

PPAT® Assessment

Library of Examples – Agriculture

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

- a. To what extent did each of the two Focus Students achieve the learning goal(s) of the lesson? Cite examples to support your analysis.
- b. 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 able to achieve an intermediate level of understanding of both learning goals of my lesson which included... 1. Students will learn concepts by identifying and illustrating the parts of a flower 2. Students will learn concepts by identifying and summarizing the functions of each part of the flower With the flower parts and functions he was able to identify and illustrate a majority of the components and functions of a flower to where his level of understanding was increasing as we progressed towards an assessment. Focus Student 1 benefited greatly with the notes to where I felt confident in his ability to achieve both learning goals in his assessment. Focus Student 2 was able to achieve a high level of understanding of both learning objectives of my lesson... 1. Students will learn concepts by identifying and illustrating the parts of a flower 2. Students will learn concepts by identifying and summarizing the functions of each part of the flower I was prepared to give Focus Student 2 extra time to catch back up with the information she had missed due to an illness the previous week, but with the notes handout I provided she was able to surpass by expectations and turn in an outstanding representation of a flower with its parts and functions identified. I felt confident in

her ability to understand the two learning goals of the lesson as we prepared towards an assessment.

b. I was able to make one differentiation plan for both my focus students even as each had different needs or accommodations. With Focus Student 1 I used the recommendations cited in his Individualized Education Programs (IEP) and was able to pair written instructions with oral instructions by providing him instructions and assignment details for our plant parts/functions project as well as a verbal explanation to the class. I was also able to check for understanding with him during classroom work time and give verbal encouragement while he was working on his project. These accommodations proved to help Focus Student 1 succeed with his parts/functions project in which he decided upon a poster. I felt these successful activities helped him achieve a better understanding of each learning goal. With Focus Student 2, I was able to provide a written outline of the notes, check for understanding with her during classroom work time prior to releasing her to work on the flower parts and functions project. These accommodations proved to help Focus Student 2 surpass my expectations, succeed, and achieve a better understanding of both learning goals that we covered in the 2 days she spent involved in the lesson.

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

a. Focus Student 1 and Focus Student 2 both achieved the learning goal. They were both able to correctly identify the parts of the flower and the functions. Focus Student 1 was able to correctly identify the parts with the help of the visual diagram. Since this student is a visual learner, diagrams and visual aids were a big part of this student's success. Focus Student 2 was able to label all the parts and the functions. By being able to label the functions, this showed me that Focus Student 2 wasn't just memorizing and reciting the content. They were actually comprehending and understanding how the parts relate to flower reproduction.

b. My differentiation within different parts of the lessons helped these two Focus Students meet the learning goals tremendously. By incorporating visual aids, such as the pin the tail on the donkey activity, Focus Student 1 was able to really see the parts of the flower and associate the terms with what the parts look like. Also, this activity was beneficial for Focus Student 2. By putting the functions with the parts, this student was able to understand how each part of the flower works, and show their knowledge on the assessment.

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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