

PPAT® Assessment

Library of Examples – Task 1 – Math

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. One factor that I mentioned in the classroom demographics section of the chart was that I have 1 gifted student in my classroom. I think that this will have the most impact for my students' learning because I want my class taught at the appropriate speed. I need to balance my teaching speed to enrich the gifted student so he isn't bored while also keeping the best interest of the entire class in mind. A possible strategy that I could use is differentiated instruction to help further student learning. For this strategy, I would give the different learners an activity that meets their learning needs, but all of the activities would be on the same topic. It would just be at different levels of difficulty. This will help further student learning because each student is learning at their own level while the whole class is learning the same material. So this will help my gifted student to excel and give him something that is a little more challenging. It will further his education by challenging his particular intelligence level. Therefore, he will not feel bored or consider any time as being wasted.

A learning activity that I could do to help further the student learning of my class is by providing the students with an activity on the topic they just learned. Then, if the gifted student finishes before the others I could provide him with an enrichment activity to help him think more in-depth with the topic. I can also provide this to the other students who finish up early and if they want to work on it to help deepen their math knowledge in the topic as well they can. This could also help the students learn off of one another through group work. They could gain more knowledge in the topic just like the gifted student and it can help close the gap between some students.

Rationale: Through differentiated instruction and providing enrichment activities, I can ensure that all of my class demographics are being meet. It will keep all students learning and progressing rather than plateauing or regressing because they weren't given an activity that helped them improve.

B. The most important factor mentioned in the “Knowledge of Students” section of the Contextual Factors Chart was that my students have a variety of hobbies and interests. I believe that this factor has the greatest impact in student learning because unless the students are interested they aren’t going to want to learn or it will be harder for them to pay attention. So by knowing the students’ interests and hobbies, I can help catch their eye and show them how their interests and hobbies connect with math in the real world. A possible instructional strategy that I could use to help further student learning is discovery learning. By having students discover for themselves how math works in their interests or hobbies they will be more likely to understand the math behind it and more interested because it is on a topic that they know about and want to learn more about because they like it.

An example of an activity for this factor that could help aid in the students learning is the following:

Let’s say that the students in my classroom love baseball. In my geometry class, I want them to see a real world application using the baseball diamond and the Geometry topic, Pythagorean theorem. I can tell the students that I want them to find the distance from the home plate to second base without actually measuring that distance. Students can work together and discover that they can use the Pythagorean theorem to find the distance because the length from home to first base and from first base to second base is a standard distance. So using this information, they can find the missing side of the hidden triangle on the baseball diamond.

Rationale: By using an activity that requires discovery learning, I can ensure that my knowledge of my students, in this case their interests and hobbies, is being utilized. I am doing so by giving them a math problem that deals with their interest, which has real world applications and visualizations.

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 thorough?

Step 1: Planning the Assessment

Textbox 1.1.2: Classroom Demographics and Knowledge of Students

Did not Meet/Partially Met Standards Level

Classroom demographics - The gender ratio in the classroom shows how there are 14 males and 11 females. I would want to have an instructional strategy of seating the males and females in the classroom going every other. This would keep a good mixture of diversity in the classroom. I would want my learning activity to allow males and females to work together. It would be nice to see if the males and females learn differently. I could have a pair of females and males work on an assignment together.

Knowledge of students- Based on the understanding of the approaches to learning, I have noticed that students like to have one on one time. My instructional strategy would be to give more time for me to have one on one opportunities with the students. I could get a chance to assess what the students need help with and what they already know. The learning activity I could have them do would be to get started on homework. I could give them a chance to start get started early to see if they had any questions. I would be able to work with a student one on one if they had any issues with the homework.

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 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.