

PPAT® Assessment

Library of Examples – Early Childhood

Task 1, Step 2, Textbox 1.2.1: Getting to Know Your Students

Below are two examples of written responses to Textbox 1.2.1 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 you to use to guarantee a successful score. Rather, they are examples that you can use for comparison purposes to see the kinds of evidence that you may need to add to your 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.

Guiding Prompt for Task 1, Textbox 1.2.1

- a. Based on the compilation of information from the results of the Getting to Know Your Students activity, analyze one example of how this information would influence a whole-class instructional decision you would make. Provide a rationale for your decision.
- b. Using one student’s completed Getting to Know Your Students activity, analyze how this information would influence an instructional decision you would make for this student. Provide a rationale for your decision

Example 1: Met/Exceeded Standards Level

- a. Based upon the compendium of my interview-style student interest inventories, the majority of the students stated that they learn best when they can hear the teacher and the room is quiet. This tells me that the majority of the class are auditory learners. With this information in mind, I would use the instructional strategy of interactive read-alouds. This would give the students an opportunity to listen to the story, while also discussing key elements and vocabulary words which aids in comprehension. I would incorporate interactive read-alouds because students have to listen, discuss, and comprehend in order to participate. Listening is a big skill that is needed in second grade. In order for the students to hear and listen, the volume in the room must be kept at a certain level. This strategy will benefit the majority of the students who are primarily auditory learners.
- b. One student in particular when given the student interest inventory , stated that she learned best when working with other people or in a group. With this in mind, I will use collaborative learning as an instructional strategy. During explicit teaching, I will ask an open-ended question and implement the use of a think-pair-share or elbow partner so

that students can have the opportunity to conference with a partner and gain different perspectives before sharing with the whole class. I would also allow students to work in small groups and pairs during independent practice. I would incorporate these kinds of strategies because not only are they going to benefit the one student that learns best by working with others, it is going to benefit the entire class by giving them opportunities to learn from one another and build on their social skills through teamwork and collaboration.

Refer to the [Task 1 Rubric](#) for Textbox 1.2.1 and ask yourself:

In the candidate's response, where is there evidence of the following?

- Does the candidate identify one example, based on the compilation of information from the results of the Getting to Know Your Students activity to analyze?
- Where does the candidate explain how this information would influence decisions made regarding whole-class instruction?
- Does the candidate use one student's completed Getting to Know the Students activity?
- Where does the candidate explain how this information would influence instructional decisions made regarding this particular student?

Example 2: Did Not Meet/Partially Met Standards Level

- a. In the majority of the getting to know your students activity most said their favorite book was Pete the Cat. This information would influence a whole-class instructional decision by deciding to incorporate more Pete the Cat books. Adding Pete the Cat into the classroom is an easy task, because all of his books can relate to a topic we are discussing in class. While learning about colors in the classroom you can simply read Pete the Cat I Love My White Shoes.
- b. The student's getting to know your students' activity I used showed she likes painting. This information influences my instructional decision for this student in the following way; I would integrate more painting into the art center and everyday activities for her. I do understand that adding more painting activities into the art center is not a whole class decision but adding more painting would make that center more enjoyable for her. The student shows she enjoys more hands-on learning activities. This can engage the student in learning while maximizing understanding of topics. One topic can be color mixing. By giving her the opportunity to mix the colors can help the students grasp the concept of when you mix blue and yellow you get green.

Refer to the [Task 1 Rubric](#) for Textbox 1.2.1 and ask yourself:

In the candidate's response, where is there evidence of the following?

- Does the candidate identify one example, based on the compilation of information from the results of the Getting to Know Your Students activity to analyze?
- Where does the candidate explain how this information would influence decisions made regarding whole-class instruction?
- Does the candidate use one student's completed Getting to Know the Students activity?
- Where does the candidate explain how this information would influence instructional decisions made regarding this particular student?

Suggestions for Using These Examples

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.

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