

## PPAT® Assessment

### Library of Examples – Task 1 – Math

#### 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. My chosen community factor is that my school is located right outside of Pittsburgh, in a large suburban neighborhood. Based on this factor, I believe that an instructional strategy I would use in my classroom would be service learn or community based instruction. For the learning activity, students would work on a project determining how they could help the homeless within our city if they were given a certain amount of money. This would connect the students to a real life explain and maybe even encourage them to get involved themselves.

B. My chosen district factor is the gifted percentage of students within the district being 15.54% or 1,246 students. One possible instructional strategy would be using differentiated instruction. By the use of this instructional strategy, it will allow students to work at their own pace and push themselves further in the material if they feel able to. Gifted students will be able to excel and not be bored in a normal instructional classroom, while their peers will still be able to push themselves in a safe environment. A learning activity for students would be cooperative learning. Students would divide themselves into groups and then assign the tasks among themselves. This encourages students to be independent and take on the task they view as the most difficult.

C. For my school factor, I am focusing on the enrollment of 1,395 students within the school. From the size of the school, students more often or not will not know each and every student in their classes. An instructional strategy I feel that would further student learning would be groups. This would allow students to interact and share ideas with students they would normally not be. A learning activity would be grouping students by three with peers that they do not know and work on a project that corresponds with the lesson. They would further their student learning by interacting with new students with new ideas.

**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**

Step 1: Knowledge of Students

Community Factor = [Name] Golf Course (Instructional Strategy- Writing linear and quadratic factors in terms of a given table of values.

Learning Activity- [Name] Golf course is offering a new deal for children under 17. The local golf course charges \$5.00 per person to play a round of golf, and the course sells 120 rounds of golf per week. The manager, Fred, of the course studied the effect of raising the prices to increase revenue. The Table below shows the price, number of rounds, and weekly revenue for 4 different price increases of \$0.25 cents.

Based on the data, write a linear function to model the price of one round of golf  $P(n)$ , in terms of  $(n)$ ; the number of \$0.25 increases, and write a quadratic function of the weekly revenue in a week,  $R(n)$ , in the terms of  $n$ .

Rationale: [Name] golf course is a major attraction and the only golf park actually in [Name]. It is a county course [Name] County, so many people from [Name] including neighboring townships play here. This can be a good introduction lesson for Alg. 2 students when talking about linear/quadratic equations.

# Of .25 cent price increases; $(n)$	0	1	2	3	4
Price per round of golf; $P(n)$	\$5.00	\$5.25	\$5.50	\$5.75	\$6.00
Number of rounds of golf sold; $S(n)$	120	117	114	111	108
Weekly Revenue; $R(n)$	\$600	\$614.25	\$627	\$638.25	\$648

District Factor- [Haunted house in the town] Instructional Strategy- This is logic project, which involves finding out what happened to each specific person (Algebra 2)

Learning Activity- Tim, Jim, Tom, and Phil explore [haunted house in the town]. They each explore a different room (bedroom, attic, foyer, and kitchen). There is something that scares them in each room (scary noise, creepy feeling, spider, and chainsaw) Can you determine who went into what room and what scared them. Tim was too scared to go into attic, but he heard a scary noise. Jim was so happy she didn't come across any spiders or chainsaws. The person, who saw the spiders, saw them in the bedroom. Phil explored the kitchen.

Rationale: One of the favorite things to do around the area of the high school is to go to the haunted house with a date or friends. [Haunted house in town] is one of the best haunted houses around in the area. So using a logic type problem to eliminate choices helps when you can picture what the house is like.

School Factor- High School Hockey Playoffs (My school is in playoffs)

Instructional Strategy- Solving System of Equations (Algebra 2)

Learning Activity- The [school name] Eagles entered the playoffs for high school hockey. An overtime win means the team receives two points and one point when they win in regulation. During the playoffs, your team wins the championship with 66 points. They won 12 more overtime games than they won games in regulation. How many overtime wins and wins in regulations did the team have?

Rationale: The hockey playoffs are relevant current event in high school right now and applying system of equations to hockey problems gets the students interested in their own team spirit as well as having something to relate to in real life.

**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 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.