

PPAT[®] Assessment

Task 1 Knowledge of Students and the Learning Environment

Rubric for Step 1: Knowledge of Students (textboxes 1.1.1 and 1.1.2)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the teacher candidate's ability to identify one instructional strategy and one learning activity for a selected community, district, AND school factor; to identify one instructional strategy and learning activity for a selected classroom factor and knowledge of students factor that would further student learning; and to connect the selected factor to each instructional strategy and learning activity.</p> <p>The preponderance of evidence provided by the teacher candidate is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 1. Evidence may also be missing.</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher candidate's ability to identify one instructional strategy and one learning activity for a selected community, district, AND school factor; to identify one instructional strategy and learning activity for a selected classroom factor and knowledge of students factor that would further student learning; and to connect the selected factor to each instructional strategy and learning activity.</p> <p>The preponderance of evidence provided by the teacher candidate is <i>limited</i> and/or <i>vague</i> throughout the response for Step 1.</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher candidate's ability to identify one instructional strategy and one learning activity for a selected community, district, AND school factor; to identify one instructional strategy and learning activity for a selected classroom factor and knowledge of students factor that would further student learning; and to connect the selected factor to each instructional strategy and learning activity.</p> <p>The preponderance of evidence provided by the teacher candidate is <i>appropriate</i> and <i>connected</i> throughout the response for Step 1.</p>	<p>A response at the 4 level provides <i>consistent</i> evidence that demonstrates the teacher candidate's ability to identify one instructional strategy and one learning activity for a selected community, district, AND school factor; to identify one instructional strategy and learning activity for a selected classroom factor and knowledge of students factor that would further student learning; and to connect the selected factor to each instructional strategy and learning activity.</p> <p>The preponderance of evidence provided by the teacher candidate is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 1.</p>

Response for Textbox 1.1.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>ineffective</i> identification of an instructional strategy and a learning activity that are connected to the community factor and could be used to further student learning • a <i>minimal</i> identification of an instructional strategy and a learning activity that are connected to the district factor and could be used to further student learning • a <i>minimal</i> identification of an instructional strategy and a learning activity that are connected to the school factor and could be used to further student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>partial</i> identification of an instructional strategy and a learning activity that are connected to the community factor and could be used to further student learning • a <i>limited</i> identification of an instructional strategy and a learning activity that are connected to the district factor and could be used to further student learning • a <i>limited</i> identification of an instructional strategy and a learning activity that are connected to the school factor and could be used to further student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>effective</i> identification of an instructional strategy and a learning activity that are connected to the community factor and could be used to further student learning • an <i>effective</i> description of an instructional strategy and a learning activity that are connected to the district factor and could be used to further student learning • an <i>effective</i> description of an instructional strategy and a learning activity that are connected to the school factor and could be used to further student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>thorough</i> identification of an instructional strategy and a learning activity that are connected to the community factor and could be used to further student learning • an <i>in-depth</i> explanation of an instructional strategy and a learning activity that are connected to the district factor and could be used to further student learning • an <i>insightful</i> explanation of an instructional strategy and a learning activity that are connected to the school factor and could be used to further student learning

Response for Textbox 1.1.2

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>ineffective</i> description of an instructional strategy and a learning activity that are connected to the classroom demographics factor and could be used to further student learning • an <i>ineffective</i> description of an instructional strategy and a learning activity that are connected to the knowledge of students factor and could be used to further student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>partial</i> description of an instructional strategy and a learning activity that are connected to the classroom demographics factor and could be used to further student learning • a <i>partial</i> description of an instructional strategy and a learning activity that are connected to the knowledge of students factor and could be used to further student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>effective</i> description of an instructional strategy and a learning activity that are connected to the classroom demographics factor and could be used to further student learning • an <i>effective</i> description of an instructional strategy and a learning activity that are connected to the knowledge of students factor and could be used to further student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>consistent</i> explanation of an instructional strategy and a learning activity that are connected to the classroom demographics factor and could be used to further student learning • a <i>consistent</i> explanation of an instructional strategy and a learning activity that are connected to the knowledge of students factor and could be used to further student learning

