

## PPAT<sup>®</sup> Assessment

### Library of Examples – English-Language Arts

#### 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. The Getting to Know Your Students activity that I chose to do was to have each student make a personal power point about themselves and then share it with the class. Students were limited to five slides each but could have their choice of the amount of information as they wanted on each slide. Through this activity I learned that three of my students speak English as a second language, with Spanish being their first. As we go throughout a typical day in the classroom, I have recognized that these three students tend to ask for clarification on directions, vocabulary and pronunciation of words because English is not their first or preferred language. This could influence a whole-class instructional decision to define explicitly the terms which are used in language arts. For example, when teaching figurative language such as simile it requires that I teach the entire class how to decode the word simile and modify the definition into common, simple words. Defining terms explicitly and simply is quite beneficial for all students in my class but especially for the English language learners because even some modified definitions are difficult for them to comprehend. The reason I chose to make this instructional decision is it is essential for

English language learners to succeed in the classroom. I have noticed that my entire class has reached mastery level (80% or above) scores on content that I have taught more in depth and defined simply because it enhances all student's comprehension. Because of the information I learned from the activity another instructional decision I have made is to provide more partner work. I will strategically pair students together that I know will be beneficial in helping each other in their learning process.

From the Getting to Know Your Students activity I learned from one particular student that speaking in front of the class was something that was difficult. When it was the students' turn to present, the student began to get anxious and started to forget what they were supposed to do. I also recognized that after my student presented his artifact and other students asked the student questions it took longer than 30 seconds for the student to process what they asked before answering the question. I learned that he has difficulty being put on the spot that stems from his processing disorder. After learning this about my student, I have learned to institute the instructional decisions of giving him a warning before transitions, to give the student extra time to think about a question that is asked before calling on him to give the answer. I have also learned that allowing him to work with a shoulder partner first before answering in front of the class allows him to process his thoughts and express them in greater confidence. This has created a safe learning environment for my student and has encouraged him to become more engaged and participate more in the class.

**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. One example of the interest inventory influencing the way that I guide my students would be the fact that many of the students gave the same response regarding their interests. Many of the students said they enjoyed sports during their free-time. Using this information, I would base a large amount of my lessons around some category of sports that my students take interest in each different time. This would make the materials presented to them engaging and make the students feel comfortable diving into.
- b. One student that I would focus on would be a student that enjoys a lot of things happening at once. This student said he played baseball, basketball, and football in the same school year, and loved it. This same student participated in his church's soccer group occasionally as well. I would have a vast amount of strategies I could approach/attempt to approach with this student because I could try numerous things at once and the student would still be extremely interested in each category and if he isn't, he would be able to let me know which strategy didn't work for him.

**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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