

## PPAT® Assessment

### Library of Examples – Elementary Education

#### 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 theory that guided my planning process was the constructivist learning theory. The constructivist learning theory is based on students working hands-on and independently following instruction. For my lesson, I began by showing the students a video on landforms that engaged the students in the task they were about to start. After watching the video, I walked the students through logging on to the computer and getting to the assignment that was located in an online classroom program. The assignment that the students would be completing was an online doc that had a table with six different landforms, and at the top of the document there were several websites where the students could go to read and learn information about the landforms. After students read about the landforms, they came back to the document to give a description and facts that they learned about the landform. The directions were typed into the assignment that students were completing on their own, but I also walked the students through the directions and modeled what they should be doing for all the students to see on the projector. After I walked the students through the directions, the students worked

independently on their own computers to complete their own documents, where they provided the information on the landform. This model of teaching follows the constructivist learning theory because the students are getting direction and the expectation of the assignment, and then they are doing the hands-on work independently where they are exploring their own learning.

- b. The lesson was based on the North Carolina Essential Standard for Social Studies 3.G.1.2, which states that students should be able to compare the human and physical characteristics of places. Part of learning how to compare the physical characteristics is learning about the different characteristics. During this lesson, the students were learning about different physical characteristics they would use to describe places. The content standard chosen guided the learning activities for the lesson by having the students research the different characteristics. The learning goal associated with the standard was students will be able to describe the different bodies of water landforms and compare them to other landforms. The lesson also incorporated the North Carolina Essential Standard for Technology 3.RP.1, which states that students will be able to implement a research process by collaborating with their peers. This standard was incorporated with the learning goal that students will be able to research their information about the landforms.
- c. The lesson focuses on describing different bodies of water landforms, which included rivers, bays, lakes, oceans, and canals. The students had learned about some of the landforms in the second grade. During the second grade, the students learned about the landforms and bodies of water. During this unit, the students were learning how to use those landforms to describe places. I used this lesson to have students refresh and add to their previous knowledge of landforms. This will take what students already know about landforms, so they can use their knowledge to compare and describe different places. This lesson also has a focus on students researching information and using that information to present in their online doc. The information the students research will be what they use to describe the physical characteristics of places and compare the landforms.
- d. The difficulties that students could face during this lesson might be related to the research and operating the computer. The majority of the students in the classroom are of low socioeconomic status, which means that they do not have access to technology, computers, or internet outside of school. This could cause difficulty for students operating the computer, including typing and researching. I could address these difficulties by teaching the students how to research by modeling on my computer while it is projected. During this modeling time, I can show my students how to go to different websites and find the appropriate information. I have also worked to set students up on a typing app that has started to teach them how to type properly on the computer. The students are new to this application, but it is beginning to address the difficulty of them working on the computer.

**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. The social learning theory will guide my planning. This theory states that effective learners connect new skills to their lives and things they and others do. The students make learning meaningful by connecting it to themselves. The students will first start by determining which tools they would use and explaining why. Most of the students said they would use a yardstick to measure how tall they were. We took this discussion further and talked about how at the doctor's office you would be measured by a doctor's measuring tool that was like a yardstick. They were so excited to learn their heights!
- b. CCSS.MATH.CONTENT.2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. The students will learn how to determine what tool would be most beneficial to use when measuring objects of various sizes. They will discuss with the other students how they came to a decision and defend their choice.
- c. The students have recently been taught how to measure lines and other objects in inches and how to estimate lengths. The students need to be able to determine what tool is most appropriate to measure objects of varying lengths. Since they have learned how to measure objects in inches and to estimate, students can use these strategies to determine what tool will help them measure different objects in the most efficient manner.
- d. Students might want to continue to use the inch ruler because that is what they are most comfortable with. They've been using a ruler to measure for the past two weeks and have just been introduced to the yard stick and measuring tape. Children tend to stick with strategies that they are most comfortable with. To avoid this issue, we will talk about the other tools and what types of objects you might measure with each. We'll also discuss how to use the tools and compare them.

### 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 uneven?

### 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.