

## PPAT® Assessment

### Library of Examples – Task 1 – Science

#### Example Task 1, Step 2, Textbox 1.2.2

Below is one example of a written response to Textbox 1.2.2 as excerpted from the portfolios of a candidate. The candidate's response was not corrected or changed from what was submitted. It was scored at the Met/Exceeded Standards Level. This information is being provided for illustrative purposes only. This excerpt is not a template for candidates to use to guarantee a successful score. Rather, it is an example 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

One of the questions I asked students to give me information about was phrased in the following way: "How do you feel about having tablets in class? Do you like having your textbook on them, or do you prefer a hard copy?" Along similar lines, I also asked them: "When you take notes in class, what method do you prefer? Do you like having something to write on? Or do you like to take them on your tablet?" Asking both of these questions allows for me to provide the resources and activities necessary for all students to learn at the best of their abilities. For example, I have already started providing hard copies of notes for those who prefer to take the old fashioned pen and paper notes. For those who prefer to take them on their tablet, the same outline for notes is posted in the class [Internet-based application] file. Students also have their textbooks on their tablets for access anywhere. However, there is also about 30 hardback textbooks on the bookshelf in the classroom, allowing for students to use one of those during class time if they so prefer.

Some students also discussed how they thought the tablets were distracting at times and that some of their teachers don't really use them for much other than notes and the textbook. This gives me the opportunity to utilize the tablets more during activities for something other than accessing the notes and textbook. It also tells me that if there is a time where students aren't using their tablets, I should ask to students to place their tablets facedown. This could hopefully take away from some of the distractions that can occur.

In the interest inventory, the students were asked this question: "How do you learn best? Do you like to see information in front of you by reading it or taking notes? Do you like to listen to something and have someone explain it to you? Do you like to get up and move around and do something hands on?" [Student name] answered with the following: "I'm kind of a mixture of all of them, but probably a more visual and kinetic learner." She was not the only student who gave this answer as well. This tells me that I need to incorporate pictures and diagrams into direct instruction, labs, and learning activities. Having these available for the students will be very helpful to the students who get the most learning from these types of material, but they will also be an additional source to aid the learning of other students. I also need to make sure a lot of my

activities are active and get the students moving. Having the students sit in their seat for too long will lead to boredom and frustration.

**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 clear?

**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.