

## PPAT® Assessment

### Library of Examples – Family and Consumer Science

#### 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. Student 1's strengths are that he is motivated to learn new concepts and be like his peers. He does really well when he is sitting by the teacher. Focus Student 1 thrives off of chunked material or material that is written into steps. The challenges that Focus Student 1 might face in this lesson is being frustrated by the challenge that is before him. When he is frustrated with an assignment he often gets off-task. His off-task behavior then distracts his peers from learning. This student has an Individualized Education Program for reading; therefore, he might struggle if he is called to read out loud. He might need reassurance that he can do what is expected of him. Another challenge for him will be to understand the instructions as a whole instead of small steps. Focus Student 1 has a natural charm in which he likes others to do the work for him although he is capable of completing tasks on his own.

B. To establish a baseline to measure Focus Student 1's growth, I administered a pre-test over some of the basic measuring of ingredients. Focus Student 1 did not know what ingredients were to be measured in a dry measuring cup nor a liquid measuring cup. He also did not know that brown sugar should be measured in a dry measuring cup or how to measure  $\frac{1}{4}$  cup of flour. The

question he got correct on his pre-test was that vanilla should be measured with a teaspoon. He also received partial credit on two other answers for him to receive a score of 2 out of 8. These grades were not recorded in the gradebook but were used for me to understand where this student stood before teaching him how to measure.

C. The evidence I will collect to measure his progress will be pictures of him measuring out ingredients, watching him measure in the classroom setting, an exit ticket reviewing measuring, as well as the batter and pancakes his group makes on the following day. This will show evidence of his learning by watching him measure ingredients he did not know of before. I will also assess by asking him questions to review the process of measuring in his head rather than by actions on his exit ticket.

#### Focus Student 2

A. Focus Student 2 strengths are helping others and being a class leader. Focus Student 2 is always very eager to learn new concepts and teach others the concepts she already understands. She is very intelligent and has great fine gross motor skills. Focus Student 2 will need more activities to work on if she finishes early in class. A challenge Focus Student 2 might face during this lesson is that she has not had another family and consumer sciences course to teach her information about cooking. Focus Student 2 might not have had cooking experiences at home; therefore, she might not have background knowledge to begin with.

B. To establish baseline data to measure Focus Student 2's progress, I administered a measuring pre-test over some of the basic baking ingredients. Focus Student 2 received a 6.5 out of 8 on her pre-test. Items she missed were that baking powder does not get measured in a measuring cup, but rather a measuring spoon. She also missed simple steps of stirring the flour to spoon it into the measuring cup and packing down the brown sugar. Based on her pre-test, I was aware that she has had some experience somewhere of her baking and measuring ingredients.

C. The evidence I will collect to measure Focus Student 2's progress will be pictures of her measuring ingredients, watching her measure ingredients in the classroom setting, an exit ticket reviewing measuring, as well as the batter and pancakes her group makes. I will look carefully to see if she makes the right choices of measuring utensils when measuring out her dry ingredients. I will also look for simple items such as stirring the flour and spooning it into a measuring cup, rather than scooping up the flour by itself. I will also look for various techniques such as leveling off the excess ingredients.

#### **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 #1 learning strengths is that she loves to be challenged and wants to learn. She is a senior and very active in various student organizations. She misses some classes and is often tardy, is a challenge to keep her engaged to use the class time to work on the project instead of other class work.

B.) The baseline would be at zero for this student, due to the fact that she had never created a website before and didn't know how to begin putting one together.

C.) The evidence I will collect will be her finished website in addition to completing the rubric for the content of the destination wedding, in addition to the completed rubric for the content of the destination wedding.

Focus Student #2:

A.) Focus Student #2 has chronic illnesses, sometimes in the hospital and misses school frequently. She was absent on the day I present the project. Her missing the explanations of the required elements put her at a major disadvantage. Her learning strengths would be motivated to maintain good grades so that she can still be eligible to participate in the color guard.

B.) Her baseline was also at zero, based upon conversations with her prior to this assignment. Although, she was really excited and couldn't wait to create the project, she was also intimidated by it and scared that she wouldn't be able to pull it off.

C.) With her being absent several times during the project time, I used email to stay in touch with her to make sure she was working on the project, answer any questions she might have, and in general touch bases with her. I will also use her completed website to provide evidence of her reaching this learning goal in addition to the grading rubric for the content of the destination wedding.

### 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.

