

## PPAT® Assessment

### Library of Examples – Early Childhood

#### Task 3, Step 1, Textbox 3.1.1: Standards and Learning Goals

Below are two examples of written responses to Textbox 3.1.1 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 3, Textbox 3.1.1

- What learning theory/method will guide your planning process? Provide a brief description of the theory/method. How will you make use of it?
- What learning goal(s) and content standards, state and/or national standards, did you identify for the lesson? How will they guide the planned learning activities?
- What is the content focus of the lesson? What related content that the students have previously encountered will support the learning in this lesson?
- What are some difficulties students might encounter with the content? How will you address the difficulties?

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

- The learning method that will guide my planning process is the Hunter Model. This is a great drill/practice model for planning and well suited for emphasizing the lower tier of the Bloom's taxonomy: knowledge, comprehension, and application. This model has 7 steps and set up to state my standards to be addressed, lesson objectives, student engagement, direct instruction, guided practice, assessment, independent practice, and closure. I will use this model as a checklist to ensure a highly structured lesson with the explicit purpose of helping students learn.
- The learning goals and standards are the National Common Core Standards: CCSS.Math.K.CC.A Know number names and count sequence, CCSS.Math.K.CC.A2 Count forward beginning from a given number, CCSS.Math.K.CC.B Count to tell the number of objects, CCSS.Math.K.CC.B4 Understand the relationship between numbers and quantities/connect counting to cardinality. I identified 3 Early Learning Standards for Mathematics for Numbers and Operations: uses numbers to show quantity (Show interest

in counting and quantity, develops an increasing ability to rote count in sequence, counts objects with understanding); uses language to represent numbers of objects (Separate and names how many); and solves problems using numbers (Name how many there are in a group up to five objects and uses one to one correspondence when counting objects.) These standards will guide me through the planned activities and prepare for the assessment. The standards will reference necessary student knowledge. Thus, these will assist in planning and instruction, allowing student to master these through daily activities. I will collect evidence showing students' progress toward these standards

- c. The content focus of the lesson is numbers and operations. The related content focus in the learning process is counting to five. The students have already had lessons on counting numbers one through four and showed proficiency in identifying these numbers, using language to represent such, and solving problems using numbers one through four. Each day has been a review of this strategy with emphasis on counting.
- d. Students could encounter difficulty in recognizing the numerals in written form during the independent practice activity. I plan to be proactive in this expectation by demonstrating the written number during direct instruction. During the reading of the book, I will stop periodically and ask what number students heard on that page. An enlarged version of the manipulatives to display during independent practice after assessing the student level will be created. I will explicitly model this manipulative to provide a visual for students having difficulties. I will individually assess students through assembling the numbered frogs in sequential order, using one-on-one correspondence, and recognizing naming how many are in their group.

**Refer to the [Task 3 Rubric](#) for Textbox 3.1.1 and ask yourself:**

What evidence does the candidate provide to show how the lesson plan has been guided by

- A learning theory/method
- State/national standards and learning goals
- Related content that students have previously encountered
- Ways to address the difficulties students may have with the learning

Why is the analysis of standards and learning goals **thorough**?

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

- a. One of the theories I always thought was excellent in teaching studentz is scaffolding. Using the same. Lesson to create varying levels of instruction based on student achievement is I believe one of the most optimal ways of teaching. By knowing what level all of my students are performing at, I can better develop my lessons to suit their own individual needs.
- b. LLC 27: The children will demonstrate knowledge about the functions of print, including environmental print. Finding and noticing environmental print is essential in growing and developing a young students aquisition of the English language.
- c. The focus of this lesson is to better aquaint students to the structure of a book, and the elements that comprise a book. My students have had the luxury of having books read to them daily in our class.

d. By having the prior exposure to books, I think that my students will have that familiarity for them to better understand books, and their purpose.

**Refer to the [Task 3 Rubric](#) for Textbox 3.1.1 and ask yourself:**

What evidence does the candidate provide to show how the lesson plan has been guided by

- A learning theory/method
- State/national standards and learning goals
- Related content that students have previously encountered
- Ways to address the difficulties students may have with the learning

Why is the analysis of standards and learning goals **weak**?

**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.