PPAT® Assessment

Library of Examples – English Language Arts

Task 4, Step 1, Textbox 4.1.3: Lesson Activity(ies)

Below are two examples of written responses to Textbox 4.1.3 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 4.1.3

a. Describe the activity or activities that is (are) the main focus of the lesson plan. Explain how you designed the activity(ies) to anticipate **and** address student learning needs.

b. Describe how you will monitor student learning during the course of the lesson.

c. What student work samples will you require the students to submit as part of your assessment of student learning resulting from the lesson? (The work can be created either during or after the lesson.) How will these responses be integrated into the lesson plan? Provide a rationale for your choice of student work samples.

Example 1: Met/Exceeded Standards Level

a. The CSET writing activity at the end of the lesson is my main focus for this lesson. Students will create an argument based off of our class reading an discussion. My students need to be intrinsically motivated in order to actively engage in the lesson. In order to successfully achieve motivating my students, I will begin with a writing prompt that helps the students relate to our target text. I anticipate that some of the students may not understand the reading from last night, or did not complete the reading. In order to aid those students who struggled with the reading, I will ask the students to use one another as a resource and create an oral summary of what we read. Finally, I will use a variety of questions during the read-aloud to help students prepare for their final writing activity.

b. During the lesson I will monitor student learning by calling on a variety of students to answer questions. This is a big class and typically the same students raise their hands. I will try to call on students from around the room to make sure I am hearing from students

in all areas of the classroom. I will also make sure I am using proximity, this will allow me to read student responses, overhear student discussion, and address any misconceptions I read or hear. I will also stop as we are reading and ask the students to paraphrase what we just read, making sure the students understand the text.

c. As a result of the lesson, the students will submit their CSET formative assessment, as well as the exit ticket. The exit ticket asks the students to reflect on their CSET paragraph's identifying their strengths and weaknesses. In order to integrate student work into my lesson, I will ask the students to provide oral samples of their warm-up writing prompts. This will allow me to help the students relate to the text, as well as use the students responses as a way to help students make meaning from the text. The work samples collected at the end of the lesson, will help me determine the data I will need as we move closer to our unit summative task, the research paper.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.3 and ask yourself:

- Where does the candidate explain how the activity anticipates and addresses student learning needs?
- Where does the candidate describe how he or she will monitor the students' learning?
- Where is the rationale for the choice of student work for assessment of student learning from the lesson?
- Why are the responses appropriate?

Example 2: Did Not Meet/Partially Met Standards Level

a. My main activity is having the students and I have a discussion about the parts of a good story. With this lesson I can check to see what knowledge the students already have and build off of it and see what knowledge they are lacking that I can provide. By involving the students in the discussion it helps me to assess their knowledge of the subject and be able to move my lesson in the direction that will provide the most information to the students.

b. I will monitor student learning by making sure everyone is participating. If everyone is contributing or trying to contribute then I know that they are understanding the lesson or trying to understand the lesson. Another way I will monitor student learning is after the lesson is done and I am doing writing conferences. I will be able to have one on time with the students and be able to see who was able to use the lesson to improve their stories. This is also a good time for the students who don't want to ask questions in front of the whole class to be able to ask their questions to me and I can clarify and make sure that I'm getting through to all the students.

c. This is a longer writing unit so after the lesson that day there was no assignment to turn in right away, but I will be looking for the parts of a story when they turn their final drafts in. I will also be looking for this as I do writing conferences with the students. There will be writing conferences done after the mini lesson so I will be able to see how some of the students are coming with integrating the parts of the story into their own writing

Refer to the [Task 4 Rubric](#) or Textbox 4.1.3 and ask yourself:

- Where does the candidate explain how the activity anticipates and addresses student learning needs?
- Where does the candidate describe how he or she will monitor the students' learning?

- Where is the rationale for the choice of student work for assessment of student learning from the lesson?
- Why are the responses vague?

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.