

PPAT® Assessment

Library of Examples – Spanish

Task 4, Step 4, Textbox 4.4.2: Reflecting on the Two Focus Students

Below are two examples of written responses to Textbox 4.4.2 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 4.4.2

- a. Based on the baseline data and student work samples, to what extent did each of the two Focus Students achieve the learning goal(s) of the lesson?
- b. How will your analysis of the baseline data and student work samples guide planning for future lessons for each of the two Focus Students?

Example 1: Met/Exceeded Standards Level

a. Focus Student 1 achieved the learning goals of the lesson to a high extent. In his slides with recommendations he wrote, the conditional tense was conjugated correctly. The comprehension table for the reading was logical and Focus Student 1 participated and contributed during class time. In the final written prompt exit ticket work sample, Focus Student 1 exceeded expectations. His writing was clear and all verbs were conjugated correctly. He referenced multiple sources of comparison including the song, the celebrities, and himself and uses a variety of verbs, adverbs, and sentence structures for comparisons. In regard to Focus Student 2, I was a little disappointed that his output in writing was only three sentences on the exit ticket work sample. He tended to write more himself and about his own healthy living routine, rather than synthesizing and comparing to others. He did make one comparison to the song. During the rest of class time, Focus Student 2 used the conditional tense correctly in oral conversation. His work alerted me to the fact that the rigor of comparing multiple perspectives and resources was difficult and that more scaffolding is needed for writing.

b. I think that Focus Student 1's ease and success with the final written prompt shows that he will need to be challenged more in future lessons. As a heritage learner and gifted student in Spanish, he needs opportunities for critical thinking and college-level work. This information informs me to adapt future lessons with Advanced Placement (AP) writing prompts for Focus Student 1 and student-centered opportunities to be an expert such as jigsaw. I could also involve Focus Student 1 in the teacher's work, such as writing question prompts, conversation questions, test questions, etc. to have an additional challenge. Classroom activities such as Socratic Seminars would be a great way to foster more critical thinking and high-level questioning by asking Focus Student 1 to take a position and defend his point of view. In regard to Focus Student 2, I will provide more scaffolding, sentence stems, and peer support in the future for academic reading and writing. Strategic pairings with other students or group work could help to increase the output in writing from Focus Student 2. Sentence stems would also help frame more writing. In future lessons, I might do more modeling such as showing examples of work at each proficiency level or typing on a document on the project to model writing to also help Focus Student 2.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.2 and ask yourself:

- How does the candidate use each Focus Student's work sample to indicate attainment of the learning goal(s) and to guide future planning?
- Why is the reflection effective?

Example 2: Did Not Meet/Partially Met Standards Level

a. Focus Student 1 progressed, reaching a proficient level by the end of chapter 2. Focus Student 2 didn't show progress, staying just below a proficient level by the end of chapter 2. Differentiation is a difficult process and I struggled to set specific learning goals for each of my focus students.

b. What my baseline and final data tell me is that my focus students, and all of my students really, need more guidance before working on their own. I tried to create clear instructions, but they continued to make the same mistakes. They didn't differentiate well between the list of "known" words and "guessed" words, they struggled to list all verbs in section three, and Focus Student 2 created a summary for chapter 2 instead of a translation like I instructed.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.2 and ask yourself:

- How does the candidate use each Focus Student's work sample to indicate attainment of the learning goal(s) and to guide future planning?
- Why is the reflection ineffective?

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.