

PPAT® Assessment

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

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 has an IEP for slower learning and below grade-level reading comprehension. This student struggles with being off task and will often abstain from using their IEP accommodations, in order to "not stand-out". They are also a bit boisterous and can be distracting at times. However, Focus Student 1 is always willing to engage in class discussions, even if they are not confident in the material. They always try to answer my questions and will ask me for extra help.
- b. To establish baseline data for Focus Student 1, I administered a pre-test to the entire class and used that data to evaluate Focus Student 1's starting knowledge. When grading this assessment, I specifically looked for any misconceptions regarding the instructions and any additional time needed. From this data, I determined that Focus Student 1 could draw and label the bridge types. However, they struggled with understanding where "compression" and "tension

are in the bridge elements. They switched the colors of their pencils even when drawing the same forces in different bridges, and they only illustrated "compression" on their bridge decks. The raw data from this pre-test served as the baseline data for Focus Student 1.

c. To show evidence of Focus Student 1's progress towards the learning goal, I collected observational data, pictures of student work, and made submissions in my teacher journal. I also administered the pre- and post-test and the individual and group interviews. Additionally, I collected the students' technical drawings and self-assessed "Bridge Design and Strain Test Rubrics" for both their individual and group builds. For Focus Student 1, I am looking for them to show evidence that they understand that the "tension" and "compression" arrows are drawn in pairs to demonstrate how the forces work in a system. This will be most evident with the post-test and their technical drawings. I will also be evaluating them via questioning on their appropriate usage of "tension" and "compression" terminology during their builds and "Strain tests" to gauge if they can verbally demonstrate this knowledge, or if they do not understand the concepts. If Focus Student 1 can accurately diagram both "tension" and "compression" force arrows on their technical drawings or post-test, then they have met their learning goal. Additionally, if Focus Student 1 can independently describe the forces of "tension" and "compression", including the direction of these forces, on their bridge during their individual interview or without help during their group interview, then they would also have successfully met the learning goal.

Focus Student 2

a. Focus Student 2 is an intelligent student, but greatly lacks motivation. This is my second year teaching this student and I know that they are capable of achieving "A's" on all the assignments, however, often times this student will decide not to complete an assignment. Focus Student 2 will often ask me what an assignment is worth in order to calculate its effect on their grade before deciding whether to do it. They also frequently misbehave, cuss, and will talk back to me when I ask them to get back on task. Despite this, Focus Student 2 asks the most thought-provoking questions related to the class material and can design very complex builds when motivated. They are also a natural leader, which has been both beneficial and challenging.

b. Focus Student 2 also took the pre-test with the rest of the class. Their raw score served as their baseline data. When evaluating Focus Student 2's pre-test, I looked for completion and misconceptions. This student understood how compression worked across the top of the bridge deck, however, they did not seem to understand that compression was also the force through the columns despite accurately drawing the arrows (i.e. they used two different colors for compression). This led me to believe that Focus Student 2 did not listen or read the instructions carefully and just used both colors because they knew they were given them for a reason. This was evident because the student accurately diagrammed the different force arrows, but seemed to randomly choose the colors they drew them with.

c. To show evidence of Focus Student 2's progress towards the learning goal, I collected the same corpus of data that I did with the rest of my students, including journal notes, pre-/post-test, pictures of student work, technical drawings, and self-assessed "Bridge Design and Strain Test Rubrics". For Focus Student 2, I will be looking for accurate illustrations of the "compression" and "tension" forces in their technical drawings. Specifically, that they identify the forces with different colors. Additionally, I will be collecting evidence of their use of "tension" and "compression" vocabulary during class time. If Focus Student 2 can accurately illustrate both "tension" and "compression" force arrows on their technical drawings or post-test, then they have met their 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 one is extremely intelligent. She is a foreign exchange student from Ukraine and their work ethic with regard to their studies is unbelievable. If she missed one question on a test and I offer a retake to the other students, she will retake the test to get a 100%. This can be a strength, but it is also a challenge. If she does not know something she will not ask a question. If she is unfamiliar with a word, instead of asking me to use her translator software or if I can translate it for her, she just puts a question mark next to it. I used to find it frustrating that she wouldn't ask the question. However, she traded host parents and lives with one of our teachers and she said it is just her way. So, I have gotten into the habit of checking over her paper when she turns it in to look for those question marks and ask her about it. I won't be able to change her cultural upbringing, but I can manage it so her studies do not suffer. As if she gets anything less than perfect most times.

b. I used the student's pre-assessment test to establish her baseline data. Per the usual, she had the highest score in the class. Which, she has never paid taxes in the United States or the Ukraine for that matter, but she knows more about it than students who have lived in this country all their lives. Her pre assessment score was 83%

c. I have the Nearpod report that was printed at the completion of the lesson to see how she did on the interactive activities and her responses throughout the lesson. However, I also used the post assessment to see if she learned the answers to the questions she did not understand in the pre-assessment. Her post assessment score was 88%

Focus Student 2:

a. Focus student two is very eager to learn. He is polite and respectful. However, he transferred to our school because he was having difficulties. He has severe deficiencies in writing. He cannot spell and his punctuation and grammar are both terrible. He also works three part-time jobs and most often is picking his father up late at night from the bar or consoling him on his current breakup. He is big-hearted and will help anyone, but he has a lot of things on his plate that he shouldn't so early in life. He is also the oldest student I have. He was 19 before the year started so he must have been held back academically at some point. His attitude is his biggest strength.

b. Like focus student 1 I used his pre-assessment data as the baseline to measure his growth. His pre assessment score was 17%.

c. Again, like focus student 1, I used the Nearpod report and the post assessment to see evidence of learning. His post assessment score was 75%. An increase of 58 points.

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?

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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.