

PPAT® Assessment

Library of Examples – Task 1 - Science

Example Task 1, Step 1, Textbox 1.1.1

Below is one example of a written response to Textbox 1.1.1 as excerpted from the portfolios of a candidate. The candidate's response was not corrected or changed from what was submitted. It was scored at the Met/Exceeded Standards Level. This information is being provided for illustrative purposes only. This excerpt is not a template for candidates to use to guarantee a successful score. Rather, it is an example 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: Socioeconomic level

The persons below poverty level for [county name] is 35.9% compared to the state's 19.2%. I believe that poverty is the most important community factor that impacts my classroom. I cannot expect my learners to have access to technology at home or adequate time and resources to complete homework at home. One instructional strategy would be to use scaffolding in the classroom and to work problems only in class. I need to keep homework to a minimum. If I assign a project, I need to give adequate time in class for them to complete the project. I also need to contact [county name] Parent Center, so they can provide the correct supplies to the learners at no cost. I need to keep the learners supply list to the basics and I do not need to be picky about what supplies they have. I can create an activity where learners research careers in science and learn what it takes to be successful in these careers. I want to help learners get an education, so they can go on to higher education and receive the necessary degree to be able to live above the poverty level.

B. District Factor: IEPs

The percent of learners with IEPs is 9.21% for [county name] School District. IEP stands for Individualized Education Plan. I have eight learners with IEPs. I have to follow their IEPs completely. One instructional strategy is to not use discovery learning when it comes to these learners. They will not benefit from discovering the answers on their own. These learners benefit from well-structured and scaffolded instruction. They need more one-on-one instruction. I will need to give them more of my attention and time to make sure they are learning and succeeding. I can create games that break down the information into chunks for the learners. I have found that these learners get extremely excited when they learn and get things right.

C. School Factor: ELLs

At the beginning of the school year I had two English Language Learners. During the spring, I only have one ELL in my classes. Our school has several and we are blessed to have an amazing ELL instructor. One instructional strategy for this learner is for me to reduce the amount of information the learner has to read on

their own to receive scores. Usually ELLs struggle more with reading in English than speaking English. I need to watch him while he reads to look for signs of confusion. I need to explain concepts that are difficult to understand. One activity I could come up with would be to have this student practice reading scientific articles during his free time in class. These articles would not be scored, so he would not have any pressure. Science articles can be difficult to read for learners whose primary language is English, let alone learners whose primary language is something other than English.

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 appropriate?

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.