Rubric for Step 2: Resources and Procedures (textboxes 1.2.1, 1.2.2, 1.2.3, and 1.2.4)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the teacher candidate’s ability to identify resources and describe how each resource would support student learning; to identify one selected resource and one particular characteristic selected from the knowledge of students factor and describe how the resource will enhance student learning; to use the compilation of a whole-class inventory to help influence an instructional decision in the classroom; to use one item from a completed student interest inventory for one student to promote the specific student’s engagement and learning; to design and describe an introductory communication with students and families that addresses awareness of demographic differences in the classroom; to identify how this form of communication fosters interactive communication among the teacher candidate, the students, and their families; to describe a classroom rule or</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher candidate’s ability to identify resources and describe how each resource would support student learning; to identify one selected resource and one particular characteristic selected from the knowledge of students factor, with a description of how this resource will enhance student learning; to use the compilation of a whole-class inventory to help influence an instructional decision in the classroom; to use one completed student interest inventory for one student to promote the specific student’s engagement and learning; to design and describe an introductory communication with students and families that addresses awareness of demographic differences in the classroom; to identify how this form of communication fosters interactive communication among the teacher candidate, the students, and their families; to describe a classroom rule or</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher candidate’s ability to identify resources and describe how each resource would support student learning; to identify one selected resource and one particular characteristic selected from the knowledge of students factor, with a description of how this resource will enhance student learning; to use the compilation of a whole-class inventory to help influence an instructional decision in the classroom; to use one item from a completed student interest inventory for one student to promote the specific student’s engagement and learning; to design and describe an introductory communication with students and families that addresses awareness of demographic differences in the classroom; to identify how this form of communication fosters interactive communication among the teacher candidate, the students, and their families; to describe a classroom rule or</p>	<p>A response at the 4 level provides <i>consistent</i> evidence that demonstrates the teacher candidate’s ability to identify resources and describe how each resource would support student learning; to identify one selected resource and one particular characteristic selected from the knowledge of students factor, with a description of how this resource will enhance student learning; to use the compilation of a whole-class inventory to help influence an instructional decision in the classroom; to use one item from a completed student interest inventory for one student to promote the specific student’s engagement and learning; to design and describe an introductory communication with students and families that addresses awareness of demographic differences in the classroom; to identify how this form of communication fosters interactive communication among the teacher candidate, the students, and their families; to describe a classroom rule or</p>

Rubric for Step 2 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<p>procedure and analyze the implications of the rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment; and to describe a technology rule or procedure and analyze the implications of the rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment.</p> <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 2. Evidence may also be missing.</p>	<p>procedure, and analyze the implications of the rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment; and to describe a technology rule or procedure and analyze the implications of the rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment.</p> <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 2.</p>	<p>procedure and analyze the implications of the rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment; and to describe a technology rule or procedure and analyze the implications of the rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 2.</p>	<p>procedure, and analyze the implications of the rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment; and to describe a technology rule or procedure and analyze the implications of the rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 2.</p>

Response for Textbox 1.2.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>minimal</i> identification of two resources to be used with students to support their learning • an <i>ineffective</i> selection of a resource to support the knowledge of students factor to enhance student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>partial</i> identification of two resources to be used with students to support their learning • a <i>limited</i> selection of a resource to support the knowledge of students factor to enhance student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>accurate</i> identification of two resources to be used with students to support their learning • an <i>effective</i> selection of a resource to support the knowledge of students factor to enhance student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>in-depth</i> identification of two resources to be used with students to support their learning • an <i>insightful</i> selection of a resource to support the knowledge of students factor to enhance student learning

Response for Textbox 1.2.2

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>little or no</i> description of how the compilation of a whole-class student interest inventory would influence an instructional decision made in the classroom • a <i>minimal</i> description of how the results of one student's inventory can be used to promote that student's engagement and learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>partial</i> description of how the compilation of a whole-class student interest inventory would influence an instructional decision made in the classroom • an <i>inconsistent</i> description of how the results of one student's inventory can be used to promote that student's engagement and learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>accurate</i> explanation of how the compilation of a whole-class student interest inventory would influence an instructional decision made in the classroom • an <i>effective</i> explanation of how the results of one student's inventory can be used to promote that student's engagement and learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>thorough</i> analysis of how the compilation of a whole-class student interest inventory would influence an instructional decision made in the classroom • a <i>thorough</i> analysis of how the results of one student's inventory can be used to promote that student's engagement and learning

Response for Textbox 1.2.3

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>ineffective</i> introductory method of communication to students and families that addresses the demographic differences within the classroom an <i>ineffective</i> use of the introductory method of communication to foster interactive communication among the candidate, students, and families 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>partial</i> introductory method of communication to students and families that addresses the demographic differences within the classroom a <i>partial</i> use of the introductory method of communication to foster interactive communication among the candidate, students, and families 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>appropriate</i> introductory method of communication to students and families that addresses the demographic differences within the classroom an <i>effective</i> use of the introductory method of communication to foster interactive communication among the candidate, students, and families 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>tightly connected</i> introductory method of communication to students and families that addresses the demographic differences within the classroom an <i>insightful</i> use of the introductory method of communication to foster interactive communication among the candidate, students, and families

Response for Textbox 1.2.4

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>minimal</i> description of the implications of a classroom rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>vague</i> description of the implications of a classroom rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>logical</i> explanation of the implications of a classroom rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>insightful</i> explanation of the implications of a classroom rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment

Response for Textbox 1.2.4 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>minimal</i> description of the implications of a technology rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>vague</i> description of the implications of a technology rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>effective</i> explanation of the implications of a technology rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>insightful</i> explanation of the implications of a technology rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment

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