

# PPAT<sup>®</sup> Assessment

Alignment with  
*Praxis*<sup>®</sup> Test  
Specifications for  
Special Education:  
Core Knowledge and  
Application



## **PPAT® Assessment Alignment with Praxis® Test Specifications for Special Education: Core Knowledge and Application**

PPAT® assessment Tasks 2 through 4 all require candidates to provide evidence of content knowledge both in their teaching practices as well as in the assessment of student learning.

While all of the prompts for each task do not prescribe the specific content that must be included, they do draw upon a broad spectrum of content knowledge relevant to an individual candidate's particular area. Candidate responses, which include content, are scored by trained raters who have expertise in the same content area.

Given that PPAT assessment tasks are limited to the content teacher candidates are allowed or instructed to deliver in their assigned clinical experience classrooms, the PPAT assessment does not cover the full breadth and depth of a content discipline. However, successful completion of the PPAT assessment does require that candidates demonstrate the ability to accurately and effectively teach the content that they choose or are given, and also requires raters to evaluate whether the instructional delivery of content is accurate and effective.

The PPAT assessment emphasizes that the appropriateness and relevance of content selected by candidates in the completion of the assessment in the area of Special Education may include, but is not limited to, the following categories.



## PPAT® Assessment Task 1: Knowledge of Students and the Learning Environment

Task 1 Steps	Praxis® Test Specifications
<p><b>Step 1</b>  <b>Knowledge of Students</b>            Candidates' ability to familiarize themselves with their students and the characteristics and circumstances of the environment in which they learn</p>	<p><b>I. Development and Characteristics of Learners</b></p> <ul style="list-style-type: none"> <li>D. Impact of disabilities on individuals, families, and society across the life span</li> <li>E. Impact of language, cultural, and gender differences on the identification process</li> <li>F. Co-occurring conditions</li> <li>G. How family systems contribute to the development of individuals with disabilities</li> <li>H. Environmental and societal influences on student development and achievement</li> </ul> <p><b>III. Instruction</b></p> <ul style="list-style-type: none"> <li>A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities</li> <li>B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings</li> <li>C. Instructional strategies that facilitate maintenance and generalization of concepts</li> </ul>
<p><b>Step 2</b>  <b>Resources and Procedures</b>            Candidates' ability to identify available instructional resources, student interests, rules and procedures, and a method of communication with students and families</p>	<p><b>I. Development and Characteristics of Learners</b></p> <ul style="list-style-type: none"> <li>D. Impact of disabilities on individuals, families, and society across the life span</li> <li>E. Impact of language, cultural, and gender differences on the identification process</li> <li>F. Co-occurring conditions</li> <li>G. How family systems contribute to the development of individuals with disabilities</li> <li>H. Environmental and societal influences on student development and achievement</li> </ul> <p><b>V. Foundations and Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li>A. Federal definitions</li> <li>B. Federal requirements for the pre-referral, referral, and identification</li> <li>C. Federal safeguards of the rights of stakeholders</li> <li>D. Components of a legally defensible individualized education program</li> <li>E. Major legislation</li> <li>F. Roles and responsibilities of the special education teacher</li> <li>G. Roles and responsibilities of other professionals who deliver special education services</li> <li>H. Communication with stakeholders</li> <li>J. Potential bias issues that may impact teaching and interacting with students and their families</li> </ul>



## PPAT<sup>®</sup> Assessment Task 2: Assessment and Data Collection to Measure and Inform Student Learning

Task 2 Steps	Praxis <sup>®</sup> Test Specifications
<p><b>Step 1</b>  <b>Planning the Assessment</b>            Candidates' ability to plan an assessment that uses appropriate assessment tools to meet student needs and the learning goal(s)</p>	<p><b>II. Planning and the Learning Environment</b></p> <ul style="list-style-type: none"> <li>A. Characteristics of good lesson plans</li> <li>B. Basic elements of effective lesson plans</li> <li>C. Learning objectives that are measurable and appropriately challenging</li> <li>E. Organizing the learning environment</li> <li>H. Design and maintenance of a safe and supportive classroom environment that promotes student achievement</li> </ul> <p><b>III. Instruction</b></p> <ul style="list-style-type: none"> <li>A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities</li> <li>B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings</li> <li>F. Options for assistive technology</li> </ul> <p><b>IV. Assessment</b></p> <ul style="list-style-type: none"> <li>A. Evidence-based assessments that are effective and appropriate</li> <li>B. Define and use various assessments</li> <li>C. Interpret assessment results</li> <li>D. Understand and use the results of assessments</li> </ul>
<p><b>Step 2</b>  <b>Administering the Assessment and Analyzing the Data</b>            Candidates' ability to administer their assessment and to collect, record, and analyze the data</p>	<p><b>III. Instruction</b></p> <ul style="list-style-type: none"> <li>B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings</li> </ul> <p><b>IV. Assessment</b></p> <ul style="list-style-type: none"> <li>A. Evidence-based assessments that are effective and appropriate</li> <li>B. Define and use various assessments</li> <li>C. Interpret assessment results</li> <li>D. Understand and use the results of assessments</li> </ul>
<p><b>Step 3</b>  <b>Reflecting</b>            Candidates' ability to reflect on their assessment by providing evidence of student learning that resulted from the administered assessment plan             Candidates' ability to reflect on the data-based decisions that occurred through data analysis</p>	<p><b>III. Instruction</b></p> <ul style="list-style-type: none"> <li>A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities</li> <li>B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings</li> </ul> <p><b>IV. Assessment</b></p> <ul style="list-style-type: none"> <li>A. Evidence-based assessments that are effective and appropriate</li> <li>B. Define and use various assessments</li> <li>C. Interpret assessment results</li> <li>D. Understand and use the results of assessments</li> </ul>

