

**PPAT® Assessment****Library of Examples – Task 1 – Early Childhood Education****Example Task 1, Step 2, Textbox 1.2.2**

Below are two examples of written responses to Textbox 1.2.2 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 candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their 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.

**Step 2: Resources and Procedures****Textbox 1.2.2: Student Interest Inventory****Met/Exceeded Standards Level**

A- It is unfortunate that science and social studies time is shared and there is only 40 minutes of allowed time for it. So one of my questions on the inventory was which subject would you like to spend more time on, Science or Social Studies. It was not to my surprise that 82% picked science. It is hard for teachers to split the time between both subjects so they usually just pick one or the other. It is also unfortunate that most of the units that the students are required to learn fall under the category of Social Studies. I made a suggestion to my mentor teacher to see if it was possible to some take some of the Social Studies lessons and see if there was a way we could turn them into a science lesson. We found out that it was very much possible. For example, we took the lesson about communities, and instead of just talking about communities we started experimenting with different scenarios to see how different factors can affect the community. We also build a little ginger bread community to experiment on. We noticed that because we were doing what the majority of the students wanted to do they were comprehending a lot more.

B-I asked another question, which stated when is it hard for you learn. The one students wrote down when it is noisy. I soon noticed that this may be a problem for a lot of students. So I came up with the Noise-O-Meter, this was a rubric that had 4 levels of talking 0 being (no talking) and 3 being (playground voice). When we were in a whole group lesson I challenged the students to see what table could stay on level 1 (whispering) throughout the lesson, and that table would get rewarded. They loved the challenged and worked really hard within the groups to stay on level one. After a week of doing this I saw drastic drop in questions being asked, and an increase in the quality of work I was getting. Not I only did I enhance the learning for one child, but almost the whole class.

**Refer to the Task 2 Rubric for Textbox 1.2.2 and ask yourself:**

- Where does the candidate explain how the compilation of students' interest inventories could be used to design instruction that helps them achieve learning goal(s)?
- Where does the candidate describe how the results of one student's interest inventory could be used to promote that student's engagement and learning?
- What evidence indicates that this candidate's analysis of findings from the interest inventories and their impact on instructional decisions is thorough?

**Step 2: Resources and Procedures**

**Textbox 1.2.2: Student Interest Inventory**

**Did not Meet/Partially Met Standards Level**

Based on my class compilation of information from the inventory I would analyze the results to number ten, what would you like help with? This question that the students would answer in the survey would allow me to know what specifically each student was not comfortable with. By knowing this information I would be able to spend more time making sure to teach this lesson with thought to create a interactive lesson so that the students are interested and wanting to learn. By making the lesson interesting, behavior should not be a problem because they will be to involved with the lesson and activity to act out.

One example of how this information would promote student's engagement and learning in my classroom is I would look at how many enjoyed art but maybe not a specific subject. I would use that subject to teach the needed information then connect their learning from the lesson to art. After the lesson we would complete an art project to represent the subject matter that we previously learned about. This connection would allow for the students to learn to enjoy those subjects that they may have previously not enjoyed.

**Refer to the Task 2 Rubric for Textbox 1.2.2 and ask yourself:**

- Where does the candidate explain how the compilation of students' interest inventories could be used to design instruction that helps them achieve learning goal(s)?
- Where does the candidate describe how the results of one student's interest inventory could be used to promote that student's engagement and learning?
- What evidence indicates that this candidate's analysis of findings from the interest inventories and their impact on instructional decisions is vague?

**Suggestions for Use**

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.