

## PPAT® Assessment

### Library of Examples – Business, Industrial, and/or Technology Education

#### 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 Prompt for Task 4, Textbox 4.3.1

- a. What learning activities and student groupings will you use during the assessment?  
Provide a rationale for your choices.
- b. What materials, resources, and technology will you use to administer the assessment?  
Provide a rationale for your choices.

#### Example 1: Met/Exceeded Standards Level

Focus Student 1

A) Focus Student #1 is a 17 year old caucasian girl. This student is very intelligent, and ambitious. Focus Student #1 comes from a large-blended family, and has several step siblings and half siblings in the school district. She enjoys engaging in class discussion, has a high degree of intrinsic motivation, and finishes her work very quickly. Focus Student #1 sometimes has very strong opinions, and if I disagree with her, she can tend to shut down, or even become angry. I chose this student because despite her unique learning needs, she typically performs well academically. Focus Student #1 is very extroverted and quick to answer questions. One strategy that I utilize with Focus Student #1 is to temper her enthusiasm a little bit, to allow other students time to answer or participate.

B) The baseline data I used to measure the students growth was a formal pre-assessment. Focus Student #1 answered 15 questions out of 25 correctly for a score of 60%. A majority of the content on the pre-assessment was new to students, and almost no one achieved a passing

score. The average score for the rest of the students on the pre-assessment was 10 correct answers, a score of 40% correct. Focus Student #1's performance on the pre-assessment was consistent with her general academic performance - achieving greater academic success than her peers. When I have evaluated her grades from previous classes, standardized test scores or spoke with fellow teachers about Focus Student #1 all indicators confirm her exceptional academic ability. Please see attached Focus Student #1 baseline artifact.

C) The evidence I will collect to show progress towards learning goals will be a combination of informal and formal measures. We will conclude our Unit on Taxes with a formal assessment. As we move through the unit, I will engage students in class discussion, whereby I can evaluate students' level of engagement and understanding. Focus Student #1 will likely volunteer answers in class, and her participation, and ability to answer questions when called upon will demonstrate progress towards learning goals. Along with in class discussion, students will participate in a formative assessment on various content areas including the Form W-2. This assessment will require students to analyze a W-2 and answer multiple choice questions and open ended questions about the Form W-2.

## Focus Student 2

A) Focus Student #2 is a 18 year old caucasian boy, and is very intelligent. Focus student #2 no longer lives with his biological parents, as his parents have experienced frequent incarceration. Student #2 lives with his grandparents and several other siblings who attend our schools. Student #2 struggles with healthy emotional regulation, and is prone to outbursts. I chose this student as this student can at times struggle academically, and typically needs additional coaching and redirection to perform at his best. I am very attentive to what triggers Focus Student #2, as once he is triggered it disrupts his own learning, and it can be disruptive to the entire classroom. One of the things that triggers Focus Student #2 is doing new things that he finds challenging. This poses a challenge for me, since much of my work in the classroom is introducing new concepts and information to students. Thus, by the very nature of my teaching activities, I am introducing potentially triggering events for Focus Student #2. One strategy that I employ with Focus Student #2 is that I try to soften new activities, by emphasizing the continuity, and in some ways downplaying the novelty of it. With Focus Student #2, by placing a heavy emphasis on the way the learning builds off previous activities, he is much more open to participating in the activity and content.

B) The baseline data I used to measure the students growth was a formal pre-assessment. Focus Student #2 answered 8 questions out of 25 correctly for a score of 32%. A majority of the content on the pre-assessment was new to students, and almost no one achieved a passing score. The average score for the rest of the students on the pre-assessment was 10 correct answers, a score of 40% correct. Focus Student #2's performance on the pre-assessment was consistent with his general academic performance - achieving less academic success than his peers. When I have evaluated Focus Student #2's grades from other classes, standardized test scores or spoke with fellow teachers about Focus Student #2 all indicators confirm his tendency towards uneven academic performance. Focus Student #2 can at times do well in school, but in many ways it is dependent on the relationship between him and the teacher, and the particular subject. Please see Focus Student #2 baseline artifact.

C) The evidence I will collect to show progress towards learning goals will be a combination of informal and formal measures. We will conclude our Unit on Taxes with a formal assessment. As we move through the unit, I will engage students in class discussion, whereby I can evaluate students' level of engagement and understanding. Focus Student #2 will likely not volunteer answers in class, but his level of engagement, communicated through body language will let me know some things about how he is approaching the material. I will call on Focus Student #2 to ascertain whether he is making learning progress, and attempt to get him to participate in class discussion. Along with in class discussion, students will participate in a formative assessment on

various content areas including the Form W-2. This assessment will require students to analyze a W-2 and answer multiple choice questions and open ended questions about the Form W-2.

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

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response clear?

**Example 2: Did Not Meet/Partially Met Standards Level**

Focus Student 1:

a. Focus student one is extremely intelligent. She is a foreign exchange student from Ukraine and their work ethic with regard to their studies is unbelievable. If she missed one question on a test and I offer a retake to the other students, she will retake the test to get a 100%. This can be a strength, but it is also a challenge. If she does not know something she will not ask a question. If she is unfamiliar with a word, instead of asking me to use her translator software or if I can translate it for her, she just puts a question mark next to it. I used to find it frustrating that she wouldn't ask the question. However, she traded host parents and lives with one of our teachers and she said it is just her way. So, I have gotten into the habit of checking over her paper when she turns it in to look for those question marks and ask her about it. I won't be able to change her cultural upbringing, but I can manage it so her studies do not suffer. As if she gets anything less than perfect most times.

b. I used the student's pre-assessment test to establish her baseline data. Per the usual, she had the highest score in the class. Which, she has never paid taxes in the United States or the Ukraine for that matter, but she knows more about it than students who have lived in this country all their lives. Her pre assessment score was 83%

c. I have the data report that was printed at the completion of the lesson to see how she did on the interactive activities and her responses throughout the lesson. However, I also used the post assessment to see if she learned the answers to the questions she did not understand in the pre-assessment. Her post assessment score was 88%

Focus Student 2:

a. Focus student two is very eager to learn. He is polite and respectful. However, he transferred to our school because he was having difficulties. He has severe deficiencies in writing. He cannot spell and his punctuation and grammar are both terrible. He also works three part-time jobs and most often is picking his father up late at night from the bar or consoling him on his current breakup. He is big-hearted and will help anyone, but he has a lot of things on his plate that he shouldn't so early in life. He is also the oldest student I have. He was 19 before the year started so he must have been held back academically at some point. His attitude is his biggest strength.

b. Like focus student 1 I used his pre-assessment data as the baseline to measure his growth. His pre assessment score was 17%.

c. Again, like focus student 1, I used the data report and the post assessment to see evidence of learning. His post assessment score was 75%. An increase of 58 points.

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

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response limited?

**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.