

PPAT® Assessment

Library of Examples – Elementary Education

Task 4, Step 1, Textbox 4.1.2: Instructional Strategies

Below are two examples of written responses to Textbox 4.1.2 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 Prompts for Task 4, Textbox 4.1.2

- How do you plan to use academic content language to advance the understanding of the concept being taught in this lesson? Provide a rationale.
- How do you plan to engage students in critical thinking to promote student learning? Provide a rationale.
- How do you plan to use questioning skills to promote student learning? Provide a rationale.
- How do you plan to integrate literacy into the content you will teach to promote student learning? Provide a rationale.

Example 1: Met/Exceeded Standards Level

- During this lesson, it is important to me that students hear and use math vocabulary. This includes words that are used to describe attributes of quadrilaterals, and the word "attributes" itself. Students will hear and use the words congruent, parallel, perpendicular, right angle, acute angle, and obtuse angles. Additionally, students will hear and use the proper names of quadrilaterals. Towards the end of the lesson, I will introduce the term hierarchy as well. Students will use this vocabulary to state the attributes for various quadrilaterals and to explain the hierarchy. My rationale for this use of vocabulary is that the vocabulary is important for students to hear and use in order to demonstrate they have reached the learning goals.
- In order to engage students in critical thinking, I will use a mile a minute activity, a venn diagram sorting activity, and I will guide students to recognize relationships between various quadrilaterals. My rationale for the mile a minute activity is that it challenges

students to think about the defining attributes of shapes based on a given name. Students must think critically in order to determine what is important to tell their partner, and in order to compile the given attributes to determine the shape their partner is describing. My rationale for the sorting activity is that it challenges students to think about all attributes of the given shapes and place them in the appropriate categories of the venn diagram. Additionally, students will respond to a prompt about how shapes in the quadrilateral family tree are alike and different, using critical thinking in order to recognize connections between different quadrilaterals.

- c. I plan to use questioning in order to guide students to make connections between various quadrilaterals. I will use questions such as, "What makes this true?", "How do you know?", "What do they have in common?", "What are the attributes of a _____?" My rationale for this questioning is to help students formulate connections between quadrilaterals in the "family tree" that we create based on the short story. These questions will help students organize and direct their minds toward how quadrilaterals are similar and different, as well as why we can create the hierarchy of quadrilaterals. Students will also answer the prompt, "Which shapes in the hierarchy have attributes that are alike? How are they alike?" and "Which shapes have attributes that are different? How are they different?" My rationale is that these prompts will give students a way to think about how the quadrilaterals in the hierarchy are connected.
- d. During my lesson I plan to read a short story titled "The Quadrilateral Family" aloud to students as they follow along. My rationale for choosing this short story is that it is very engaging and introduces the hierarchy of quadrilaterals using less intimidating terms, such as family tree. Students will also have an opportunity to write about the connections they discover. I plan to have students work with a partner to create a summary paragraph about how quadrilaterals are alike and different, then they will share them aloud with the class. My rationale for this summary paragraph is that students are challenged to justify their reasoning as well as contemplate the responses of their peers. At the end of the lesson, students will also write a short response to a prompt about how we can classify quadrilaterals in a hierarchy and why we are able to classify them this way. Ultimately, this will help me determine individual progress towards the learning goal by providing evidence of overall understanding of the concept. My rationale for the writing assignments is that, as a whole, they help students practice articulating their ideas and providing evidence for them.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.2 and ask yourself:

- Where is the rationale that supports the candidate's plan for using academic content language, engaging students in critical Thinking, using questioning skills, and integrating literacy?
- Why is the evidence clear?

Example 2: Did Not Meet/Partially Met Standards Level

- a. I will use academic content language by encouraging students to give complete answers, this by meaning, label their answer. I will do so even when we are talking about time aloud. For example, when I ask what time the clock says they should respond with, 5 o'clock, not just 5. The same holds true for any writing of time that they do. A.M and P.M. will also be stressed so that they understand that by not including one or the other will

not be a fully complete answer and may confuse someone that they are telling the time to.

- b. I will engage my students in critical thinking by having them think of times when they need to know how to read an analog clock. So much of our world is digital, but there are times where students only have access to analog clocks (e.g. watches). This gives a real-world connection to the students which engages them in the lesson since they know that what I'm teaching will be useful everyday to them.
- c. During questioning, I will ask my students how they got their answer. This is important to for me to hear their thinking, so that I can guide them to the correct answer. This also helps other students understand how they can get to the final answer. Additionally, knowing how to explain how they got their answer will benefit them during state testing.
- d. I will integrate literacy into this lesson by showing a video from Flocabulary. It uses rhyming in the form of rapping to teach about time. Not only does this serve as a way to give the students background knowledge on analog clocks, but they read what is written on the video and talk about what they learned after the video is shown.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.2 and ask yourself:

- Where is the rationale that supports the candidate's plan for using academic content language, engaging students in critical Thinking, using questioning skills, and integrating literacy?
- Why is the evidence minimal?

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.