

PPAT® Assessment

Library of Examples – Math

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 main focus of this lesson plan is for students to understand how input-output diagrams represent rules of a function. The main activity for this lesson plan is for students to work with their partner through the problems. After students are given some time to figure out the solutions for themselves I designed the activity to come back together as a full class to go over how they solved for the solution. While students are working with their partner I will be walking around and assisting those who have questions and those who are struggling. I designed the activities to anticipate student learning through collaboration with their peers. I also address student learning by my guided instruction of the problems. I designed the activity for students to learn from each other, and to be able to share their thoughts and ideas with the entire class. The main focus of the lesson was for students to understand how every function has a rule for the inputs of each output. I observed if students had met the learning goals during their partner work time and through their homework/independent work time.

- b. I will monitor student learning during the course of the lesson by formatively assessing if they are engaged in collaborating with their partner on discussions and group problems. I will also answer any questions students may have while participating through the discussion and work time. For those who are not understanding the task I will redirect, re-explain, or provide feedback to those individuals. I will also monitor student learning through their homework assignment that the students will turn in for daily work participation points. I will also monitor to make sure students are staying on task and comprehending the lesson by listening to their discussions and making sure they are solving problems on their paper.
- c. I will require my students to submit their practice one and two as part of my assessment of student learning resulting from the lesson. Students will work on their homework after I have taught the lesson, and I will allow students to collaborate with each other to complete the assessment. These responses will be integrated into the lesson plan by reviewing what questions students have, and for those who are still struggling give students a couple more examples of functions. I will also allow students who are struggling on their homework to complete IXL function one. This is a computer application that gives students the opportunity to work more on their skills. This student work sample will show me those who understood the lesson and those who I might need to spend extra time with.

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. The activities that are the main focus of the lesson plan are when we do problems together as a class. The students have their workbooks open while it is also shown on the board for the entire class to see. We go through the problems together, and the students complete them in their workbooks. Before teaching, I go through the problems that I think will be best to show all aspects of this learning goal. I choose a few problems that are simple, some that are a little more hard, and some story problems. I also see where students might have misconceptions with those problems, and I make sure I will go through those in more detail. From doing problems together, I gauge where students are at with the learning goal and monitor their learning. This is how I address students' needs and who needs more help when they are working on their homework.
- b. Throughout the lesson, I will call on multiple students as a way to check where they are. I will also monitor their learning during the lesson by having them complete problems for the class; when students are working on their exit ticket and their homework, I will be walking around to monitor what students are struggling and what students are exceeding the learning goal. This is how I monitor what my lesson will be for the following day and what misconceptions I need to go over.

c. To also see where my students are at, I will require them to turn in an "exit ticket" with 5 questions on it for me to check. I used these to help me guide the following lesson, and I used them to reflect on what the students were still confused on for the lesson I taught. These responses are integrated into the lesson plan by deciding what I need to go over for the next day and to see if the learning goal was met.

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.