

**PPAT® Assessment****Library of Examples – Task 1 – English Language Arts****Example Task 1, Step 1, Textbox 1.1.1**

Below are two examples of written responses to Textbox 1.1.1 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 candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their 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.

**Step 1: Planning the Assessment****Textbox 1.1.1: Community, District, School Contextual Factors That Influence Instruction****Met/Exceeded Standards Level****A. Community Factor: Rural**

In the English classroom, it is just as important to use visual aids to increase retention and learning. Therefore, I would suggest using the rural environment as a visual aid for students and have class outside on occasion. For instance, an American Literature class could use the rural atmosphere to enhance the study of American poetry by experiencing and reading the descriptions of nature in the poems.

**B. District Factor: 10% of students have IEPs**

Due to the number of IEPs within the district, I believe that it is important to ensure students understand the material they are reading in the English classroom. Using graphic organizers would help students who struggle with reading comprehension by organizing information from a text. For example, while reading a play, students can use a graphic organizer to list the main plot, subplots, and characters from the play in an easy to understand and organized fashion.

**C. School Factor: 85% of student population is Caucasian****Refer to the Task 1 Rubric for Textbox 1.1.1 and ask yourself:**

- Where does the candidate connect an element from each of the following contextual factors to an instructional strategy and an activity in order to enhance learning?
  - The community
  - The school
  - The district
- How does the candidate justify each instructional strategy? Does the candidate describe how the activity furthers student learning?
- What evidence indicates that the candidate's analysis of community, school, and district factors clear?

## Step 1: Planning the Assessment

### Textbox 1.1.1: Community, District, School Contextual Factors That Influence Instruction

#### Did not Meet/Partially Met Standards Level

Bigger immigrant influx. One possible instructional strategy is to use physical objects and to act out words and phrases that students may be unfamiliar with. One learning activity would be to then present students with the phrases and/or objects and have them work together in pairs or by themselves to come up with a solution. (This is geared more toward my Reading Elements class). By targeting those students who are from immigrant families and are probably among the percentage of ELL students I work with, I'm focusing on the unfamiliarity these students may have with certain aspects of the English language like idioms and other phrases, adjectives and other strange words we use. I want to help familiarize and teach them these tidbits in a more engaging and immersive environment.

My chosen district factor is the \$10,297 it costs the district for every child to go to school. I will use imagination as my instructional strategy, I will play off of the creativity and minds of the students to bring out the best in their engagement. One learning activity I will use will be dramatization, I want my students to act stories, plays, poetry, or whatever literature and language expression we are studying. I am going to pull from their hearts so that they can be involved and get the most out of their experience and take away the most possible. If it costs a lot to educate a student, this lesson will use little resources but garner maximum (hopefully) results.

There are 138 teachers to 1725 students, a 1 to 12.5 ratio. One instructional strategy I would use would not really be instructional, but social. I am going to take time to ask the names of my students (and be sure to get correct pronunciation) and ask them about themselves, getting to know them. I would use a learning activity that would discuss, particularly of their personal experiences, and if willing, sharing. I would love to incorporate a chance for them to artistically express themselves through art, music, or words. Probably through a speech or presentation. These two combined would help make that 12.5 to 1 ratio feel a little more personal, make each student feel more personalized and individualized, no matter how big the school is.

#### Refer to the Task 1 Rubric for Textbox 1.1.1 and ask yourself:

- Where does the candidate connect an element from each of the following contextual factors to an instructional strategy and an activity in order to enhance learning?
  - The community
  - The school
  - The district
- How does the candidate justify each instructional strategy? Does the candidate describe how the activity furthers student learning?
- What evidence indicates that the candidate's analysis of community, school, and district factors is ineffective?

#### Suggestions for Use

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.