

PPAT® Assessment

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

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. 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 met all the learning goals for this lesson. Focus Student 1 went from 57% on the pretest to 94% on the post-assessment. It was detectable that Focus Student 1 showed tremendous growth during the lesson compared to before. Focus Student 1 explained different types of income and identified the taxes (including FICA), withholdings, and benefits that impact the amount of take-home pay an employee receives and the importance of the W-4 form. During class time and class discussions, it was evident that Focus Student 1 was meeting the goals; he is a very bright student; my only concern is he misses a lot of school and misses out on some valuable class time. Focus Student 2 met all the learning goals from this lesson. Focus Student 2 went from 43% on the pretest to 88% on the post-assessment. When comparing the baseline and the student work sample, it was clear that the student showed growth after the lesson was taught. For example, on the pre-assessment, the student correctly chose the correct answer to the question about what the two types of income taxes are, but on the post-assessment, he selected the wrong answers. So, one of two things happened; one, he was able to guess the

correct answer on the multiple-choice question, or two, he was confused and was thinking the question was asking what the two different types of income are. Focus Student 2, however, did an excellent job during class discussions by being able to take points from the instructional video I used and demonstrate that was able to understand the different types of taxes withheld from a paycheck and provide persona examples. So, I showed him the results and shared that he was in a hurry and tired when he took the test.

b. After analyzing the baseline data and student work sample from my focus students during the lesson, discussion, activities, and post-assessment, I believe allowing more time for group work would benefit the whole class. Taking the time to build group work into my lesson would help the students who are less sure of themselves and even the quiet ones to ask questions within their groups. It allows the students to work with their peers and even ask questions they usually would not ask as a whole class. The group work would also enable the students to think more outside the box and maybe ask questions within the group that they would not have the whole class thinking was silly. The instructional video I used is produced by a best-selling American personal finance personality who does a good job at explaining the different types of deductions taken from a pay check. While both focus students do excellent with class discussions, I think they would be engaged even more if I allowed more group work and perhaps increased their grades on the assessments. Both of my Focus Students are popular students, and I think sometimes, if they are not entirely sure of themselves, they tend to stay quieter, so the group work would also help with this because it would take some pressure off the students. Another thing I could do for Focus Student 1 is to provide more real-life scenarios and let him record his responses and then send me the link, so I can assess his work. He is absent a lot and this would allow him to talk out his thoughts For Focus Student 2, I might cut down on the assignments or reduce the number of problems within the class assignments, because he does work a bit slower than the rest of the class. The very last thing I would like to do is bring in a guest speaker from an Accounting Office. The guest speaker would be able to provide more real-life scenarios and provide additional information to the students about taxes and payrolls.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.2 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 rational 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. Based on the baseline data and student work sample, both of the two focus students achieved the learning goals. Focus student one showed growth in his pre and post assessments.

b. Giving the students a visual representation of the critical thinking and creative thinking both focus students. This lesson shows me that both students are understanding the concepts. For

future lessons I will take more gradual steps for Focus Student 1. This student understands what is being asked is behind when it comes doing it alone, the student struggles. For focus Student 2, I will give this student more restrictions so that the student does not try to go beyond what they know. representative work sample for Focus Student 1 representative work sample for Focus Student 2

Refer to the [Task 4 Rubric](#) for Textbox 4.4.2 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.