## PPAT® Assessment Task 3: Designing Instruction for Student Learning

Task 3 Steps	Praxis® Test Specifications
<p><b>Step 1</b>  <b>Planning the Lesson</b>            Candidates' ability to plan an effective lesson that facilitates student learning</p>	<p><b>I. Development and Characteristics of Learners</b></p> <ul style="list-style-type: none"> <li>A. Human development and behavior</li> <li>B. Theoretical approaches to student learning and motivation</li> <li>C. Basic characteristics and defining factors for each of the major disability categories</li> </ul> <p><b>II. Planning and the Learning Environment</b></p> <ul style="list-style-type: none"> <li>A. Characteristics of good lesson plans</li> <li>B. Basic elements of effective lesson plans</li> <li>C. Learning objectives that are measurable and appropriately challenging</li> <li>D. Means of providing access to the curriculum</li> <li>E. Organizing the learning environment</li> <li>F. Understand how to manage student behavior</li> <li>H. Design and maintenance of a safe and supportive classroom environment that promotes student achievement</li> </ul> <p><b>III. Instruction</b></p> <ul style="list-style-type: none"> <li>A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities</li> <li>B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings</li> <li>C. Instructional strategies that facilitate maintenance and generalization of concepts</li> <li>D. Selection and implementation of research-based interventions for individual students</li> <li>E. Selection and implementation of supplementary and/or functional curriculum</li> <li>F. Options for assistive technology</li> <li>G. Instructional strategies/techniques that support transition goals</li> <li>H. Preventive strategies and intervention strategies for at-risk learners</li> </ul>
<p><b>Step 2</b>  <b>The Focus Students</b>            Candidates' ability to differentiate instruction for individual students</p>	<p><b>II. Planning and the Learning Environment</b></p> <ul style="list-style-type: none"> <li>A. Characteristics of good lesson plans</li> <li>B. Basic elements of effective lesson plans</li> <li>C. Learning objectives that are measurable and appropriately challenging</li> </ul> <p><b>IV. Assessment</b></p> <ul style="list-style-type: none"> <li>A. Evidence-based assessments that are effective and appropriate</li> <li>B. Define and use various assessments</li> <li>C. Interpret assessment results</li> <li>D. Understand and use the results of assessments</li> </ul>
<p><b>Step 3</b>  <b>Analyzing the Instruction</b>            Candidates' ability to analyze their lesson plan and evidence of student learning</p>	<p><b>II. Planning and the Learning Environment</b></p> <ul style="list-style-type: none"> <li>A. Characteristics of good lesson plans</li> <li>B. Basic elements of effective lesson plans</li> <li>C. Learning objectives that are measurable and appropriately challenging</li> </ul>

Task 3 Steps	Praxis® Test Specifications
	<ul style="list-style-type: none"> <li>D. Means of providing access to the curriculum</li> <li>E. Organizing the learning environment</li> <li>F. Understand how to manage student behavior</li> <li>H. Design and maintenance of a safe and supportive classroom environment that promotes student achievement</li> </ul> <p><b>III. Instruction</b></p> <ul style="list-style-type: none"> <li>A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities</li> <li>B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings</li> <li>C. Instructional strategies that facilitate maintenance and generalization of concepts</li> <li>D. Selection and implementation of research-based interventions for individual students</li> <li>E. Selection and implementation of supplementary and/or functional curriculum</li> <li>F. Options for assistive technology</li> <li>G. Instructional strategies/techniques that support transition goals</li> <li>H. Preventive strategies and intervention strategies for at-risk learners</li> </ul>
<p><b>Step 4</b>  <b>Reflecting</b>            Candidates' ability to reflect on the strengths of their lesson plan as well as on the components of the lesson that are in need of improvement</p>	<p><b>III. Instruction</b></p> <ul style="list-style-type: none"> <li>A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities</li> </ul> <p><b>II. Planning and the Learning Environment</b></p> <ul style="list-style-type: none"> <li>A. Characteristics of good lesson plans</li> <li>B. Basic elements of effective lesson plans</li> </ul> <p><b>IV. Assessment</b></p> <ul style="list-style-type: none"> <li>A. Evidence-based assessments that are effective and appropriate</li> <li>C. Interpret assessment results</li> <li>D. Understand and use the results of assessments</li> </ul>

