

PPAT[®] Assessment

Library of Examples – Science

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. In order to get to know students, I had them fill out a short Student Information Sheet on the first day of school. The Student Information Sheet is a short, one-page worksheet that allows them to tell me information about them. The information on the sheet includes, what they want to be called, career interests, where they work, hobbies, and how they feel about science. There were a fair number of students that stated they did not like their previous science courses. Out of all the responses I received, most students did not like their previous course due to teacher instruction methods, amount of homework, and tests. There were also a fair number of responses that indicated students' positive attitudes towards experiments and group work.

In my class, my cooperating teacher and I give students class time to work on their assignments. We both understand that some of our students work and that number will rise as the school year continues. We also understand that some students will not do any type of work outside of class. Our policy is that if they do not finish the work in class, it is

homework. All that matters is that the work is completed and that it is high-quality. While I cannot remove tests from the classroom completely, I can choose to change the way I facilitate formative and summative assessments in the classroom. For example, if I want to quiz a student on the different parts of the cell, I can have them do a group quiz involving modeling the cell parts out of clay and having them individually explain what happens when certain cell parts are removed. I can also help students by helping them practice and study the material they need to know.

- b. On the Student Information Sheet, students are asked what they did and did not like about their previous science classes; this information allows us to see what instructional methods are best suited for them. What this student indicated she did not like about her previous science classes were the tests, but she did indicate that she looks forward to laboratory experiments. In order to suit her needs, I can find a way to combine assessments and experiments into one activity. One way I could do this would be to give her and other students the option of doing performance assessments instead of standard pen-and-paper tests. Performance assessments require students to complete a list of tasks instead of doing traditional testing. For example, I could have my students do a performance assessment on scientific variables by having them perform an experiment successfully and naming the variables within that experiment. Performance assessments allow me to provide varying experiences while assessing my students to ensure content mastery.

If I make this adjustment and I am still having trouble gauging how the student learns, I might find out who her teacher for science was last year through our school database. When I find out who she had, I can have a conference with them to figure out what works best for her. The Student Information Sheet also gives my cooperating teacher and I an idea of what students' career interests are. Since this student indicated that she is interested in the nursing field, I will try to make examples that I give to her related to human anatomy. By relating the content to the student's career interests, I can help encourage her to be engaged in the classroom.

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 student interest activity, I ask for student interests for not only school subjects, but also for extracurricular activities and any interest outside of school. In a general sense, almost every student is a part of an extracurricular activity, which reflects the school's accomplishments. In this case, I have to modify my curriculum to ensure that every student is available or that every student has the opportunity to learn about the core ideas that are essential for the class. I would also limit the amount of afterschool work

assigned to the students and would focus on providing meaningful content to maximize student interest. On an A and B schedule, I would also limit the amount of new content given on virtual days and focus on reinforcing the ideas presented in class. In this case, if a student is missing from class, they will still have the ability to work on the assignments as there is not much new material introduced.

- b. In my interest activity, I asked the students about their likes and their dislikes. A trend that I noticed in one of my student responses is in their interest in music and communication. This student enjoys playing their ukulele and is proud of getting a high score in orchestra competitions. Something I can do to involve their interest in music is to incorporate music into my lessons. If I introduce a mnemonic device, I could present it in song form. Another way I could include music in the classroom is to play music during a class activity.

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.