

## PPAT® Assessment

### Library of Examples – English Language Arts

#### Task 2, Step 1, Textbox 2.1.2: Preparing Learners for the Assessment

Below are two examples of written responses to Textbox 2.1.2 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 you to use to guarantee a successful score. Rather, they are examples that you can use for comparison purposes to see the kinds of evidence that you may need to add to your 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.

#### Guiding Prompt for Task 2, Textbox 2.1.2

- a. What learning activities and student groupings will you use during the assessment?  
Provide a rationale for your choices.
- b. What materials, resources, and technology will you use to administer the assessment?  
Provide a rationale for your choices.

#### Example 1: Met/Exceeded Standards Level

- a. Prior to the assessment, the learning activities included a lot of opportunities to read and interact with text. Students played Kahoot! ® and completed an activity where they sorted poems based upon a common theme. The learning activity that the students completed during the assessment was the quiz itself. During the assessment students were grouped individually. The students were asked to complete the assessment alone with no assistance. Students with testing accommodations were seated near the special educator for support. The reason that the students completed the assessment individually was to gain a clearer understanding of individual student success and comprehension. Another reason for the individual completion of the assessment was that the students were able to receive direct instruction on the topics, then worked in small groups, and the next step would be individual completion. If the students were to work in a grouping other than individually, then it would be too difficult to determine whether or not individual students had achieved a deep understanding of the instructed concepts and standards. The results would be skewed and could not be used for the purposes that have been outlined above.
- b. In order to administer the assessment, Google® Forms was utilized and presented to the students in their online course, Blackboard®. The students accessed these modes of

assessment on their Chromebooks®. This enabled students to utilize Twenty-First Century skills© as they took their tests. Students have experience and are familiar with using technology during assessments, so this process did not detract from their ability to succeed academically. Also, these students will take the PARCC © assessment online, and they need to have experience working with technology resources during testing situations. In the late Spring, the students will have to complete the PARCC© assessment on their Chromebooks® and in order for them to be successful on this assessment, they need practice not only answering multi-choice questions, but also flipping from the text back to the assessment for reference and citation within their responses.

**Refer to the [Task 2 Rubric](#) for Textbox 2.1.2 and ask yourself:**

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response clear?

**Example 2: Did Not Meet/Partially Met Standards Level**

- a. For this activity, students will read the article aloud during a discussion-based whole-class reading activity. The article will be chunked and students will participate in the discussion on the writer's arguments that are found in the article, "Helicopter Rescues Increasing on Everest". The discussion allows for students to hear on another's ideas and thoughts on the topic at hand. It also allows the teacher to give students feedback and reinforcement of their contributions to the discussion.
- b. No technology will be used for this assessment. It is a paper worksheet that corresponds to the article found in their close reader books. The close reader book is the only added material being used for the assessment. The easiest way to administer the assessment as a whole class is by paper and booklet because these materials are readily available for each student.

**Refer to the [Task 2 Rubric](#) for Textbox 2.1.2 and ask yourself:**

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment

- The rationale for the materials, resources, and technology used

Why is the candidate's response limited?

### **Suggestions for Using These Examples**

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.

Copyright © 2018 by Educational Testing Service. All rights reserved.  
ETS, the ETS logo and PPAT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries.