

PPAT® Assessment

Library of Examples – Art

Task 4, Step 3, Textbox 4.3.1: Understanding the Two Focus Students

Below are two examples of written responses to Textbox 4.3.1 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 Prompts for Task 4, Textbox 4.3.1

Focus Student 1

- a. Identify Focus Student 1's learning strengths and challenges.
- b. What data did you use to establish a baseline to measure this student's growth?
- c. What evidence will you collect to show his or her progress toward the learning goal(s)?

Focus Student 2

- a. Identify Focus Student 2's learning strengths and challenges.
- b. What data did you use to establish a baseline to measure this student's growth?
- c. What evidence will you collect to show his or her progress toward the learning goal(s)?

Example 1: Met/Exceeded Standards Level

Focus Student 1

a) Focus Student 1's learning strengths include an openness to new material and challenges. Focus Student 1 has a slow but steady pace, and demonstrated follow through when encouraged. I am really hopeful that being identified as a Focus Student for this project will provide the correct amount of support and intervention to help build some much needed confidence in this student. I am also hopeful that this success will transfer into other classes for Focus Student 1. Challenges that Focus Student 1 faces consist of low achievement levels in many content areas, including art. This student also has low hand eye coordination and underdeveloped fine motor skills. These will make this project more challenging overall. Focus

Student 1 also plays the class clown to deflect some of the shortcomings he experiences, making behavior and engagement levels a challenge.

b) The data I used to establish a baseline to measure Focus Student 1's growth is based on the formative assessments included in the Color interactive presentation slides. This student was unable to demonstrate proficient understanding of this material. Out of the 5 interactive slides, Focus Student 1 answered correctly only twice. Focus Student 1 answered 3 out of 5 questions correctly on an interactive video as well. Both sets of data support a score of 2 for this material. Growth will be measured against this data.

c) The evidence I plan to collect to show progress toward the learning goal include this formative data, as well as summative data collected from the final submission of the Coral Reef project this lesson was a part of. Focus Student 1 will use the information presented on Color theory to mix original colors and use them in intentional ways to add color to the clay sculpture this student is constructing. The summative assessment involves a written portion where Focus Student will answer a question specific to color choice and relationships included in their final piece and the "why" behind their choices. This data will provide final data for Focus Student 1 and allow this student to demonstrate their increased understanding of color theory.

Focus Student 2

a) Focus Student 2 is very articulate both in verbal, written, and artistic modalities. Focus Student 2 has a very fine hand and has well developed fine motor control. It is obvious from Focus Students 2's work that there is a good deal of experience and background knowledge in art. The challenge for Focus Student 2 is to make sure this student is being challenged enough to not become bored or not show growth in skill, technique, or theory understanding. Focus Student 2 is still blossoming into her identity as an "artist" so making sure she experiences the success all the way is a goal also. Her self assessments are usually much lower than they should be. I plan to push her to be more realistic with her assessment levels and less modest in her achievements.

b) The formative data collected from the Color interactive slideshow was used to establish a baseline to measure this student's growth. Focus Student 2 demonstrated advanced proficiency in both formative evaluations. Out of the 5 interactive slides, Focus Student 2 answered correctly on 4 slides. Focus Student 2 answered 5 out of 5 questions correctly on an interactive video that went over hue, tint, and shade. Both sets of data support a proficiency score of 3.5 for this material. Since this student already demonstrates advanced proficiency, Focus Student 2 will not need to be post assessed, but modifications to increase depth of understanding will need to be added to the summative assessment. An increase in expectations for the final submission will also be added to Focus Student 2's work to keep engagement levels up and learning progressive.

c) The evidence I plan to collect to show progress toward the learning goal include this formative data, as well as summative data collected from the final submission of the Coral Reef project this lesson was a part of. Focus Student 2 will use color theory to create original hues to use on the Coral Reef sculpture being created at this time. The summative assessment will involve a written portion where Focus Student 2 will answer a few questions specific to color choice and the color relationships included in their final piece and the "why" behind their choices. This data will provide final data for Focus Student 2 and allow demonstration of their increased understanding of color theory and more critical evaluation and higher level thinking in the process of their self assessment.

Refer to the [Task 4 Rubric](#) for Textbox 4.3.1 and ask yourself:

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student and how each student’s progress toward the learning goal(s) will be determined.
- What makes the evidence effective?

Example 2: Did Not Meet/Partially Met Standards Level

Focus student 1 has an IEP and requires limited or assisted reading. For this reason, I have seated her with another student to work on the reading portion of the assignment. This has worked well because she is given the confidence and assistance to complete the reading. Knowing both her and her peers’ strengths and weaknesses, I had this class work on reading an article and studying the artist. To build on their literacy and research skills, I had these students complete a page about the artist. The written assignment is critical for understanding the artist and therefore the outline of the assignment’s expectations. I will be able to assess whether the student understands this beginning stage by their ability to recreate the artistic style in Jasper John’s work. Art II was working on a similar assignment, but had not had the experience with printmaking that the students in Art III have received. For this reason, I wanted to give them a more foundational task through sketching texture. This gives me, the teacher, the idea of what abilities my students have with drawing texture, and gives the students something to refer to when adding texture to their assignment.

Refer to the [Task 4 Rubric](#) for Textbox 4.3.1 and ask yourself:

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student and how each student’s progress toward the learning goal(s) will be determined.
- What makes the evidence cursory?

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.