

PPAT® Assessment

Library of Examples – Task 1 – Special Education

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

The following information and provided in response to an interest inventory that was administered to each student. Student's interest and learning preferences were analyzed and reflected on in detail:

- a) As seen in the example provided, the student interest inventory asked the students their feelings about reading. Students were asked whether they enjoyed reading books with others or not. Students were also asked if they like it when people read to them, or if they like to read books by themselves. In addition, the students were asked what kind of stories they enjoyed reading (i.e. funny, happy, sad, real or make believe). As a result of administering this student interest inventory, the feedback I received from students was a variety of preferences and dislikes when it comes to reading. Being aware of this information would influence instructional decisions for language arts and reading time in the classroom. For example, students who enjoy reading books with someone may be partnered with each other for a buddy reading activity while students who enjoy reading books by themselves may be allowed to complete the same activity independently. The feedback received from this interest inventory in regards to reading would provide the information necessary to differentiate and effectively influence reading instruction.
- b) In light of the feedback from the student interest inventory, the student's favorite things (i.e. TV show, book, toy, and place) would be utilized to engage said student during instruction. For example, word problems during mathematics instruction could involve character names from the student's favorite TV show or book. In addition, writing prompts could involve toys and places that the student finds enjoyable. Incorporating the student's interests into the direct and guided instruction in the classroom engages and excites them more effectively in the material that is being taught.

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 effective?

Step 2: Resources and Procedures

Textbox 1.2.2: Student Interest Inventory

Did not Meet/Partially Met Standards Level

a. I would base my instruction off of student interest and need. I would also take data and use it to inform my instruction.

b. To promote engagement, I would use materials related to popular educational websites or high interest areas. For example, reading about popular characters on an app instead of pigs and fairies.

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 minimal?

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.