

## PPAT® Assessment

### Library of Examples – Special Education

#### 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, my student grouping is whole group. I have 7 students and 3 staff. I will provide students with the lesson from the front of the class and additional staff will assist students who need picture support or prompting. The rationale for this grouping is when dealing with students with disabilities and behavior issues, it is best practice to have staff available to assist moving throughout the lesson to connect with each student. The learning activities I used during my lesson are introduced to the students during the regular routine of calendar time. The rationale for this choice is that students with autism and delays are better able to function when they are comfortable in the setting and follow a routine structure of events. Students have expressed through written assessments mastering the skills of the calendar routine in our classroom and this lesson builds on that skill. I did not go into much detail before the pre-assessment because I wanted a real raw score of the students' knowledge and did not want to put too much stress on the students. The rationale is that students with disabilities can struggle when they feel pressured to perform on an assignment; this can lead to increased anxiety, behavior issues, and skew the data.
- b. The materials I used to administer this assessment are pencil, worksheet, and picture supports. The rationale for these materials is to help students connect through writing,

reading, and picture support to get the information they need to complete the assessment. Picture supports are used for beginning readers to meet the needs of the individual student's IEP. The resources I used are the slide show presentation and posters. The technology I used to administer this assessment is the smart board. The rationale for the technology and resources is that students retain more information when they are active and part of the lesson. The smart board is used after the assessment to discuss and let students reflect on how they were able to answer each question.

**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. The activities that we do in class depends on how the tests have gone from the previous week and which problems seemed to give the students the most trouble. I mix up the activities by using the interactive white board, folder games, individual white boards with practice problems, and the use of a manipulative for further understanding.
- b. I gather all of my assessment materials from a researched-based standardized set of measurement and evaluation procedures. They provide progress monitoring practice tests and also a progress monitoring assessment package. I use the practice tests through the week to keep the students familiar with the format of the test and to gather information about problems that they are struggling with. I use the assessment package to give the assessments each week on Friday and record that data.

**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.

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