

## PPAT® Assessment

### Library of Examples – Spanish

#### 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 (FS1) has many learning strengths. She enjoys learning about Hispanic culture and is a social student. She does well in kinesthetic activities. She works well with her friends in the class and usually does well in reading and writing activities. Her main learning challenge is speaking in the target language because she is afraid to make mistakes. She also occasionally struggles to stay on task when working with friends, or is less eager to participate when working with new people. I have a good relationship with FS1 and often use words of encouragement to affirm her abilities with the language.
- b. The data I used to establish a baseline for FS1 was her score on the online pre-unit quiz. This student got a 9 out of 10 on the quiz. Her score shows that she is already well on her way to meeting the learning goals. The data from this quiz alone might tell me that she has already met the learning goal, but it is important to gather more information and ensure that this student understands the verb endings well enough to recognize them in contexts other than multiple choice. However, the data I used to establish a baseline would give me a good idea that overall, this student is beginning to understand well enough to begin creating with the target language.

c. The evidence I will collect to show her progress towards the learning goal is if she is participating in the speaking activities and successfully changes the verb endings. She usually does well with the subject pronouns, so I will look for evidence that she is trying to change the verb endings depending on who or what she is talking about. Another way I will collect evidence that she is approaching the learning goal is how she does on her work sample. I will feel especially confident in her progress towards the learning goal if she correctly changes the verb ending and tries to write about different subjects other than the first person.

#### Focus Student 2

a. Focus Student 2 (FS2) is a very capable and intelligent girl. She learns best through visual teaching strategies, but also does excellent work on reading and writing activities. Her learning needs are unique because she is a visual learner, but her main learning challenge is that she is partially blind. In order to provide visual aid, I have her seated towards the front of the class. I ensure to meet her needs by making any text or photo bigger on my presentation slides. Despite her unique situation and learning challenge, this student's strengths are very notable. She uses good test taking strategies and works well with nearly anyone in the class. This student is a hard worker and doesn't show fear in regards to speaking in the target language.

b. The data I used to establish a baseline to measure the growth of FS2 was an online pre-unit quiz, which was the same quiz that all students took. This quiz showed that focus student 2 was already off to an excellent start to meeting the learning goal because she did so well. This student scored a 10/10 on the quiz. I thought she would likely do well, but I was very pleased that she received a perfect score despite there being no visuals on the quiz. This data showed me that she can do very well on assessments with multiple choice questions, but I knew the work sample would be more of a challenge as it was a written assignment. I established a high baseline for this student because of her success. This made me hope for more out of her in terms of creating with the target language correctly and using conjugations other than the first person.

c. The evidence I will collect to show her progress towards the learning goal is how she does on the speaking activities. The evidence of her success in the speaking activity would be determined by her participation and how correctly she can conjugate while speaking. I also will measure her progress by how she did on the work sample. Since she did so well on the baseline data pre-unit quiz, I am expecting her to do well on the activities and on the work sample, despite it not solely focusing on conjugating in the first person. As a final reassurance that she is progressing towards the learning goal and feels confident in her understanding of the content of the lesson, I will consider her check-in to be progress. If she raises her hand to say that she feels she is understanding the material, I will presume her to have successfully met the learning goal.

#### **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

a. Focus Student 1 has done well in this class. He is quiet and tends to prefer working individually. Sometimes I question how engaged he is in class, but then his work shows that he is learning. He is kind and always attempts to speak Spanish with me when I initiate a conversation. My only concern is his willingness to work in groups and participate in conversations with his peers.

b. Focus Student 1 took the same pre- assessment as the rest of the class. He translated two out of eleven vocabulary words, so it doesn't seem like the photos did much to assist him. The words he knew were ones that we have used in class.

c. The chapter 1 worksheet will show how well he is learning the new vocabulary. The chapter 2 worksheet will build on chapter 1 and show his progress in the learning goals of reading comprehension and recognition of verb endings.

### Focus Student 2

a. Focus Student 2 has done well in this class. She works hard during class time, but she doesn't engage with me much when I try to start a conversation in Spanish or English. She is polite and behaves well in class, so my main goal for her would be to motivate her to use the language more.

b. Focus Student 2 took the same pre- assessment as the rest of the class. She translated seven out of eleven vocabulary words correctly. She seemed to benefit from the photos as many of the words she translated are new vocabulary for this class.

c. The chapter 1 worksheet will give her more chances to show her ability to use context to guess at meaning, in this case cognates and context rather than images. The chapter 2 worksheet will build on chapter 1 and show her progress in the learning goals of reading comprehension and recognition of verb endings.

### 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.

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