

## PPAT® Assessment

### Library of Examples – Family and Consumer Science

#### 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

- Based on the baseline data and student work samples, to what extent did each of the two Focus Students achieve the learning goal(s) of the lesson?
- How will your analysis of the baseline data and student work samples guide planning for future lessons for each of the two Focus Students?

#### Example 1: Met/Exceeded Standards Level

a. Looking at Focus Student 1, there was a lot of improvement and growth from where the student started with scoring 5 out of 8 on the pre-assessment, to creating a well-developed budgeting project with added detail, correct calculations, and was able to demonstrate the steps needed to maintain a monthly budget through guided practice. This growth and development expressed to me that Focus Student 1 understood the information and activities I provided to them and she built upon their previous knowledge enough to add extra resources and information to their budget that was not required. This also exemplifies that the student was interested in the project and went beyond the required learning to showcase their personal understanding and interests related to budgeting for future use. Focus Student 1 met their learning goal and really improved on their learning from the beginning of the unit. Focus Student 2 also showed growth in their understanding of the budgeting process. He scored a 6 out of 8 on the pre-assessment and then completed their project with great application and calculations. This student also grew in their academic language usage throughout discussion during the lesson. A goal I had set for this student to familiarize her more with the English language was to discuss these topics openly in class every day, whether that was in response to

a question or asking questions of their own. Focus Student 2 became proficient in their budgeting vocabulary area when he was not originally and was able to discuss the difference between needs and wants in relation to purchases and important key factors in the financial process. This showed me that he was able to meet both the learning goals I had set in place for Focus Student 2.

b. Focus Student 1 clearly worked better and more efficiently when I connected the lessons back to personal experiences. The student was able to use past experiences from their life and build on that knowledge, while also using my stories I discussed in class and relating it to their own life. It was also beneficial to them when she listened to music as she worked on their budgeting sheets. Focus Student 1's expenses were \$54 over the budgeted income. When we reviewed it, she explained the difference between needs and wants and figured out ways to reduce how much she spend on gas, utilities and entertainment. The interest and added detail the student expressed in class and on the budgeting, sheet showed me that this student connected well to this project and my personal goal to meet their needs was met based on the end result. For Focus Student 2, using academic language and trying to incorporate more common terminology in budgeting context was beneficial to this student. After talking with the student one-on-one and setting personal goals with them, I saw the student take part in their learning and make an effort to understand the difference between budgeting for needs and wants. This student participated more in class discussions as he became more confident on how to create a budget. Working with the laptop and with a spreadsheet made it much easier for Focus Student 2 to calculate and adjust their budget. After reflecting with this student, their confidence levels rose, and the student went out of their comfort zone to think of new ways to invest the money he had leftover at the end of each month. He began to be more curious about interest rates and investment. Seeing these changes and how well Focus Student progressed from the beginning to the end of the unit solidified my use of strategies and enhanced the importance of having a good understanding of what each student needs to succeed.

**Refer to the [Task 4 Rubric](#) for Textbox 4.4.2 and ask yourself:**

- How does the candidate use each Focus Student's work sample to indicate attainment of the learning goal(s) and to guide future planning?
- Why is the reflection effective?

**Example 2: Did Not Meet/Partially Met Standards Level**

a. Both of the students participated in the group work, did the elements and principles of Design worksheet and completed the ugly sweater assessment. Focus student one got a 32% correct on the baseline data, however for the ugly sweater assessment scored a 90%. This showed me that they were working towards the learning goals to better understand the content. For focus student 2 they got a 84% correct on the baseline data, and scored a 80% on the ugly sweater assessment. This told me that they understood the content, but had a hard time applying the content to the assessment. Creating a gap in understanding the learning goal.

b. I really liked using the Kahoot method for obtaining baseline data, because it shows you the whole class data and it can break it down to view each students data. Having baseline data shows you as a teacher what you might need to spend more time on within the unit, thus creating better learning goals or objectives to use within your lessons and by having clear learning goals, students get a better idea of what you are teaching them and how they can apply it to the assessment. Analyzing students work and comparing it to the baseline data gives you as a teacher an idea of what you might need to go back over with your students if all the students

didn't do very well on the assessment. However, if you have clear learning goals at the beginning of the lesson than there shouldn't be as many students struggling to apply the goals to the assessments.

**Refer to the [Task 4 Rubric](#) for Textbox 4.4.2 and ask yourself:**

- How does the candidate use each Focus Student's work sample to indicate attainment of the learning goal(s) and to guide future planning?
- Why is the reflection ineffective?

**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.

Copyright © 2023 by Educational Testing Service. All rights reserved.  
ETS, the ETS logo and PPAT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries.