

PPAT[®] Assessment

Library of Examples – Social 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. Because opportunities to get to know students are more limited this year, I wanted to target students with a more creative student survey interest. Instead of giving them a list of questions to answer, I asked students to create a "starter pack" of themselves. Essentially, I asked them to use short phrases and pictures to tell me what someone would need to be that specific person. I hoped that by getting them to do something more creative, I could really maximize on my first opportunity to learn about them. I did make sure to have them answer some specific questions about themselves, such as what is a hobby they have, what languages do they speak or would like to speak, and what are their favorite school subjects.

In a class of thirty-three students, only four listed a social studies class as one of their favorite school subjects. There was a wide variety of favorite subjects among students, but there was a dominant trend of students preferring stem subjects, music classes, or CTE classes to social studies courses. It would be beneficial to tie in the students'

interests, both within school and outside of it, into the classroom. One of the most wonderful things about history is that it is flexible enough to incorporate learning about almost anything. This being the case, I would love to create an assignment that has students learn more about the civilizations we are studying through the lens of their interests.

This being the case, I would love to create an assignment that has students learn more about the civilizations we are studying through the lens of their interests. Looking at the student interest activity, I could group students by interest. For example, there could be a music group, an agricultural group, a business group, etc. Each of these groups would be assigned to learn more about the musical, agricultural, or business achievements of a society and then later present what they learned to the class. Civilizations such as Egypt, China, and Rome would provide ample material to work with. Students would be able to find their own sources for information, but I would provide a list of reliable sources for them to start with.

Working in a group would provide support to students who need a little help, but it would also allow the students to bond over similar interests while learning more about their peers. It is also my hope that such an activity would help students to understand how the study of history is not as far removed from their areas of interest as they might think. History is such an important subject to study, and sometimes students just need the smallest change in how it is presented to them before they can really start to engage.

- b. The chosen student's completed interest survey demonstrated many of the trends among students. He is interested in science and math, he would like to learn new languages, and he enjoys reading. He also included that he likes to solve puzzles.

Students have generally shown good interest when doing an activity that relates to their interests, even if it only connects in a small way. The students were eager to practice writing and figuring out Sumerian, Roman, and Aztec numerals. While having real and important applications to the history we were talking about, these numbers aligned with the interest in math that is so prevalent among the students.

This student completes his work on time, but he doesn't show much engagement in class. To remedy that, I could incorporate some activities that use problem-solving skills. This would be done in the hopes that it would appeal to the puzzle-solving and solution-finding minds that I have in the classroom. An example activity would be presenting students with problems that people in the ancient world faced. Students would work with a list of resources that these people had and try to come up with a solution as if they were living in those ancient scenarios. We could compare answers as a class and then learn what the actual solutions were.

While this would hopefully benefit many students in the class, the overall goal would be to draw out a bright mind by acting on information that this student felt comfortable sharing with me.

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 I would use to influence a whole-class instructional decision would be that many students' motivation comes from grades. They view school and schoolwork simply as tasks that need to be completed. An instructional decision that I would make based on this is the lessons be relevant to students and have broad appeal to a large collection of interests. When students see themselves reflected in a lesson it becomes meaningful. Students start to understand why they should learn something and the inherent value of that skill or knowledge rather than seeing only the completion of the task as beneficial. It is easy to devalue something that is completed only for completion's sake.
- b. The information collected by my Getting to Know Your Students activity would influence an instructional decision for a specific student because the student indicated she struggled with forming strategies for completing challenging projects and forming new strategies when old ones fail. For this student I would focus on connecting teaching with strategies that have already proved to be successful. In this way she will have a starting point from which to associate with the new content. I would also make an instructional decision to integrate group work and discussion into the lesson. This will help the student to see what others are thinking and how they are tackling the problem, giving them support and hopefully fostering some ideas of her own. Collaboration and peer support will be what is needed most in instruction for this student.

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

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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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