

PPAT® Assessment

Library of Examples – Family and Consumer Science

Task 3, Step 4, Textbox 3.4.2: Reflecting on the Differentiated Instruction for Each of the Two Focus Students

Below are two examples of written responses to Textbox 3.4.2 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 3, Textbox 3.4.2

- What learning activities and student groupings will you use during the assessment?
Provide a rationale for your choices.
- 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. Looking at Focus Student 1, there was a lot of improvement and growth from where the student started with scoring 5 out of 8 on the pre-assessment, to turning in a well-developed budgeting project with added detail, correct calculations, and an overall understanding of the importance of keeping a budget. This growth and development express to me that Focus Student 1 understood the information and activities I provided to them and they built upon their previous knowledge enough to add extra resources and information to their budget that was not required. This also exemplifies that the student was interested in the project and went beyond the required learning to showcase their personal understanding and interests related to budgeting for future use. Focus Student 1 met their learning goal and really improved on their learning from the beginning of the unit. Focus Student 2 also showed growth in their understanding of the budgeting process. They scored a 6 out of 8 on the pre-assessment and then completed their project with great application and calculations. This student also grew in their academic language usage throughout discussion during the lesson. A goal I had set for this student to familiarize her more with the English language was to

discuss these topics openly in class every day, whether that was in response to a question or asking questions of their own. Focus Student 2 became proficient in their budgeting vocabulary area when they were not originally. This showed me they were able to meet both the learning goals I had set in place for Focus Student 2. Focus Student 1 clearly worked better and more efficiently when I connected the lessons back to personal experiences. The student was able to use past experiences from their life and build on that knowledge, while also using my stories I discussed in class and relating it to their own life. It was also beneficial to them when they able to listen to music as they worked on their budgeting sheets. The interest and added detail the student expressed in class and on the budgeting sheet showed me that this student connected well to this project and my personal goal to meet their needs was met based on the end result. For Focus Student 2, using academic language and trying to incorporate more common terminology in budgeting context was beneficial to this student. After talking with the student one-on-one and setting personal goals with them, I saw the student take part in their learning and really try to improve their academic language usage within the classroom setting. This student took descriptive notes and participated more in class discussions using the newly learned vocabulary terms. After reflecting with this student, their confidence levels rose, and the student went out of their comfort zone to positive impact their knowledge both in school and in their life. Seeing these changes and how well students progressed from the beginning to the end of the unit solidified my use of strategies and enhanced the importance of having a good understanding of what each student needs to succeed.

Refer to the [Task 3 Rubric](#) for Textbox 3.4.2 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 clear?

Example 2: Did Not Meet/Partially Met Standards Level

a.) I would do the same thing as I would with the whole class. Based on my analysis of this lesson, a change I would make is spending more time on the BINGO review. On top of spending more time on this review game, I would add more questions pertaining to the banana bread lab and to the collective unit. The reason behind this change is due to the short amount of time that was spent on the review game. Another change I would make to this lesson would be spending a few minutes going over the steps in the recipe before sending the students to their labs. I believe this would help the students be more prepared and it allows us as a class to work through any obstacles that may arise.

The one thing I would adjust is the difficulty of the questions provided for focus student 2. For focus student 1, I would add questions that are similar to those on focus student 2

recipe. The questions allow the teacher to see if the student is understanding each step, rather than just checking off the boxes. I think the check box is a great tool for focus student 1 and all of the students.

Refer to the [Task 3 Rubric](#) for Textbox 3.4.2 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.