

PPAT® Assessment

Library of Examples – Math

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's strengths are that she attends class regularly and works hard by completing all assignments. Her main challenge is that she does not always ask for help when needed and oftentimes makes careless errors such as switching the order of numbers or forgetting the correct sign and will arrive at an incorrect answer even though she understands the mathematical concepts.

b. In order to establish a baseline for the student's proficiency with dividing rational numbers, I gave her a worksheet to complete before the lesson. This included 5 questions which encompassed fractions and decimals as well as word problems and required her to show all work. This allowed me to see her ability to not only perform basic computations relating to

division of rational numbers, but also her ability to set up problems using context clues and mathematical content language. By looking at her work, I was able to see what she understood in the process, even if she did not arrive at the correct answer. For example, this student seemed to be confused by the meaning of the fraction bar in one problem involving division of two decimals. She interpreted it to mean 4.05 divided by 30.3 instead of 30.3 divided by 4.05. She also was able to set up the long division for the two word problems correctly, however struggled to correctly compute the fractional portion of the answer.

c. FS1's ongoing progress will be evidenced through her ability to correctly solve problems without careless errors, her ability to explain her work and her willingness to ask for help. Finally, a quiz will allow me to analyze whether or not she is able to accurately set up long division problems and arrive at the correct answer.

Focus Student 2

a. Focus Student 2's strengths are that she is an eager learner and will ask questions when she needs help. Her challenges are that she struggles with basic computations and relies heavily on the teacher to instruct her on next steps. Her lack of confidence is especially evident when fractions and decimals are involved and she has already verbally communicated that she does not like them.

b. In order to establish a baseline for the student's proficiency with dividing rational numbers, I gave her a worksheet to complete before the lesson. This included 5 questions which encompassed fractions and decimals as well as word problems and required her to show all work. This allowed me to see her ability to not only perform basic computations relating to division of rational numbers, but also her ability to set up problems using context clues and mathematical content language. By looking at her work, I was able to see what she understood in the process, even if she did not arrive at the correct answer. This student consistently reversed the order of the dividend and divisor when setting up long division problems. She also made no further attempts to solve any of the problems beyond setting up the initial expression. This is another indicator of her lack of confidence in her abilities when it comes to fractions/decimals.

c. FS2's ongoing progress will be evidenced through her ability to attempt to solve problems on warm-ups as well as on classwork as well as through her participation level during class. Finally, a quiz will be given which will gauge her ability to set up problems correctly, her willingness to attempt to solve all problems along with her ability to arrive at the correct answer. This will show that she is able to understand how to interpret mathematical symbols such as the fraction bar and that she has increased confidence in her abilities to solve these types of problems. An exit ticket will help serve as evidence of the student's ability to properly explain the process of division and determination of signs.

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

Focus Student 1's learning strengths are that she is able to understand concepts without much confusion, and she is generally able to apply the concepts successfully. Also, she is very strong in her general algebra skills, so she is able to follow steps with few mathematical errors. All of these help her to grasp new ideas and implement them successfully. I established a baseline of measure for Focus Student 1 through an on-line quiz the whole class took. This showed me how

well the student was able to make correct inferences about the new information and was an accurate way to see how well the student reached the learning goals of the lesson. I will collect evidence through an On-line quiz to see what she knows before the lesson and where her knowledge of the same concepts is at after the lesson. This will let me see what level of achievement she had reached toward the learning goal. If the student improves her score and shows knowledge of the new concept I will know that she has successfully achieved the learning goal.

Focus Student 2 is a student that struggles to comprehend new concepts and their connections to what we already have learned, but she also works quite hard to do well even though she doesn't always succeed. This student doesn't have a very strong mathematics foundation but still figures out how to work past this challenge to be successful. Because the student struggles with her math foundation it is difficult for her to derive different theorems. However because she is driven to work hard she is still able to be successful. I established a baseline of measure for Focus Student 2 through an On-line quiz the whole class took. This showed me how well the student was able to make correct inferences about the new information and was an accurate way to see how well the student reached the learning goals of the lesson. I will collect evidence through an On-line quiz to see what the student know prior to the lesson compared to her knowledge on the subject after the lesson.

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.