

PPAT® Assessment

Library of Examples – Social Science

Task 4, Step 1, Textbox 4.1.1: Goals and Student Background

Below are two examples of written responses to Textbox 4.1.1 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 Prompts for Task 4, Textbox 4.1.1

- What learning goal(s) and standards (state and/or national) did you identify for the class? Explain how they are appropriate for the lesson and your students' learning needs.
- What whole-class data did you use to establish a baseline to measure student growth?
- How did your students' prior knowledge and background information influence your planning process?

Example 1: Met/Exceeded Standards Level

- The Common Core Standards listed on the lesson plan address the students understanding of the civic process and the ability to analyze written text, while being able to communicate the ideas effectively. The Common Core Standards guided the lesson because the students should have a strong understanding of the how the court system functions in the United States. They have been exposed to instruction prior to the lesson. The students have finished the assigned novella and need to start analyzing the text for the project. The standards are appropriate for the lesson as the students are discussing a novella among their peers. They are discussing through a Socratic circle in which they must contribute to the discussion by agreeing or disagreeing with statements made by other students and use sufficient evidence to support their response. Students must understand the development of the characters and cause and effect relationships that existed throughout the text. The standards lead to the creation of the learning goal. The learning goal is: Support and evaluate different theories expressed about "The Metamorphosis" text. Identify and explain how one of the four court cases is connected to the main characters predicament. The goal would be appropriate for the lesson since the students will be able to make a

connection between Government and Economics and the English Language Arts. The students final project is to defend the main character in "The Metamorphosis" text in one of the four court cases we have researched. The lesson goal allows for the students to bring the information taught full circle. The lesson objective that was created is: Students will create a 2-3 page essay about the main character's evolution of destructive tendencies and the internal and/or external factors that contributed to their downfall. The learning objective is appropriate for the students because students need to develop the ability to write an analysis paper about the text. The paper will be used as a resource to help the students identify the court case most appropriate for the main character's final downfall. The learning objective perfectly connects with all the Common Core ELA standards.

- b. The class data that was used to establish a baseline for student growth was assessing the students responses in a prior Socratic circle. The baseline data was collected two days before the lesson was put into action. The Socratic circle was measuring the students understanding of "The Metamorphosis" and the ability of the students to use sufficient evidence to support their responses. Students were using their e-book accounts and annotations to assist in this activity. Students were being scored on this assessment based solely off their responses and their ability to be an attentive listener. Students who scored 17-20 points on their responses were considered proficient. Students who scored 14-16 points on their responses were considered developing. Students who score below 13 points were considered emerging. Students received 3 points for providing a question/comment with a relevant quote, 2 points for providing a question/comment with appropriate specific examples, 1 point for providing a question/comment without specific examples, and 1 point for using appropriate and relevant vocabulary and/or making a connection to the project goals. Students could receive an extra 3 points by being an attentive listener. Once students reached 20 points they would be taken out of the Socratic circle. 62.50% of students are considered to be emerging, 18.75% developing, and 18.75% proficient. The baseline data shows me the majority of the class has a lot of room to grow when analyzing and understanding the text.
- c. Student's background knowledge of the amendments and balance of powers in the United States allowed for me to plan a unit project that would place the students in an actual courtroom scenario. Students need to understand the constitution to understand if a court case would be considered unconstitutional. Students also need to understand the powers the court system has over other branches to understand their overall influence. The students have a small prior knowledge of the four types court cases from previous activities. I will implement a pre-assessment in my lesson at the beginning of the class with several courtroom scenarios to determine individual students understanding of the content. Students who do not score well on the assessment will be provided separate instruction to review the court cases. The majority of the students have participated in a Socratic circles in other classes. I decided to incorporate the Socratic circle activity into my lessons to activate their prior knowledge of the text and prevent needing extended time due to explaining a new activity. Students have just finished reading "The Metamorphosis" before the upcoming lesson. I will use the Socratic circle to assess the students understanding of the text. I can also assess the students annotations that they took prior to the lesson. The better the annotations, the better the ability students could participate. Background

information on my students has shown they excel when there is less direct instruction and more partner/group instruction. I made sure all activities included students working in partners on vocabulary or working in groups for the Socratic circle. The classroom was very student-led throughout the lesson.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence connected?

Example 2: Did Not Meet/Partially Met Standards Level

- a. The two standards that I look to address are Nebraska Academic Standards: SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected and evaluate their impact(s) upon one another. Iowa State University Teaching Standards (InTASC Standards): Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- b. An encompassing pre assessment was given at the beginning of the unit, which have compared to the post assessment data. They used published online-forms to help them first see the terms before the unit, and then after to see their improvement. A different pre assessment was given within my first couple weeks at this school. This pre assessment covered many of the basic terms and concepts that we would be covering.
- c. One of the places that I found the students to be struggling was in basic vocabulary. We came together as a team and decided that creating a lesson introducing some of the most important concepts and terms would help us give a platform of which to build off of.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence limited?

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.