

## PPAT<sup>®</sup> Assessment

### Library of Examples – Mathematics

#### 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. Students answered the question, "I am good at math" on a wide scale, but nearly everybody said they strongly agreed with the statement "I am comfortable sharing my work with others." Based on this response, I would like to increase the frequency with which I invite students to present their work to the entire class. COVID-19 social distancing guidelines make this a bit more difficult than normal—we aren't supposed to allow students to come to the front of the room and use the white board markers/the white board. However, I can think of some good ways around this. I can have students "tell me what to write" to adequately express their thinking. Students already have several opportunities each day to share their work with their neighbors, but I think that asking for work to be shared with the whole class can help students boost their self-analysis of their personal abilities in math if done correctly. If I can show through my responses to their thinking that all ideas are valuable and that there is good thinking in every real bit of thinking, then students are likely to feel that their contributions are necessary to the whole class's success. I expect this to boost students' self-confidence.

- b. Student 1 took this survey very seriously compared to some of her peers. She is very comfortable/confident in math class (as evidenced by her answers in the chart up top). She thought through and answered specifically about the definitions of a "good" teacher and student. There's a phrase that really jumped out at me in her "good" student definition that was later repeated in the goal that she set for herself this year. She said that a good student asks questions in class, and in her goal, she said, "I want to study before every test and always ask questions if I'm confused." This makes me want to implement the habit of pausing after each new concept/example and asking the class, "Before we go on, I would like to pause and ask what questions you have?" and wait to make sure that anyone who may be confused has time to formulate their question. This simple question invites responses and implies that questions are not only appropriate but expected at this point. Asking this encourages student questioning and exploration instead of perhaps shutting down a student who is hesitant to ask for help.

**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. All of my students stated that they learned best in class rather than outside of the classroom. This means that all of my students will be needing me to help them understand the ideas that are being taught. I would want to make sure that each student had a strong understanding of the content being taught. I can do this by taking more opportunities for formative assessments daily like a problem that they have to complete before they can leave and have them write down what they were thinking while doing that problem. The first few days or weeks may not turn much information, but as the year moves forward and the students become more used to the practice I feel more information can be learned about where the students are individually to make sure that they have the best learning experience as I adapt the lessons to the students' needs.
- b. One student's response felt like a good example of how most of the class felt. With my last questions I wanted to see how students felt about word problems and tests. This particular student expressed that tests make them feel "unsure because I feel like I am going to fail" and about how word problems make them feel "a little confused until someone tells me how to do it." This information makes me want to focus on building the moral of the class. Helping my students have the confidence to try new and/or difficult things and to take those moments to help the students be okay with failing and learning from their mistakes. With students being more comfortable with the mathematics they will be working through their fears. The more confidence the more practice, the more knowledge the more relaxed a student will be.

**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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