

PPAT® Assessment

Library of Examples – Agriculture

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

- 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. Both focus students showed improvement towards their learning goals. Both students struggled with the mitosis pretest scoring a 1 out of 7 possible points (14%) and both students showed improvement towards their learning goals. Focus student one scored a 57% on her post-lab analysis and focus student 2 scored an 85% on his post-lab analysis. Focus student 1 took a bit of time to get comfortable with her new lab group, it wasn't until a group member used a translation app on their phone did she begin to feel a bit more comfortable. The kind gesture helped her focus on the task at hand. Working with the group, Focus student 1 was able to correctly put in order the phases of mitosis and describe what happens during each phase. However, the post-lab assessment, which was completed individually, shows that she hasn't fully grasped the concepts of mitosis as she scored a 4 out of 7. She understands prophase and telophase but does not have a clear understanding of what happens between. Focus student 2 was unlike himself during this lab, usually, it is a struggle to get him to start work and he will walk around the room and talk to anyone. This time he was focused and determined to get work done, I think it's because he wanted to be on his best behavior while being recorded, however, his focus paid off, as he only missed one question on the post-lab analysis. I also notice how

activities, like the Mitosis Oreo Cookie, are more engaging. I was able to hear him correctly describe what the phases are to the group.

b. I learned that focus student 1 needs more help than I initially thought. While the Spanish translation of the lab was helpful, I think he needed more one-on-one attention from the teacher. He works well in a group, but when it comes to individual knowledge, there was still a lot of room for improvement. In the future, I will need to remember to allow her to work with her friend that helps translate for her. I think it is helpful to let them work together, but I need to decide when working together contributes to meaningful learning or hinders learning. Focus student 2 surprised me with his ability to stay on track and learn. As stated earlier, I think focus student 2 was so focused because he was being recorded. I don't plan on recording every lesson, but perhaps putting pressure on them to be an example for the rest of the class would benefit them. If I remind focus student 2 that he is an example for the rest of the class, I think he may be able to rise to the occasion and be able to learn and focus in class. He also like the idea of being able to eat the cookies after the lab was complete.

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 clear?

Example 2: Did Not Meet/Partially Met Standards Level

A. When it comes to overall for both of the student work samples I think that each student has their own challenges with an assessment like this. Focus student #1 has a problem staying on track and getting his work done to an acceptable level. I think the main issue comes down to being able to pay enough attention for a long enough period to complete the assessment. If I was to base it off of the one practice class he did turn in I would say that the level of understanding isn't quite satisfactory but is within a small explanation to becoming satisfactory. Now for focus student #2 she excels at writing her reasoning and explaining herself on paper. An area that I think she may need some improvement and that she struggles with is her ability to explain her reasoning in front of her classmates. When we have class discussion over the content being talked about she doesn't tend to voice her opinion unless I call on her. I think overall for focus student #2 I can say she covers my standards to a satisfactory level but could work on the oral communication more.

B. I think that FS1 can't stay on task long enough to complete his work to a satisfactory level. This student will continue to struggle with the content unless continuously. Focus student #2 has a good understanding of the material being discussed. The area that she seems to struggle with is her public speaking skills and oral communication. I think the way I can help her get better at this is slowly asking her more and more over time. For this lesson tho I think what could help

both students is making it more of a group activity. How this might look is that it would be in the form of committee judging. The group would have to come to a decision on what placing that would make and what their reasons would be as a group. FOne Sample FTwo Sample

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.