

PPAT® Assessment

Library of Examples – Family and Consumer Science

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 2, 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. Both students did decently well at achieving the learning goals. They both conducted the experiment, however, their answers were a little off the mark. Focus Student 1 struggled with answering the last two questions on the worksheet. He did not attempt question 12 about why the marshmallow was both simple and complex. He did attempt part of question 13 about ripe and green bananas and why ripe bananas are used in banana bread. The answer was because when bananas become ripe, the starches (complex carbohydrate) convert into sugar (simple carbohydrate) which makes the bread more sweet. Focus Student 1 answered that ripe bananas make banana bread more sweet, but he did not have a deeper understanding as to why. Focus Student 2 also struggled a little bit with the experiment worksheet. Question 12 asked about what they thought about the marshmallows, meaning why was the inside simple and the outside complex? Focus Student 2 stated that they contain a lot of complex carbs. While this is true, the complex carbs are only found on the outside of the marshmallow because of the cornstarch, and simple carbs are only found in the inside because it is primarily sugar. For question 13, he stated that complex carbs make good bread. This is true if it was a yeast bread, but because it is banana bread, it doesn't make

sense. Complex carbs are in green bananas and we want simple carbs in ripe bananas for our banana bread. I am glad that Focus Student 2 made an educated guess on the questions, but his answers were a little off the mark. Both students worked well with their team to build their Fiber PSA. I noticed that they both were making an effort to be engaged and adding to the poster.

b. Focus Student 1 did well with the accommodations given to him. He was not distracted while he was taking the pre-test, and actually got 100%. He did not need the extra time allotted to him for the pre-test. He did need the extra time for the experiment because he needed to clean his unit really well after they finished the experiment. I believe that he did not finish his questions on the worksheet because of this. Focus Student 2 decided that he did not want to take the pre-test in the resource room. However, he did utilize his extra time on the test. He did not need the extra time in the experiment because his other unit members had already started the experiment by the time he finished his test. He got the answers from them, and was able to finish his worksheet. He worked well with his table on the Fiber PSA, and we did not have time at the end of class to share the posters, so he did not need to participate in that.

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

a. Focus student 1 and focus student 2 were able to collect the correct amount of ingredients by following their recipe. Focus student 1 followed a checklist, while focus student 2 crossed off each item as they collected it from the demo table. Focus student 2 was able to identify key concepts within the directions. The evidence is in the questions they answered on the recipe. Focus student 1 was able to properly prepare the banana bread batter by following their checklist. The evidence is on the recipe.

b. For focus student 1 I differentiated this lesson plan by adding a checklist for the student to check off. This helped this student stay on task and allowed them to get through the lab in the time allowed. For focus student 2 I added additional questions throughout the recipe directions. This allowed focus student 2 to follow directions and kept them organized throughout the lab.

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- 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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