

## PPAT® Assessment

### Library of Examples – Elementary Education

#### Task 4, Step 2, Textbox 4.2.1: Instructional Strategies

Below are two examples of written responses to Textbox 4.2.1 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 4.2.1

- How did you use academic content language to advance the understanding of the concept being taught in this lesson? Cite examples from the video to support your analysis.
- How did you engage students in critical thinking to promote student learning? Cite examples from the video to support your analysis.
- How did you use questioning skills to promote student learning? Cite examples from the video to support your analysis.
- How did you integrate literacy into the content you taught to promote student learning? Cite examples from any part of the lesson to support your analysis.

#### Example 1: Met/Exceeded Standards Level

- During this lesson, I supported academic content language in a few different ways. This video is a 15-minute segment that shows the beginning parts of our math lesson for the day. Right away, around 18 seconds, I asked students to use the word length in a sentence. Students are measuring length and distances today so it is important that they understand the definition of the word. Then around 1:20, I began asking real-world questions for students to think about. When students provided answers, I prompted them to explain their thinking. Around 3:20, I asked students a question and then followed with 'Why?'
- Students were engaged in critical thinking both in the whole class setting and when working in small groups. Students were focused on using yardsticks, tape measures, and rulers as tools to measure different items. The activities in this lesson allowed students to use decision-making skills and decide on the tool(s) they would use to measure an object.

When it came to working in the whole group setting, I provided students with real-world examples of measurement. Around 1:20 I asked students to think about when they get new shoes and how students know their shoes will fit. Students were asked to share their thinking with a partner. Around minute 3:20, I asked students which tool, ruler or yardstick, would we use to measure the length of the classroom and why? Why would students choose the yardstick over the ruler? Finally, for the whole group task, students were to find at least 3 distances that they measured using their yardstick (yarn). I had students think about and measure lengths that are longer than their yardstick. Around minute 8:25 students had to combine with another group to measure a distance longer than 2 yardsticks. As a group, we ended this part of the lesson by measuring the length of the classroom and discussing the length in yardsticks and in feet.

- c. As stated earlier, one of my favorite questions to ask is, 'Why?' I ask this question several times throughout the video, with one of the first times being at minute 3:20. I asked students to explain why they would choose to use the yardstick over the ruler to measure the length of the classroom. Another skill I used during this video was the turn and talk strategy. I had students talk with their partners around minute 1:30 and discuss ways they think their shoes will fit. During the activity, students were measuring distances longer than a yardstick as well. During minute 8:25, students combined with another group to measure in yardsticks. I asked students how many feet their distance would be. This allowed students to think of 2 yardsticks being the same distance as 6 feet.
- d. Literacy was integrated in my lesson during small group stations when groups were completing independent work at their desk. They were asked four short answer questions that required them to explain their reasoning for their answers. One of the groups (at grade level) completed a worksheet that required them to read short paragraphs before deciding which measurement tool to use.

**Refer to the [Task 4 Rubric](#) for Textbox 4.2.1 and ask yourself:**

What evidence from the video is cited to support the candidate's analysis of the following?

- Using academic content language in the lesson
- Engaging students in critical thinking in the lesson
- Using questioning skills in the lesson
- Integrating literacy into the lesson

Why is the analysis complete?

**Example 2: Did Not Meet/Partially Met Standards Level**

- a. Before I teach reading groups I always read through the texts and write how questions using Bloom's taxonomy on sticky notes and stick them on the pages so that I will remember to ask certain questions using certain vocabulary while reading. Also, every time I was asking for details from the text I would make sure I say "supporting detail" to reinforce the content language.
- b. I engaged students in critical thinking by asking them questions while reading through the text, and by giving them individual group assignments that they will complete individually. Throughout my individual groups, which lasted around 20 minutes each, I continually asked students questions to check for comprehension and understanding of the main idea

and supporting details. At around the 4:00 mark you can hear the students going around and sharing different supporting details that they found in the text.

- c. I used questioning to promote student learning by writing questions on sticky notes to ask each group of students and stick the sticky notes throughout the text where I need to ask the question. I used the Bloom's taxonomy booklet to write my questions. I have struggled with writing effective questions, and my cooperating teacher loaned me a Bloom's taxonomy booklet to practice writing effective questions for different levels of learners. An example of where you can see me using the sticky notes is at 2:04.
- d. I integrated literacy into the content I was teaching by reading through a text with each small group and then having the students either fill out a worksheet or write a summary for me. Every student will have at least one chance to read. My higher group will have the most literacy instruction because they will be writing a summary using the main ideas and supporting details that they found in the text we read.

**Refer to the [Task 4 Rubric](#) for Textbox 4.2.1 and ask yourself:**

What evidence from the video is cited to support the candidate's analysis of the following?

- Using academic content language in the lesson
- Engaging students in critical thinking in the lesson
- Using questioning skills in the lesson
- Integrating literacy into the lesson

Why is the analysis 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.