## PPAT® Assessment Task 4: Implementing and Analyzing Instruction to Promote Student Learning

Task 4 Steps	Praxis® Test Specifications
<p><b>Step 1</b>  <b>Planning</b>            Candidates' ability to plan an effective lesson that facilitates student learning</p>	<p><b>II. Planning and the Learning Environment</b></p> <ul style="list-style-type: none"> <li>A. Characteristics of good lesson plans</li> <li>B. Basic elements of effective lesson plans</li> <li>C. Learning objectives that are measurable and appropriately challenging</li> <li>D. Means of providing access to the curriculum</li> <li>E. Organizing the learning environment</li> <li>F. Understand how to manage student behavior</li> <li>H. Design and maintenance of a safe and supportive classroom environment that promotes student achievement</li> </ul> <p><b>III. Instruction</b></p> <ul style="list-style-type: none"> <li>A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities</li> <li>B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings</li> <li>C. Instructional strategies that facilitate maintenance and generalization of concepts</li> </ul> <p><b>IV. Assessment</b></p> <ul style="list-style-type: none"> <li>A. Evidence-based assessments that are effective and appropriate</li> <li>B. Define and use various assessments</li> <li>C. Interpret assessment results</li> <li>D. Understand and use the results of assessments</li> </ul>
<p><b>Step 2</b>  <b>Implementing the Plan</b>            Candidates' ability to implement the lesson plan, interact with their students, and analyze their practice</p>	<p><b>II. Planning and the Learning Environment</b></p> <ul style="list-style-type: none"> <li>A. Characteristics of good lesson plans</li> <li>B. Basic elements of effective lesson plans</li> <li>C. Learning objectives that are measurable and appropriately challenging</li> <li>D. Means of providing access to the curriculum</li> <li>E. Organizing the learning environment</li> <li>F. Understand how to manage student behavior</li> <li>G. Theory and practice of effective classroom management</li> <li>H. Design and maintenance of a safe and supportive classroom environment that promotes student achievement</li> </ul> <p><b>III. Instruction</b></p> <ul style="list-style-type: none"> <li>A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities</li> <li>B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings</li> <li>C. Instructional strategies that facilitate maintenance and generalization of concepts</li> <li>D. Selection and implementation of research-based interventions for individual students</li> </ul>

Task 4 Steps	Praxis® Test Specifications
	<ul style="list-style-type: none"> <li>E. Selection and implementation of supplementary and/or functional curriculum</li> <li>G. Instructional strategies/techniques that support transition goals</li> <li>H. Preventive strategies and intervention strategies for at-risk learners</li> </ul>
<p><b>Step 3</b>  <b>Understanding the Two Focus Students</b>            Candidates' ability to provide evidence of student learning resulting from the implemented lesson</p>	<ul style="list-style-type: none"> <li><b>II. Planning and the Learning Environment</b> <ul style="list-style-type: none"> <li>A. Characteristics of good lesson plans</li> <li>B. Basic elements of effective lesson plans</li> <li>C. Learning objectives that are measurable and appropriately challenging</li> </ul> </li> <li><b>IV. Assessment</b> <ul style="list-style-type: none"> <li>A. Evidence-based assessments that are effective and appropriate</li> <li>B. Define and use various assessments</li> <li>C. Interpret assessment results</li> <li>D. Understand and use the results of assessments</li> </ul> </li> </ul>
<p><b>Step 4</b>  <b>Reflecting</b>            Candidates' ability to reflect on the effectiveness of their lesson for the entire class</p>	<ul style="list-style-type: none"> <li><b>II. Planning and the Learning Environment</b> <ul style="list-style-type: none"> <li>A. Characteristics of good lesson plans</li> <li>B. Basic elements of effective lesson plans</li> <li>C. Learning objectives that are measurable and appropriately challenging</li> </ul> </li> <li><b>III. Instruction</b> <ul style="list-style-type: none"> <li>A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities</li> </ul> </li> <li><b>IV. Assessment</b> <ul style="list-style-type: none"> <li>A. Evidence-based assessments that are effective and appropriate</li> <li>C. Interpret assessment results</li> <li>D. Understand and use the results of assessments</li> </ul> </li> </ul>