

PPAT® Assessment

Library of Examples – Social Science

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. During the assessment students will be working individually in an effort to ensure that each individual student is accountable for their own learning and understanding. In order to prepare students for the assessment I will employ the use of effective student grouping coupled with the PALS reading learning activity during the lesson. *Peer Assisted Learning Strategies (PALS)* is a useful learning activity that can be used with students to enhance learning through the use of collaboration, cooperation, and peer-to-peer teaching during a particular lesson. Therefore students will have worked with fellow classmates to expand their own knowledge but will need to display mastery on the assessment without aid to convey meaningful growth. Critical thinking, the ability to produce a brochure, problem-solving, and reflection will all be required on the assessment.
- b. Resources needed will include a pre-formatted paper designed to make it easier for students to craft into a tri-fold brochure and eliminate lost instructional time explaining this skill. This paper which will encompass the assessment also includes a lined portion on the back for students to write their paragraph connection about their chosen economic system which they believe to be most beneficial. A copy of the rubric as well as instructions for the assessment and its required components will also be provided during the administering of the assessment. These materials will be useful as they outline the

requirements for students and work to ensure that each individual understands the expectations associated with receiving the highest possible score. This will eliminate any lapses in understanding of the assessment. Resources and technology such as an electronic interactive display will also be employed to provide visual instructions, images, and procedures as an additional means of conveying expectations to all students. This means that every learning style should be accommodated during the assessment with the display/images supporting visual learners, verbal instructions and lecture reaching auditory learners, and the written instructions for the hands-on procedures aiding kinesthetic learners.

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. Since this chapter I am conducting this over, is Ancient Egypt, I will hand out a pyramid with blocks traced on a sheet of paper. The student will put the vocabulary terms that they missed on the pyramid, with the correct term. We will then cut them out and they will glue the sides so it stands as a pyramid on their desk. They will have the terms that they struggled with, on their desks for them to study at any time. This will also be useful for the partner whom will maybe have different terms on their pyramid, for them to study off of one another.
- b. We will use the scissors and glue that I have in my classroom and the text book that they have for Social Studies. They will not be responsible to bring any materials with them to class. The reason for this, is that way they come to class prepared to learn, not to worry about what they need to bring to class in order to fulfill an assignment.

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.