

PPAT® Assessment

Library of Examples – Task 1 – Math

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. The information from my whole-class inventory indicates to me that my students do not enjoy being lectured. When it comes to them being engaged during the lesson, they prefer to do worksheets, games, and activities. This influences my instructional decisions by encouraging me to do more lessons that are activity based and worksheet based. Meeting the interests of my students helps me to communicate the content of my lesson more successfully to them.

B. One of my students wants to be a carpenter with his father when he finishes high school. To promote this student's engagement and learning, I would incorporate the use of geometry that carpenters use on a daily basis. So for instance I could incorporate a classroom activity where students must measure the angles and distances of objects in the classroom such as their desks. I would then informing students that carpenters do these activities on a daily basis in order to complete their carpentry projects. By providing an example of real world use for geometry, students are more willing to engage in the lesson.

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 appropriate?

Step 2: Resources and Procedures

Textbox 1.2.2: Student Interest Inventory

Did not Meet/Partially Met Standards Level

The whole-class inventories were a great way to really get to know the students. The students were very honest on who they admire and why, and what activities they like. Most of the students picked their parents on who they admire; however, some students picked other students from a nearby school. Since most of the students at the nearby school know each other, I would use the older students as examples to look up to. Since most of the students like sports, I will probably start using sports as a great way to show real-life examples for the different information that is being taught.

One of the students has told me that he wants to be an architect when he gets older. I really admire that he wants to do that, and that will definitely help me get into real-life examples. Architecture always uses math to make blueprints, and to actually construct the building. The blueprints must be drawn to a precise scale of how large they want the building to be. Using the interests of the students will help the students come up with their own ideas of how math can be used in every day work.

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 ineffective?

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.