

## PPAT® Assessment

### Library of Examples – Art

#### Task 4, Step 1, Textbox 4.1.1: Goals and Student Background

Below are two examples of written responses to Textbox 4.1.1 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 4.1.1

- What learning goal(s) and standards (state and/or national) did you identify for the class? Explain how they are appropriate for the lesson and your students' learning needs.
- What whole-class data did you use to establish a baseline to measure student growth?
- How did your students' prior knowledge and background information influence your planning process?

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

a. The learning goal I identified for my lesson is for students to demonstrate knowledge of landscape composition concepts, terminology, and techniques by creating a labeled landscape composition reference guide that distinguishes between foreground, middle ground, and background, includes drawn details of the properties of each, and includes the rule of thirds grid on the back. Students will use this reference guide to plan, design, and execute their final landscape work of art. Because this goal requires students to demonstrate their knowledge by creating a work of art, it is well-aligned with the state's visual arts anchor standard K-12.Cr.1 (Generate and conceptualize artistic ideas and work) and the national visual arts core standard HS Accomplished VA:Cr2.1.IIa (Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form). My standard-driven learning goal is appropriate for the lesson because it outlines exactly what students should accomplish as a result of the lesson, and it is specific, measurable, and focused on students' abilities. The goal is appropriate for students' learning needs because the content is suited for their skill and grade level, and it ensures acquisition of foundational knowledge and skills necessary to create their individual landscape artworks in the subsequent assignment.

b. The whole class data I collected from the written pre-assessment provided information about students' prior knowledge of landscape composition concepts and terminology, which established baseline data for student growth because it shows the starting point of each student before instruction and creates a basis for comparison in the post-assessment. Because my learning goal is for students to demonstrate knowledge of landscape composition by creating a landscape reference guide, I will use the baseline data to scaffold their understanding and design instruction to meet their individual learning needs. Based on their ability to identify a landscape, divide a rectangle into thirds horizontally and vertically, and identify the foreground, middle ground, and background of a landscape, I was able to use a point scale to categorize each student as emerging (0-2 points), approaching proficiency (3-4 points), and proficient (5-6 points) based on the number of questions they answered correctly.

c. The results of my pre-assessment established the following baseline data: 16.5% of students are emerging, 16.5% are approaching proficiency, and 67% are proficient. This indicates that 33% of students have basic to moderate prior knowledge of landscape composition concepts, suggesting they will require in-depth instruction, demonstration, and practice in order to progress toward the learning goal. While the 67% of students in the proficient category have significant prior knowledge of concepts, demonstration and guided practice will be required to ensure they understand the drawing techniques. Student background information that will further influence my instructional planning includes a high rate of disengagement, significant academic gaps, and a wide range of skills and abilities. I will address these by alternating periods of direct instruction and guided practice to help students focus, asking questions to encourage participation, providing more time for work time to keep students engaged in a hands-on activity, and allowing students to design their own landscapes and providing examples to increase interest and address varying skill levels.

**Refer to the [Task 4 Rubric](#) for Textbox 4.1.1 and ask yourself:**

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence connected?

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

This lesson will cover the use of the elements of art and principles of design, the safe use of new materials, visual analysis, and art history, which are all in alignment with the state content standards. Additionally, the students will use national standards by creating, producing, and responding to work. The lesson plan attached was written for the Art III students. These students have already created at least one linoprint, but had not yet mastered the skill. I wanted these students to improve on those skills by doing an additional linoprint. The difference is that the students will be studying a new artist and will be forced to think about their final product in a more critical manner by doing a series of prints with a variation of changes between each one. I knew that this would be difficult for the students to understand. For this reason, I chose to introduce the assignment with very detailed expectations and directions. As the Art III students work on this assignment, I will begin to introduce a simplified linoprint assignment to the Art II class. This allows the upper level students to model the assignment for the students who have not yet attempted this type of work. Doing this creates a whole class mentality even though three of the students are in a completely separate class. All students were able to show some examples of texture, but some students proved to be more capable of providing a variety of examples.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence 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.