

PPAT® Assessment

Library of Examples – Spanish

Task 3, Step 4, Textbox 3.4.2: Reflecting on the Differentiated Instruction for Each of the Two Focus Students

Below are two examples of written responses to Textbox 3.4.2 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 3, Textbox 3.4.2

- a. How will you use your analysis of the lesson and evidence of student learning to guide your planning of future lessons for each of the two Focus Students? Provide specific examples.

Example 1: Met/Exceeded Standards Level

a. Focus Student 1's guidance sheet was evidence to me that he was one of the three students to not complete 8/12 questions on the interview-exchange activity, meaning he hadn't yet met the learning target, "I can ask who, what, when, where questions". In the future when doing interview-exchange activities, I will make sure to continue putting pictures on his guidance sheet. I will pair him up with someone who completed 12/12 questions to help guide him through the activity's. As for the information-gap activity, his guidance sheet showed that he correctly wrote down one weather sentence that included the correct verb conjugation. I will continue to provide these types of activities in the future because I am confident that Focus Student 1 will become more accustomed to how the activities work, pushing him to practice his Spanish and create sentences. I will pair him up with the same peer who understands these activity, and I will go to their table first to check for understanding. Overall, the scaffolding of the Task-Based lesson with interview-exchange and information-gap activities proved to help Focus Student 1 work towards the learning targets. As I analyzed the evidence of student learning from Focus Student 2, I discovered that she responded very well to the differentiation in increased note taking. In the future, I plan to use similar note-taking strategies so that she can continue to meet all the daily learning goals, account for the extra time that she will need to

record grammar information, and use guidance sheets as notes during activities. I noticed that she was one of the students that used an incorrect conjugation of the verb "estar" during the information-gap activity. So, I plan to include focused explanations of the verb conjugations she will be using in future activities. This enhanced explanation will make it so that she can more completely master the learning targets, seeing that verb conjugation is a vital part of the language.

Refer to the [Task 3 Rubric](#) for Textbox 3.4.2 and ask yourself:

- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for each of the Focus Students?
- Why is the reflection on the differentiated instruction clear?

Example 2: Did Not Meet/Partially Met Standards Level

a. This lesson was engaging for Focus Student 1, probably because of its loud and energetic nature. All of the students worked together, sang together, played together and learned together. Focus Student 1 must need that kind of teaching strategy in order to become more involved in lessons. I will also continue to work one-on-one with him to be sure he remains focused and learning something. For Focus Student 2, I am going to push him to his limit and then ask for more. I have high expectations for Focus Student 2, because he is kind, cooperative and usually motivated. He is another student that I will push to pursue the Iowa Seal of Biliteracy. I can also see him majoring or minoring in Spanish at the university. I will begin asking him to read chapters in some beginner level Spanish novels and we can talk about the plot, setting and characters. It will be outside of school hours or possible during his Study Hall and my planning period, but I think it would help boost his confidence and take him to the next level.

Refer to the [Task 3 Rubric](#) for Textbox 3.4.2 and ask yourself:

- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for each of the Focus Students?
- Why is the reflection on the differentiated instruction 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.