

**PPAT® Assessment****Library of Examples – Task 1 – English Language Arts****Example Task 1, Step 2, Textbox 1.2.3**

Below are two examples of written responses to Textbox 1.2.3 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 1.2.3: Communicating with Students and Families****Met/Exceeded Standards Level**

The Heritage Day invitation begins by showing that I am aware of the many demographics in my classes. As an educator, it is my responsibility to understand the backgrounds of my students. By hosting this heritage event, I am showing the parents and the students that I care about the place they call home. I also use this event to prove that exploring and learning about each other's culture can be exciting.

After explaining the minor details of Heritage Day, I sent a notice home to parents or guardians with more information on when and where the event will take place and I asked them to contact me at school if they have any questions about the event. This notice serves as a message to families stating that I want to establish a connection. Once I receive responses from students' families, I will be able to contact them with further information on planning. During the actual event, I will thank the parents in person for taking the time to make Heritage Day a success.

**Refer to the Task 1 Rubric for Textbox 1.2.3 and ask yourself:**

- Where does the candidate explain how the choice of introductory communication with students' families demonstrates understanding of demographic differences in the classroom?
- Where does the candidate explain how the introductory communication encourages ongoing sharing of information among the candidate, the students, and their families?
- What evidence indicates that the candidate's rationale for the method of introductory communication with students and families is moderate?

## Step 2: Resources and Procedures

### Textbox 1.2.3: Communicating with Students and Families

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

My method of communication is a letter sent home to both students and parents. This letter introduces myself to ALL of the students and parents with whom I would come in contact with. My emphasis on wanting to know “all” parents and wanting “each” child to succeed addresses everyone, not just a particular group.

Within my letter, I tried to write with a tone of excitement to ensure both students and parents that this is something I look forward to doing. I also was sure to express how passionate and knowledgeable I am within my content areas in order to ensure both parents and students that they will still be getting the education that they need and have been receiving. I was sure to compliment the community in which they live and express my joy in becoming part of it. Demographically a small area, I think this would help me earn the respect of these individuals. I think it is important to establish a strong connection with both parents and students right from the beginning.

#### Refer to the Task 1 Rubric for Textbox 1.2.3 and ask yourself:

- Where does the candidate explain how the choice of introductory communication with students’ families demonstrates understanding of demographic differences in the classroom?
- Where does the candidate explain how the introductory communication encourages ongoing sharing of information among the candidate, the students, and their families?
- What evidence indicates that the candidate’s rationale for the method of introductory communication with students and families is ineffective?

### 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.