As are her typical grades. She struggles with math and conceptualizing but is not diagnosed with any learning disability. My rationale for choosing both of these focus students is that they both struggle compared to their peers, yet neither is on IEPs or 504 plans. Specifically, I chose focus student one because she strives for perfection. There are numerous times when she is working on assignments and messes up the smallest part of the problem yet erases the whole thing and restarts. I chose focus student number two because most of the time, she's in the middle of the class academically. Both of these focus students struggle with confidence and direction, which will be areas of modification for the assessment.

b. The data that will be used to establish a baseline for both the students' growth will be the pre-assessment. The pre-assessment was worth ten total points, where focus student one received five total points and focus student number two received three out of 10 points. Given this baseline data, I was able to comprehend what students knew before the unit. The specific information also allows me to create modifications concerning the students' pre-existing knowledge or lack thereof.

c. Based on the specific learning needs of both focus student one and focus student number two, the specific modifications that I will make for the assessment will be included in the direction. Both of these students struggle to focus as well as comprehend verbal direction. The verbal direction will be given during the assessment, so the modification for both of these students will be verbal and written. Other modifications specifically for student number one will be an incentive. Focus student one is used to struggling with grades and uses the excuse that she does not like school. In previous classes, if she does not like doing something, she does not do it. If I provide an incentive for the student, it will motivate her to understand the importance of her knowledge that she'll be gaining from the assessment. The specific incentive that I will create for a modification will be a late homework pass. As mentioned above, this student is inconsistent with completing homework or assignments if she does not want to. Due to these students being juniors and seniors, I want to prepare them for real-life situations. That being said, I do not allow late work in my class, so this will allow her to turn in late work and still get a few points. This modification will create a connection allowing the student to see that I care about her grades and her growth. Another modification for focus student number two would be added questioning. As teachers, we are told to teach the class as a whole. This means looking at all the students' ability levels in the class; you would focus in the middle of all their ability levels. We are also taught to differentiate for students, not in the focus area. Since focus student one's ability level is in the focus area, I will challenge her with logical thinking. I will encourage this student to think about the concept by critically questioning her during the lesson. Asking the student critical thinking questions forces her to get out of her comfort zone, where growth happens.

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. The Focus students I chose were based off of the baseline data. Focus Student 1 scored a 70 on the pre-assessment. This student on average is a B or C student. The student works hard to understand concepts and often comes in for tutoring and during study hall. They have a strong work ethic and desire to learn. I chose this student as a focus student because I believe by providing them with positive reinforcement and instruction, they can be guided to the top tier of

the scoring guide. Focus Student 2 was chosen because they scored a 40% on the pre-assessment and they are also the student who currently has an IEP. This student often struggles with focus. My goal with the lesson is to provide learning opportunities that will ignite their interest and also to partner them with a student that can help guide them and motivate them. I will not need to modify the assessment for either student. Instead I will focus the modifications and differentiation within the lesson

b. The data I used to design a baseline growth for these students was the pre-assessment given to the entire class.

c. Based on the Focus Students' needs, the only modification I will need to make is to give Focus Student 2 more time per his IEP accommodations. Focus students 1 and 2 are competent and able learners. Their needs can be met during the lesson and by providing them with personal support throughout the learning process. By understanding how my students' learn and what motivates them to learn, I will be able to help them increase their knowledge of the subject matter.

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.