

PPAT® Assessment

Library of Examples – Elementary Education

Task 2, Step 1, Textbox 2.1.2: Preparing Learners for the Assessment

Below are two examples of written responses to Textbox 2.1.2 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 Prompt for Task 2, Textbox 2.1.2

- a. What learning activities and student groupings will you use during the assessment?
Provide a rationale for your choices.
- b. What materials, resources, and technology will you use to administer the assessment?
Provide a rationale for your choices.

Example 1: Met/Exceeded Standards Level

- a. During the assessment, my students will be in heterogeneous academic groupings. Together, these students will be working individually, but will be able to use the "turn and talk strategy" when I ask questions that pertain to the assessment. On the interactive white board, I will have the assessment shown, so that students are able to view it on a larger scale and are able to follow along with me more clearly when giving instructions. There will be one group of students who will meet at a small group table, who will all be my low performing students in need of accommodations, modifications, or additional supports. To begin this assessment, I will read the non-fiction informational text, "Sharks" that is a piece of the assessment. As I read to these students, I will ask questions relating to the text as to build background knowledge before answering questions. Students, when asked these questions, will have the chance to turn and talk with their group members. Since they will be grouped heterogeneously for the post assessment, students of all academic levels will be able to have input about the answer that they are finding. This will assist students who are not understanding, when being in a group with students of all academic standard. After completing the close read, and again with the students at the small group table, I will instruct students to complete all questions individually, as to show separate student growth. Students will have the opportunity to work "hands on" with their assessment by making the assessment interactive. All students were given a bag filled

with labels that students are able to use for completing the text feature portion of the assessment. This makes the assessment more engaging for students, and also assists them in working toward their learning goals.

- b. The materials, resources, and technology that I will use to administer the assessment are pencils, paper, the assessment, an interactive white board, a bag, and labels that correlate with the assessment. The interactive white board will display the assessment on a larger scale and will be beneficial for most students when reading and tracking their reading. The interactive white board will also be used for students to follow along during the administration of the assessment. The pencil will be used to record answers, and the paper assessment will be used for students to record data on. The bag with labels for the text features on the assessment will allow students to move these answers around before writing them down. My students are mainly kinesthetic learners, so they may benefit from using these labels that they are able to manipulate. These tools assist students during the assessment by acting as reinforcements and allow for more engagement.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.2 and ask yourself:

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response clear?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Since this is a summative assessment, students will be working individually on the assessment. There weren't many learning activities as it was an individual worksheet that students completed at the end of class. The learning activity involved during this assessment was quiz since the students are going to be graded on it and it is a summary of the unit. I chose these activities and groupings so that I could see the students' own learning, not their peers. By having the students complete this assessment on their own, they will be to use only their knowledge so that I will be able to tell what information needs to be reviewed with what students.
- b. To administer this assessment, I will use a worksheet and read the questions out loud to all the students. I will do this because some students can't read all parts of the questions to themselves and instead of working with a small group. This way all students can complete the assessment at the same time and will have the same amount of help.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.2 and ask yourself:

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment

- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response limited?

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.

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