PPAT® Assessment
Library of Examples – Task 1 – Elementary 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. The student interest inventory (SII) I chose to create was a writing prompt. I directed students to write me AT LEAST one paragraph describing their likes and dislikes both inside and outside of school. I also directed the students to write one interesting fact about themselves. Almost every SII included technology as a major interest, whether the technology be gaming consoles, use of a personal cell phone, or a computer. I have been in the classroom for two weeks and have noticed a drastic difference in the student's level of engagement when listening to a teacher lecture versus learning via technology.

Earlier this week the students were learning about the water cycle. The teacher spent an entire science period presenting slide shows on the water cycle. The students were very disengaged, unfocused, and off task. Many students had trouble answering questions on the water cycle at the end of the lesson because they had not paid attention during the lesson. The students had to be prompted to answer the questions correctly. The second day of the water cycle lesson, a video from a video-sharing website was shown instead of a slide show. The video was a rap song with lyrics about the water cycle. The lyrics were on the screen, allowing students to sing along. By the end of the three minute video, almost all students were singing along to the song. When the students were questioned about the water cycle, they knew many more answers than they did on the previous day, this time with no prompting. I have witnessed on several different occasions how beneficial technology can be in the classroom. When I take over the class, a goal of mine will be to use engaging technology (unlike slide shows) at least once per day. Using technology once per day can stimulate my students without overstimulation them causing the technology to be ineffective.

b. The inventory I picked for my example was completed by an extremely athletic student. His dad was a former player for a professional baseball team and the student is currently involved with many different sports. In his inventory, he included that one of his favorite subjects is physical education. His reasoning for liking P.E. was "because it gives me energy." As a college student, I agree that school can sometimes be quite tiring! One of my favorite things a teacher can say is, "time to get up!" I enjoy being physically active while in

class as compared to sitting in my seat for the duration of class listening to a teacher lecture. In addition to this student's inventory, at least half of the class mentioned being active in some way. The instructional strategy I will implement will be "brain breaks" throughout the day, which consist of 60 second periods where the students may get up and stretch. The brain breaks will give students a minute to collect their thoughts and take a very brief break. Along with brain breaks, I will include at least one activity per day that requires students to get up out of their seats. Being active will not only keep the students engaged, but also allow them to maintain focus throughout the day by not sitting in a seat for eight hours at a time.

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 effective?

Step 2: Resources and Procedures
Textbox 1.2.2: Student Interest Inventory
Did not Meet/Partially Met Standards Level

a. From the information I received after reviewing the students' interest inventories, I learned that most of my students are visual. Using this information, I would make the decision to make class activities very visual by including pictures, charts, graphs, and any other visuals that would target the highest learning style in the classroom.

b. Using one student's interest inventory, I can see that this student enjoys working with a group. To promote her engagement in activities in the classroom, I would assign appropriate group work as much as possible. Outside of traditional group work, I would also have the students work on assignments together to collaborate.

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 minimal?

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.