

PPAT® Assessment**Library of Examples – Task 1 – English Language Arts****Example Task 1, Step 1, Textbox 1.1.2**

Below are two examples of written responses to Textbox 1.1.2 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 1.1.2: Classroom Demographics and Knowledge of Students****Met/Exceeded Standards Level**

A. Factor: Six 9th graders require Special Education Speech Services-- about 41%

■ This factor is an important factor to address because almost just under half of my class requires some form of Special assistance in the area of Speech Services. This being said, my job as an educator is to be aware of the needs of these students, and find new ways to help them be successful in my classroom.

Instructional Strategy: Tiered Assessment

■ Finding different types of assessment to showcase the knowledge of the students, is an important factor in completing the process of acquiring and understanding of concepts taught. Tiered Assessment will be a great way to appeal to all levels of learning, and the many different modalities can be addressed by doing this as well.

Learning Activity: Choice in Final Project

■ By allowing students to choose how they will complete their final project, I will help those who are not comfortable by formal written or oral presentations. I can give those students who struggle with speech a chance to express their knowledge in a new way. There can varying modes in which they can be a summative assessed. I have come to a firm understanding that there is MORE than one way to do something, and I need to make sure that I am following this thought.

B. Factor: Love of Music

■ My students love to listen to music. Realizing this fact, I have allowed the use of music in the classroom to give my students a chance in strengthening their bond with their learning. Music is a great tool to use when attempting to teach new subjects. Music can evoke emotion, thoughts, and ideas in students.

Instructional Strategy: Sensory Learning-Auditory

■ This strategy is about finding different ways to utilize the senses to optimize the amount of learning. No two students learn the same, and finding common grounds to reach all modalities is very important.

Learning Activity: Music to Evoke Emotion in Writing

■ As an English Language Arts teacher, finding time to write is very important. Students should be writing every day, and using music as a prompt to get the students writing will help. This activity gets the students thinking about the emotion and voice within their writing. Have them quickly write their emotions while playing different genres of music will get them to think about their language and word choice whilst writing. Writing is an art, as well as music, and art should be shared and utilized together. My students already enjoy music. They are excited when they get the chance to listen to music, as is any teenager. I know that if I want to get them writing, then I need to find ways to convince them that writing is important. Music will do that. I need to be mindful of meeting my students on some sort of playing field; I love music as much as my students, and I would be ludicrous not to utilize that resource when my students are writing.

Refer to the Task 1 Rubric for Textbox 1.1.2 and ask yourself:

- How does the candidate connect an element from each of the following contextual factors to an instructional strategy and an activity designed to enhance learning?
 - Classroom demographics
 - Knowledge of students
- Where does the candidate justify how each instructional strategy and activity furthers student learning?
- What evidence indicates that the candidate's analysis of classroom demographics and knowledge of students' factors are effective?

Step 1: Planning the Assessment

Textbox 1.1.2: Classroom Demographics and Knowledge of Students

Did not Meet/Partially Met Standards Level

My chosen classroom factor would be gender. Since there is a higher incidence of male kinesthetic learners as compared to females, I would incorporate a kinesthetic learning strategy in my classroom. Once such learning strategy is summary ball. Summary ball gets students up and moving and students are actively engaged in learning. Since male students are more reluctant and generally have lower test scores in English/Language Arts, I would ensure that the material covered in class, appeals to both male and female students. Male students generally prefer action/adventure books, so I would incorporate this into my curriculum.

Based on the high incidence of kinesthetic learners in the classroom, I would utilize the SWAT activity as an instructional strategy. I would use this activity when reviewing vocabulary words with the students. This would be a way to enable them to stay active, and the doing something fun would help them with retention in terms of vocabulary. This activity would be done prior to the students taking the vocabulary test. Students often like the competitiveness of this type of activity.

Refer to the Task 1 Rubric for Textbox 1.1.2 and ask yourself:

- How does the candidate connect an element from each of the following contextual factors to an instructional strategy and an activity designed to enhance learning?
 - Classroom demographics
 - Knowledge of students
- Where does the candidate justify how each instructional strategy and activity furthers student learning?

- What evidence indicates that the candidate's analysis of classroom demographics and knowledge of students' factors are unclear?

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.