

PPAT® Assessment

Library of Examples – Family and Consumer Science

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 Prompt for Task 4, Textbox 4.3.1

- a. What learning activities and student groupings will you use during the assessment?
Provide a rationale for your choices.
- b. What materials, resources, and technology will you use to administer the assessment?
Provide a rationale for your choices.

Example 1: Met/Exceeded Standards Level

Focus Student 1

- a. Focus Student 1 (FS1) is a senior in high school and is preparing to graduate. She works at a faster pace than her peers and frequently completes her work/tasks earlier than her peers. She is often ahead of the rest of the class in her sewing projects. Some of her learning strengths is she pays close attention to learning and pattern instructions. She follows them as close as possible. She also demonstrates good knowledge retention skills. One of FS1 challenges that I will be focusing on is how she is often finishing with a task earlier than the rest of her peers. This is particularly difficult for me because I can't introduce new tasks too early or all of the other students in the class will forget the task by the time they arrive to the steps to complete that certain task
- b. To establish a baseline of growth I will be conducting a Dart Confidence Survey. This survey will have three questions to evaluate the students' confidence level of sewing a dart. Question 1 will evaluate the ability to fold a dart, Question 2 will evaluate the ability to sew a dart, and

Question 3 will evaluate the ability to press (iron) a dart. Students will give their confidence level a rating between 1 (lowest level of confidence) and 5 (highest level of confidence). I have often found that the level of confidence and capability of performing a sewing technique are directly correlated to each other. When technique performance increases confidence level increases as well. By measuring confidence level, I am able to get a general idea of the student's entry level of performance. This survey will be administered at the beginning of class before any instruction begins this will help me evaluate entry level skill. The same survey will be administered again at the end of class. This will help me evaluate the learning growth. This is being used to establish a baseline for FS1 because the overall objective of the lesson is to learn and practice sewing a dart. I can also use this and the evidence provided to ensure that FS1 fast paced work isn't compromising her craftsmanship. This will also provide me the opportunity to provide quality feedback as well.

c. I will have two types of evidence. The first one will be the Dart Confidence Survey. This will be administered at the beginning of class before instruction is given. This will allow me to see what level of skill the student is starting with. The same survey will be administered again at the end of class after students have participated in all of the learning activities. The second type of evidence will be physical evidence. This has two components to it. First the students will conduct an individual and a peer critique using the rubric provided them. They will then write a detailed response to themselves or their peer on what they did well and what they can improve on. After completing this critique the student will turn in 1 completed dart attached to their personal and peer critiques that has the rubric. This will be turned in after students have completed their individual and peer critiques at the end of class. Then I will grade the completed dart using the rubric and provide written feedback to the student as well. This is turned in by the end of class because then I can have the opportunity to provide feedback to the students by the next class. This way when students begin to work on the rest of their darts they will have fresh advice and ideas on how to improve their craftsmanship.

Focus Student 2

a. FS2 is very kind and respectful to her peers. She often keeps to herself and is a little shy and quite. One of her learning strengths is she is involved in activities and taking notes when she is physically closer to where the instruction or activity is taking place. For example, she will take really good notes when I have everyone arrange their chairs in a semi-circle in the front of the classroom to be involved in an activity. On the other hand, some of her learning challenges are when she is physically distant from where the instructions are being given she is unengaged and occasionally off task. This causes her to miss instruction details for a task and may skip or miss steps on her projects or assignments. She tends to work at a slower pace than her peers and is normally a step or two behind on her projects, which can be problematic because she doesn't always have the opportunity to practice a skill right after having it demonstrated to her. This can also contribute to missing instructions or steps because they are sometimes introduced in a previous lesson. She also tends to rush her sewing projects and misses routine steps like pressing after you sew which can create a low-quality project.

b. To establish a baseline of growth I will be conducting a Dart Confidence Survey. This survey will have three questions to evaluate the students' confidence level of sewing a dart. Question 1 will evaluate the ability to fold a dart, Question 2 will evaluate the ability to sew a dart, and Question 3 will evaluate the ability to press (iron) a dart. Students will give their confidence level a rating between 1 (lowest level of confidence) and 5 (highest level of confidence). I have often found that the level of confidence and capability of performing a sewing technique are directly

correlated to each other. When technique performance increases confidence level increases as well. By measuring confidence level, I am able to get a general idea of the student's entry level of performance. This survey will be administered at the beginning of class before any instruction begins this will help me evaluate entry level skill. The same survey will be administered again at the end of class. This will help me evaluate the learning growth. This is an affective method of baseling growth for FS2 because it will help me see how much of the instruction was retained. This way I can better evaluate if her proximity to the instruction is what is improving her attentiveness or if there is something else that needs to be done.

c. I will have two types of evidence. The first one will be the Dart Confidence Survey. This will be administered at the beginning of class before instruction is given. This will allow me to see what level of skill the student is starting with. The same survey will be administered again at the end of class after students have participated in all of the learning activities. The second type of evidence will be physical evidence. This has two components to it. First the students will conduct an individual and a peer critique using the rubric provided them. They will then write a detailed response to themselves or their peer on what they did well and what they can improve on. After completing this critique the student will turn in 1 completed dart attached to their personal and peer critiques that has the rubric. This will be turned in after students have completed their individual and peer critiques at the end of class. Then I will grade the completed dart using the rubric and provide written feedback to the student as well. This is turned in by the end of class because then I can have the opportunity to provide feedback to the students by the next class. This way when students begin to work on the rest of their darts they will have fresh advice and ideas on how to improve their craftsmanship. With this formating of focusing on 1 dart and then turning in at the end of class, I am hoping that it will help FS2 improve her craftsmanship and also provide her the opportunity to practice the skill while it is still fresh in her mind thus increasing her likelihood of mastering the skill.

Refer to the [Task 4 Rubric](#) for Textbox 4.3.1 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 rational 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

Focus Student #1:

A.) Focus student #1 learning strengths is that she loves to be challenged and wants to learn. She is a senior and very active in various student organizations. She misses some classes and is often tardy, is a challenge to keep her engaged to use the class time to work on the project instead of other class work.

B.) The baseline would be at zero for this student, due to the fact that she had never created a website before and didn't know how to begin putting one together.

C.) The evidence I will collect will be her finished website in addition to completing the rubric for the content of the destination wedding, in addition to the completed rubric for the content of the destination wedding.

Focus Student #2:

A.) Focus Student #2 has chronic illnesses, sometimes in the hospital and misses school frequently. She was absent on the day I present the project. Her missing the explanations of the required elements put her at a major disadvantage. Her learning strengths would be motivated to maintain good grades so that she can still be eligible to participate in the color guard.

B.) Her baseline was also at zero, based upon conversations with her prior to this assignment. Although, she was really excited and couldn't wait to create the project, she was also intimidated by it and scared that she wouldn't be able to pull it off.

C.) With her being absent several times during the project time, I used email to stay in touch with her to make sure she was working on the project, answer any questions she might have, and in general touch bases with her. I will also use her completed website to provide evidence of her reaching this learning goal in addition to the grading rubric for the content of the destination wedding.

Refer to the [Task 4 Rubric](#) for Textbox 4.3.1 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.