

## PPAT® Assessment

### Library of Examples – Science

#### 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

- The goals that I have set for this classroom will be based on the Iowa Core, and the standards that are used in the district. My lesson will be the first lesson in the new unit of astronomy, and with that, I have chosen the Iowa Core Standard MS-ESS1-1. The standard states "Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. [Clarification Statement: Examples of models can be physical, graphical, or conceptual.]", this standard will be adapted and used for this first lesson. With this standard I created the learning goal for the students: "Students will be able to understand scale, relative to our solar system, through the use of analogies and models". I feel that both standards are applicable and appropriate for the lesson and learning needs. The student's baseline data shows that much of the class can complete and do quality work in the classroom. These scores give me insight into how the students succeed in the classroom. There are some students who are going to struggle and must work with differentiated and scaffolded material. The learning goal for the lesson will be a goal that students will achieve using connections and observations. This goal feels appropriate because the students will be learning new materials and

just starting to learn about the unit and having a harsh or rigid goal feels inefficient. The Iowa Core standard also works well in the classroom because it is like the physics standard that was addressed in the assessment that baseline data comes from. Since the students will be familiar with the standard requirements, and the fluidity of the learning goal, these two parts of the lesson are very appropriate.

- b. The whole class data that will be used for this lesson planning is based on the most recent data that the students have completed. In the classroom, many of the students are required to fill out notes and are not given many formal assessments, most of the time the teacher checks for completion. This gives me a little relevant data that would apply to the new concepts in the unit that my lesson will spearhead. The data is from a physics formal assessment that had the students working to apply all of what they have learned so far. This data was chosen due to the assessment having a similar standard to the Iowa Core standard that will be used in the introductory lessons in the new unit.
- c. The student's prior knowledge played a significant role in the planning process. This past week, I have extended pre-test and knowledge checks to see what the students have learned. This information has shown me a great deal of diversity in student knowledge. The students have worked with astronomy in the past, but when coming to the conceptual portion of astronomy, they are lacking. Seeing this information, I really needed to hammer the idea of scale for the students. This influenced me to create the lesson that I did for the first lesson, to better expand student ideas. When creating the lesson and checking on what I will do for the lesson, I realized that analogies are going to be a part of the lesson that cannot be ignored. I checked with the language arts teachers to find out if the students had background information, or prior knowledge to analogies. Meeting with the language arts teachers changed my perspective on the lesson goal and changed the initial learning goal to include the idea of analogies with scale.

**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**

- a. From the NGSS, I thought MS-LS1-6 ( Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.) would be appropriate for my students. As an anchoring event lesson, the performance expectation won't be met during this lesson directly, but this lesson will create the foundation upon which the standard will be met. My goal for this lesson is simply to elicit their ideas by having them create an initial model, or explanation, for how the sunflower follows the sun. I'm using a video that will engage their curiosity while simultaneously exposing their misconceptions.
- b. To begin the unit, I used the assessment scores from the entire previous unit to establish a baseline of understanding. This gave me an idea of their comprehension with regards to the previous unit's exploration of the characteristics for life. I could tell

from the data that the class, as a whole, grew in understanding, showing 85% improvement in assessment scores from the first exit ticket to the summative exam.

- c. This background understanding of the characteristics for life gave me a solid foundation from which to launch into the new unit: structure and function of plants. One of the questions I'll ask after watching the video will be, "Are sunflowers alive?" This should allow me to leverage their understanding of the content from the previous unit, while also transitioning them into a broader understanding of the word "alive." In my planning, I wanted to refer back to the previous unit as frequently as possible in order to leverage and build on more of that understanding.

**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.

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