

**PPAT® Assessment****Library of Examples – Task 1 – English Language Arts****Example Task 1, Step 2, Textbox 1.2.2**

Below are two examples of written responses to Textbox 1.2.2 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 candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their 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.

**Step 2: Resources and Procedures****Textbox 1.2.2: Student Interest Inventory****Met/Exceeded Standards Level**

A. Based on the class inventory, many of the students in my 7th grade class enjoy reading popular series. This knowledge has led me to build instruction which includes modern YA in comparison to some of the more classic books we are reading. Instructionally I enjoy doing pre-reading surveys and anticipatory sets as I have learned that the suspense of reading inspires deep and critical discussion with my students. [Product name] is an tablet app that I use to do real time quick surveys and anticipatory sets with students as opening/motivational activities.

B. One student's specific inventory said that this student enjoyed film and film making. I would love to use a movie player app on the tablet to allow the student to make short or quick stop films about the short stories that we read. This student's autism makes focus difficult and channeling critical thinking into a film could be a way to assess knowledge in a fun and creative way.

**Refer to the Task 2 Rubric for Textbox 1.2.2 and ask yourself:**

- Where does the candidate explain how the compilation of students' interest inventories could be used to design instruction that helps them achieve learning goal(s)?
- Where does the candidate describe how the results of one student's interest inventory could be used to promote that student's engagement and learning?
- What evidence indicates that this candidate's analysis of findings from the interest inventories and their impact on instructional decisions is moderate?

## Step 2: Resources and Procedures

### Textbox 1.2.2: Student Interest Inventory

#### Did not Meet/Partially Met Standards Level

a. One of the questions is "what is your favorite book?" The answers to this will help me determine what reading material will be of interest to the students. This will also help me determine the reading level of the class.

b. One question was "what is your favorite place to be" the student answered "on the couch watching television and internet videos". This was a behavior problem until I moved him to the back of the room and let him control the slides. He loved being near the computer and sitting in the comfortable computer chair. The student's engagement has greatly improved.

#### Refer to the Task 2 Rubric for Textbox 1.2.2 and ask yourself:

- Where does the candidate explain how the compilation of students' interest inventories could be used to design instruction that helps them achieve learning goal(s)?
- Where does the candidate describe how the results of one student's interest inventory could be used to promote that student's engagement and learning?
- What evidence indicates that this candidate's analysis of findings from the interest inventories and their impact on instructional decisions is trivial?

### Suggestions for Use

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.