

PPAT® Assessment

Library of Examples – Agriculture

Task 3, Step 2, Textbox 3.2.1: Understanding Each of the Two Focus Students and Differentiating Instruction

Below are two examples of written responses to Textbox 3.2.1 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 3, Textbox 3.2.1

Focus Student 1:

- a. Identify Focus Student 1's learning strengths and challenges related to the learning goal(s) of the lesson.
- b. Describe how you will differentiate specific parts of your lesson plan to help Focus Student 1 meet the learning goal(s) of the lesson. Provide a rationale.
- c. What evidence will you collect to show the progress Focus Student 1 makes toward the learning goal(s)?

Focus Student 2:

- a. Identify Focus Student 2's learning strengths and challenges related to the learning goal(s) of the lesson.
- b. Describe how you will differentiate specific parts of your lesson plan to help Focus Student 2 meet the learning goal(s) of the lesson. Provide a rationale.
- c. What evidence will you collect to show the progress Focus Student 2 makes toward the learning goal(s)?

Example 1: Met/Exceeded Standards Level

Focus Student 1:

a. Focus Student 1 is one of the few students in all of my classes that has an IEP. His diagnosis is not official, as his mother will not take him to be seen by a professional. His behavior closely aligns with ADHD and high-functioning autism. He has a teacher's aid with him in every class and can have the tendency to act out. In ag class however, he does very well with his behavior. There are times where his energy gets too high for what we are doing, but a simple reminder will bring him back in. I chose this student as he is one of the lowest functioning students academically in the class and I would like to become better at providing tailored experiences for those students that need it, like Focus Student 1.

b. I will differentiate specific parts of this lesson plan to help Focus Student 1 meet the learning goals by allowing the student to use the projector to draw his animal and by requiring him to focus on two animal species instead of seven. For the poster, this student will be paired with another student in class who works well with him and has an animal science background. The Focus Student will be in charge of drawing the animal, while his partner will take charge in labeling it and making sure everything is correct. This student really likes to draw but can get frustrated with it easily, so I will allow him to utilize the projector to trace the silhouette of his animal and then add as much detail to it as he would like, within reason for class time. This student's IEP asks for fewer options through multiple choice or word bank when taking assessments so requiring the student to only know half the terms for two animal species instead of twenty terms for seven species was a reasonable modification.

c. The evidence I will collect to show the progress of Focus Student 1 will be mentally taken by helping him match the structures to the first animal. I will take note of how many he gets correct originally and how long it takes him to complete the matching exercise. Then, I will let him work at his own pace with his two animals to learn the structures at his own pace. After he has had some time to work with the posters, I will join him at the one we started at and watch him complete the matching of the structures. I will take notes of how many he gets correct and how long it takes him to complete the exercise. For the learning goal of creating the poster, I will closely monitor him and his partner to see how they are working together, how much work the Focus Student is contributing to the group, and if he seems to be struggling with anything.

Focus Student 2:

a. Focus Student 2 is one of the highest performing students in the class. She catches onto content quickly, ask a lot of questions to gain a deeper understanding of content, and perform well in individual and group class work. She has a production agriculture background so it is easy for her to grasp any and all concepts that have been covered thus far in the course. She is proficient in reading, math, and science and is in upper level classes for almost all of her core classes. Focus Student 2 also works very well with her fellow classmates for group work, class discussions, homework, and all other types of classwork. While all of these strengths and characteristics will make her perform well in the class, she does finish her work quickly and then plays on her laptop. The challenge for her for this lesson will be keeping her busy and engaged in the lesson towards the end.

b. One of the parts of the lesson plan I plan to differentiate for this student is the poster making requirements. Since this student works through content quickly and often needs more tasks and/or more challenging tasks, I will differentiate the lesson by having that student and their partner section off their poster in great detail and color coordinate the different anatomical

structures. This will also need to be done for their key so it is easy for the rest of their classmates to follow as they engage with the poster. This differentiation not only keeps Focus Student 2 engaged and active in the material, but also creates an even better learning material for their classmates. Another differentiation I plan to make to the lesson for Focus Student 2 is to have her choose five anatomical parts for each species to record in their books and label on their study sheet. These anatomical parts will be part of the assessment at the end of unit.

c. The evidence I will collect to show the progress of Focus Student 2 makes toward the learning goals will be collected through the final product of their poster and how quickly they will be able to correctly match the structure names with their locations. For the poster, I will look over the poster to ensure all anatomical structures are labeled and sectioned off correctly, and for this group in particular, how it looks visually with the colors. I will be sure to monitor this student's group to make sure their color selection makes it easy to determine the differences between structures and is easy to recognize. When Focus Student 2 interacts with the other posters, I will monitor them as they interact with one of the species they are less familiar with to see their progress on the learning goal for that animal.

Refer to the [Task 3 Rubric](#) for Textbox 3.2.1 and ask yourself:

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student.
- How does the candidate plan to differentiate the lesson plan for each Focus Student and evaluate each student's progress toward the learning goal(s)?
- Why is the analysis of the plan to differentiate instruction effective?

Example 2: Did Not Meet/Partially Met Standards Level

a. My first focus student tends to shy away from her group and it makes me concerned that she might not take the business where they want it to go. Her strengths are her uniqueness and independence. Although those are great qualities, for a group project, it could hurt them. Her advertisement needs to be along the same line as her group and they have to work together on their market analysis survey. I think she does not have the same vision as the rest of them. In the end it would hurt everyone. To see if she understands the need for logo and slogan, they will have to be present in her final advertisement. I can see her growth from the pre-questions to the assessment.

b. Focus Student 2 is new to the school and in her senior year. The group she is in is great but I worry they might leave her out at times, even though they would never mean to. I focus on her because I want her to feel included. She is very bright and works quick, which has helped her succeed so much already. I want to make sure she gets some input on the project and does not let them overlook her.

Refer to the [Task 3 Rubric](#) for Textbox 3.2.1 and ask yourself:

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student.
- How does the candidate plan to differentiate the lesson plan for each Focus Student and evaluate each student's progress toward the learning goal(s)?
- Why is the analysis of the plan to differentiate instruction ineffective?

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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