

PPAT® Assessment

Library of Examples – Business, Industrial, and/or Technical Education

Task 3, Step 3, Textbox 3.3.2: Analyzing the Differentiated Instruction for Each of the Two Focus Students

Below are two examples of written responses to Textbox 3.3.2 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 3, Textbox 3.3.2

- 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

a. Focus Student 1: It was important to create short term goals for him to help him interpret realistic expectations and motivate him to stay on task throughout the lesson. At the beginning of the class a baseline assessment was given on the PowerPoint to all students in the class. I was able to take the baseline score and document it to help build our realistic learning goals while making any modifications necessary. Focus student 1 answered all questions but was very limited and indirect in his responses. With this data, I was able to evaluate and make strides in delivering the best instructional method in order for this student to reach and surpass the lesson's learning goals. With the incomplete responses, focus student 1 was at a 65% on meeting the learning goals. After completion of activities and assessments, the student reached 100% of the learning goal while showing mastery for this lesson. Focus Student 2: The baseline data was scored and documented, and this was important for me to be able to create his goals and modify his future learning goals as well. At this time, the student outcome was noted at a low 40% of progression toward his learning goals. After all activities and modifications were

made from directions with his IEP, this student was able to reach 100% of the learning goal. He even verbally explained all his experience and understanding of how to improve his money habits and personal financial future.

b. Focus Student 1: I was able to use differentiation strategies for this focus student and relate them to the whole class. Focus student 1 excels in communication skills and individual skills but struggled to maintain focus for the allotted time. I decided to have the focus student write down all his responses to the activities and then express them to the class. This provided him with confidence and engagement to maintain his focus throughout the allotted time. He responded really well to the verbal instruction and excellent communication skills throughout the PowerPoint presentation. He and the class were able to connect the visual examples to the help understand money habits and ultimately reach their learning goals for the lesson. Focus Student 2: He was a very quiet individual at first and was very hesitant in completing assignments. I adjusted his learning style by giving him task to complete in short time intervals. I was also able to read his assignments and activities in a one on one teaching strategy. By giving this focus student more pictures and videos with the use of technology, helped connect the questions to the answers I was looking for in assignments and activities. The opportunity for focus student 2 appropriate time to be social with peers and enhance his attitude toward the content, really excelled and encouraged his attitude and motivation to meet the desired learning goals.

Refer to the [Task 3 Rubric](#) for Textbox 3.3.2 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

Both of the students were able to get 100 percent. The answers they gave were not worded the exact same, but they were able to get the correct answers still from the data. You could see that although they were the same there was a difference in the depth of the answer that the students were giving. In the end they were both able to meet the learning targets for the class. The differentiation of the specific parts of the lesson helped the students. Student one was able to make up the work as needed in a proper amount of time. Then student two was able to have some interaction with other students to help with the language barrier.

Refer to the [Task 3 Rubric](#) for Textbox 3.3.2 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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