

PPAT® Assessment

Library of Examples – Social 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 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

- Focus student one has a lot of strengths. He is very engaged with the content no matter what we are learning. History is one of his favorite subjects so when we interact with content that he enjoys he is typically involved. He is also great at communicating. He is always communicating with his peers and with me. When questions are asked he is someone I can count on to have an opinion and participate. He also has some challenges that with support and guidance he will be able to overcome. He struggles with attention. He gets very off task and loses his train of thought which causes him to get off task or lose focus all together. He also struggles with keeping himself organized. He constantly

needs prompts to keep him on task during class. He struggles with getting assignments completed or turned in because his mind is always elsewhere. Another challenge he struggles with is using his communication skills wisely. He enjoys talking and usually gets off task talking to friends about things that don't relate to class.

- b. The data that I used to establish baseline to measure student growth was an exit ticket completed during a previous lesson. The exit ticket was measuring/assessing the same standard and required students to answer a compelling question supported with reasoning and evidence as well as their ability to follow criteria such as 3-4 sentences and using complete sentences.
- c. I will collect Focus Student one's Web-based Classroom response to the compelling question. The nice thing about assessing students with Web-based Classroom is that there is nothing to lose so Focus Student one won't struggle with hanging on to the assessment. He was given time in class to complete the exit ticket and turn it in before the bell rang. This exit ticket score will be compared to the score of his previous exit ticket in order to see growth in his ability to answer a compelling question using reasoning and evidence as well as, answering in 3-4 sentences and using complete sentences. I will also collect his graphic organizers his group used in order to see that his group was filling out the organizers correctly and understanding the purpose of the organizers, to guide them through the content of the simulation.

Focus Student 2

- a. Focus Student two's learning strengths include going above and beyond. Focus Student two is always doing more than what is required of them. Another strength is their organization skills, they are always organized and complete their work on time and it is usually surpassing the requirements. Focus student two is just a great student that strives to excel in school and all of their classes. Some challenges that Focus Student two struggles with is socializing. Focus Student two is a very shy and quiet student and struggles when interacting with others. Focus Student two interacts okay with their peers but could work more on being able to openly socialize with others.
- b. The data that I used to establish a baseline to measure Focus Student two's progress and growth was by collecting the same exit ticket that I did with the rest of the class. The student was asked a compelling question, on an exit ticket, that they had to support with reasoning and evidence. They were also assessed on their ability to explain in 3-4 sentences and using complete sentences. This exit ticket will be compared to the exit ticket they complete for this lesson in order to see student growth and progress.
- c. In order to show Focus Student two's progress toward the learning goal I will collect an exit ticket that requires Focus Student two to answer a question that causes them to think critically and answer a compelling question with reasoning and evidence. They will also be assessed on their ability to answer the question in three to four sentences and using complete sentences. Focus Student two was easily able to complete both exit tickets with one-hundred percent accuracy. They were able to use evidence and they went above and beyond when it came to explaining in enough sentences to share their thoughts.

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

A. Focus student one is a hard and dedicated worker. However, she more often than not struggles with concepts in class. She usually needs an extra push from me to think deeper, and despite her good work ethic, can sometime frustrate her when she doesn’t understand after a while. A huge strength of hers, besides a good work ethic, is that she is always ready to participate and engage with the material, either in a group setting or a classwide setting.

B. For Focus Student 1, I chose to use her baseline data to compare her overall grade in the class and their latest assessment to create my baseline data. This will be a fair way to measure her growth as this is using the two types of data to measure the entire classes growth.

C. I will collect her reading guide that included focus questions and a small writing piece that will be given towards the end of class. The Reading guide allows me to check for her participation, while it also allows me to see her thought process for her character’s perspective in the simulation and her own analysis on the sources. The writing piece allows me to see if she can apply the concepts of the sources she analyzed to a writing prompt.

Focus Student 2

A. Focus student two is highly intelligent when it comes to history. He is a gifted writer and analyzer. For writing tasks he almost always writes brilliantly using his own historical point of view and sufficient evidence to back it up. A challenge he does have though, despite his strengths, is that he can often move too fast and make careless mistakes.

B. For focus student two’s baseline data, I opted to also use his last test grade and his current grade in the class compared to the class average. He is slightly above average in both categories which shows he has a successful rate of demonstrating understanding of concepts.

C. I will also choose to collect his reading guide that included focus questions and a small writing piece that will be given towards the end of class. The Reading guide allows me to check for his participation, while it also allows me to see her thought process for her character’s perspective in the simulation and his own analysis on the sources. The writing piece allows me to see if he can apply the concepts of the sources he analyzed to a writing prompt. Going forward, I can already hypothesize that his writing piece will be at a higher level compared to the rest of the class. However, even though he has a good track record of analyzing sources, they are some of the assignments that he might move too quickly on and miss something.

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.

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