

## 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

a. Focus Student 1 is a white, 16-year-old, male student. He is very intelligent, and his learning is often motivated intrinsically. This student grasps new concepts quickly and he can apply new grammar concepts to real life situations. This student gets along with his classmates; however, he is timid and sometimes does not participate or help his peers during small group activities. This student generally finishes tasks on time or early, but often attempts to use his phone to play games when he finished early. This student seems to enjoy individual assignments instead of group or partner activities.

b. To demonstrate Focus Student 1's growth of communicating about descriptions, I will use the writing assignment from the previous lesson as baseline data. Although FS1 is a very bright student, he seemed a little distracted during pervious lessons. He had been on his phone during some class instruction and activities. For that reason, it may have been more difficult for him to remember grammar concepts when he completed the baseline data writing assignment. For example, on his baseline assignment, he used the conjugation "tienes" of the verb "tener"

instead of "tiene" when describing his mother. He also had a few errors regarding adjective and noun gender agreement.

c. The data that I will collect to show Focus Student 1's progress towards the learning goal will be the finished letter activity given at the end of this lesson. Because this student often uses his phone during whole-class or group activities, I will try to keep this student engaged by throwing him the ball often to answer during the whole class activity. Because FS1 works quickly and understands new concepts with ease, I will invite this student to add any additional information that he pleases to the letter. I will also check his use of the verb "gustar" to describe his likes and dislikes in his work sample. This will be to check for understanding of the new grammar taught.

a. Focus Student 2 is a white, 16-year-old, female student. She is a kind and quiet student. She sits towards the front of the classroom. Although she is quiet, she seems to benefit from whole-class instruction and small group work, but sometimes struggles with individual assignments. She sometimes learns new concepts slower than her peers and has difficulty applying those new concepts to real life situations. She often arrives to class late because she takes classes at another school. Because of this she sometimes is behind other students, so I try to make time to catch her up on what was taught at the beginning of the lesson during other activities.

b. The baseline data that I will use for FS2 is the same data as a whole class, the writing assignment. FS2 demonstrated great understanding of the descriptions she wrote for her friends in the writing assignment given before the lesson. I believe that this had to do with the online game that we played last lesson to reinforce the use of the verbs "ser" and "tener", and adjective and noun gender agreement. This online game helped the student remember the new material. In the lesson I will be teaching, I will incorporate similar ways to reinforce the content for FS2. This is so she can reach the learning goal for this lesson.

c. I will collect data from this student's writing a letter activity to compare to her baseline data. Because this student sometimes has difficulty grasping new concepts and creating sentences with them, I will see if she was able to use the scaffolded writing assignment to successfully describe her likes and dislikes. I will make sure that she uses "me gusta" or "me gustan" to describe singular or plural nouns. I will reinforce this new content by having the class participate in a Nearpod□ that includes the previous lesson content with the new grammar taught in the lesson. This will help her use the things she learned in previous lessons and build an even more descriptive description with the language.

**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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