

PPAT® Assessment

Library of Examples – Task 1 – English Language Arts

Example Task 1, Step 2, Textbox 1.2.4

Below are two examples of written responses to Textbox 1.2.4 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 1.2.4: Rules and Procedures Met/Exceeded Standards Level

A. One classroom rule that is stated in my classroom is that students must use appropriate language, and submit work that is appropriate to the high school setting. This classroom rule facilitates instruction by attempting to ensure that their writing is not defocused by shock value or complaints from other students or parents. They can focus on their writing as a craft without worrying about moral differences.

B. One technology rule is that students are only allowed to use their laptop when permission is granted. This prevents students from distraction on social media sites. When permission is granted it is for school work, this permission helps to ensure that the laptops are used for work purposes. It makes a positive impact towards keep them focused.

Refer to the Task 2 Rubric for Textbox 1.2.4 and ask yourself:

- Where does the candidate explain the implications of a classroom rule/procedure for instruction, student learning, or the learning environment?
- Where does the candidate explain the implications of a technology rule/procedure for instruction, student learning, or the learning environment?
- What evidence indicates that this candidate's analysis of rules and procedures is clear?

Step 2: Resources and Procedures

Textbox 1.2.4: Rules and Procedures

Did not Meet/Partially Met Standards Level

A. Procedure: Come to class with all of your materials.

When the students come to class with all the necessary materials for the class to run smoothly and effectively, there is more time spent on instruction and learning, than there is trying to corral everything that students need to be successful in the classroom. Classroom time is precious. As an educator, my job is to prepare the students for not only the work that they will be completing in the classroom that day, but also to prepare them for the necessary skills to survive in the “real” world. An unprepared student, is a student not yet ready to learn.

B. Procedure: Come to class with all of your materials.

When the students come to class with all the necessary materials for the class to run smoothly and effectively, there is more time spent on instruction and learning, than there is trying to corral everything that students need to be successful in the classroom. Classroom time is precious. As an educator, my job is to prepare the students for not only the work that they will be completing in the classroom that day, but also to prepare them for the necessary skills to survive in the “real” world. An unprepared student, is a student not yet ready to learn.

Refer to the Task 2 Rubric for Textbox 1.2.4 and ask yourself:

- Where does the candidate explain the implications of a classroom rule/procedure for instruction, student learning, or the learning environment?
- Where does the candidate explain the implications of a technology rule/procedure for instruction, student learning, or the learning environment?
- What evidence indicates that this candidate’s analysis of rules and procedures is incomplete?

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.