

PPAT® Assessment

Library of Examples – Spanish

Task 3, Step 3, Textbox 3.3.2: Analyzing the Differentiated Instruction for Each of the Two Focus Students

Below are two examples of written responses to Textbox 3.3.2 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 3.3.2

- To what extent did each of the two Focus Students achieve the learning goal(s) of the lesson? Cite examples to support your analysis.
- How did your differentiation of specific parts of the lesson help each of the two Focus Students meet the learning goal(s)? Cite examples to support your analysis.

Example 1: Met/Exceeded Standards Level

a. Focus Student 1 was fairly successful in achieving the learning goals as evidenced by the learning activity that was turned in. By using the se pronoun before reflexive actions such as to put on pants (se pone sus pantalones) but not before normal verbs such as to run (correr), the student showed knowledge of differentiating reflexive verbs and normal verbs. In the work sample, here were some verbs that were incorrectly left unconjugated such as correr and irse de la casa, however, the student correctly identified and applied the vocabulary to the correct context from the video. Many other verbs were written with a correct third person conjugation ending in -a for AR verbs and -e for ER/IR verbs, demonstrating the student's overall success matching conjugations to a third person subject. Focus Student 2's completed learning activity also provided valuable evidence supporting the student's understanding of content. Focus 2 generated a wide variety of reflexive and normal verbs without a word bank, showing background knowledge and comfort with daily routines vocabulary. All verbs were conjugated correctly in the third person, showing that the student should not be given unnecessary scaffolding of a conjugation chart. The student went above and beyond the 7 minutes that other students captioned by making descriptions for 13 minutes of the video. The student also

correctly conjugated stem-changer verbs such as *sentarse* and *afeitarse* in her work sample, displaying knowledge of advanced stem changes discusses in the small group.

b. The differentiation at several points of my lesson helped Focus Student 1 and 2 achieve the learning goals of using reflexive verbs to describe one's own routine and the routines of others. The first tier of the differentiated learning activity with reflexive pronoun charts and conjugation charts ensured that the Focus Student 1 used the *se* pronoun and conjugated all verbs with the third person ending except for two. The flexible seating in the differentiation of the learning environment allowed Focus Student 1 to receive support from a heritage learner friend. The Tier 3 activity for Focus Student 2 allowed her to go beyond the expectation by watching and captioning 13 minutes of the video instead of 7 minutes in the other two tiers. The instruction about stem-changer verbs in the extra small group instruction for Focus Student 2 and other heritage learners supported Focus Student 2 in accurately writing the stem-changers *poder*, *sentarse*, and *afeitarse* in her work sample.

Refer to the [Task 3 Rubric](#) for Textbox 3.3.2 and ask yourself:

- What evidence does the candidate provide to show the extent to which each Focus Student achieved the learning goal(s), including the impact of the differentiation(s) planned for each student?
- Why is the analysis of the differentiated instruction clear?

Example 2: Did Not Meet/Partially Met Standards Level

Student 1 wrote a very nice paragraph, working up to the end of class and getting very close to the targeted word count. I believe that this student acquired a strong understanding of the new concept. I observed him helping his peers, when they were unsure about some of the problems on the worksheet. I watched him work carefully on his final paragraph and enjoyed seeing him so focused. I think he enjoyed having a specific challenge of reaching a high word count in the target language. He actually told me explicitly, on a personal interest inventory worksheet, that he would like to be challenged more in class. I feel like for this class at least, I did not disappoint him.

Student 2 seemed confident. He did not correctly identify all of the pronouns from the reading, but when he wrote his practice paragraph in English it was clear that he understood the idea of substituting a pronoun in for another noun that has already been mentioned. He understood the idea of doing this to be economical as a speaker and to avoid being redundant and annoying one's audience. His Spanish paragraph was creative and followed the conventions of Spanish syntax for object pronouns. I believe being able to do this work and feel successful at it helped him grow in confidence on this particular day

Refer to the [Task 3 Rubric](#) for Textbox 3.3.2 and ask yourself:

- What evidence does the candidate provide to show the extent to which each Focus Student achieved the learning goal(s), including the impact of the differentiation(s) planned for each student?
- Why is the analysis of the differentiated instruction 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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