

## PPAT® Assessment

### Library of Examples – Task 1 – Science

#### Example Task 1, Step 1, Textbox 1.1.2

Below is one example of a written response to Textbox 1.1.2 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 1.1.2: Classroom Demographics and Knowledge of Students Met/Exceeded Standards Level

The factor I have chosen for classroom demographics is my knowledge of the students who have ADHD in my classroom. Although there are only 2 confirmed students, there are several more that also struggle with attention and sitting still for very long.

The instructional strategy I will employ to benefit these students in the 10 + 2 method. Through the use of this method, my students will only need to be attentive for about 10 minutes before they change tasks and get a small break. I will use this on days where there is more direct instruction. After I have been teaching for 10 minutes, students can take two minutes to get up and move about the classroom, or talk with their neighbor. After the two minutes is up, they will return to their seat and I will continue teaching.

A learning activity I will use is a lab activity. I will be teaching about power during this unit, and students will be doing a lab activity that helps them determine how much power they have. They will be stepping up onto their chair and then back down to the ground as quickly and safely as they can for one minute in order to calculate the work they do in that time. This allows them to calculate their own power and compare it to other classmates. Through this activity, students who prefer to be active during class will be able to use some of their energy and learn in the kinesthetic method.

My experience with these students so far has shown me that Algebra and more basic math topics are more of a struggle for these students. Because of this observation, I will need to spend more time making sure the math concepts within the topics are understandable for the students.

I will use the instructional strategy think, ink link. Throughout a lesson, students will be given example problems. For the first minute, they will think about the problem and attempt to do it themselves. For the second minute, they will write out the problem and come to the best conclusion possible. Then for the third minute, the students will compare with their table partner in order to make sure they are both on the same page and can explain it to one another. Finally, the class will come back together and one of the students will be asked to explain their answer and how they got it.

The learning activity I will use to help with the knowledge gap in Algebra is [software application]. This is both a quiz app and a flashcard app that can be used to create assessments for my students to take with immediate feedback. I can set up a [software application] with a large number of questions for students to get extra practice in, allowing the students to do as many as they need to understand how the math behind the concepts works. The more practice the students get with the math concepts, the better it will go for them, so providing them with this activity will strengthen their knowledge base.

**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?

**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.