

PPAT® Assessment

Library of Examples – English/Language Arts

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 elaboration theory, proposed by Charles Reigeluth, is the learning theory that played a major role in guiding my planning process. The elaboration theory is a theory of instructional design that posits that content being learned should be presented to students gradually from simple to complex order while also providing meaningful context regarding the value behind the learning that will occur. Elaboration theory makes use of Bruner's theories about scaffolding and maintains the importance of contextualizing the learning process. I will make use of this theory because the overarching goal of the symbolism unit is for students to be able to identify and write about complex symbols in literature, however; before doing that, they can practice by writing about a subject they already know well—themselves.
- NCTE/ILA Standard 4 was the primary focus of this lesson. Students must "adjust their use of written and visual language" in choosing one of the three options for the assignment so that they can "communicate effectively" with the audience of their peers

for the identified purpose of identifying and explaining a personal symbol. This standard will guide my lesson plan because it encompasses the essence of the assignment. Students write for a variety of purposes every day (while texting, posting on social media, finishing science homework, etc.) and an important part of English class is teaching students to identify the purpose for which they are writing something and then employing the best possible writing techniques to complete it. NCTE Standard 4 complements Common Core State Standard ELA.9-10.W.2 which states that students should "Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content." Through this assignment students are convey the complex idea of a personal symbol in their lives through an explanatory text.

- c. The content focus of this lesson is identifying and writing about symbols in one's personal life. Preceding this lesson, students studied the difference between public and private symbols in a class discussion with numerous examples of both, and read Gary Soto's personal essay, "The Grandfather" from their literature books in preparation for this assignment.
- d. In a short comprehension homework assignment, my mentor and I learned that while our students could identify the symbol in Soto's essay, very few of them explained why it was a symbol or what it symbolized. They fall into the trap of writing something like, "The avocado tree is a symbol in the story," then not explaining their reasoning for this. Thus, the difficulty for students may be that they cannot explain what their personal symbol represents in their lives. I will address this both through direct instruction during the lesson by providing two examples of this assignment in which what the personal symbol represents is very clearly stated, as well as in writing in the form of checklists each student can follow along with as they work on assignment.

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. Cognitive constructivism is the learning theory that will guide planning my lesson. This theory is promoting internal motivation that occurs when students are engaged. I hope to engage my students by having them think of a problem and solving it. With that problem, their creativity will spark and they can channel all of that creativity into a new ending for the book.
- b. My learning goals were "students will find a solvable problem that they can create in Science with 90% accuracy" and "students will be able to use creativity and create a new ending to the book with 90% accuracy". My objectives were "To teach students how to find a solvable problem from the story" and "To teach students how to conduct a different ending to the story". My standards are "Analyze how particular lines of dialogue or

incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS.ELA.RL.8.3)", "Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS.ELA.W.8.3)", and "Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (CCSS.ELA.W.8.6)". They will guide the planned learning activities because the students are coming up with a problem that they can fix with an invention that they will build in Science class. Also, they will rewrite the last chapter of *The Giver* to solve a problem and make their own conclusions about what they think happened.

- c. The content focus of this lesson is solving a problem. The content that the students have previously encountered that is related to solving a problem that will support the learning of this lesson is that the students did a pretest on main issues discussed in the book and we talked about the problems the entire time we read the book.
- d. A large difficulty that the students might run into is that they might not be able to come up with problems and solutions on their own. The way I plan to address this is by modeling examples with the students and guiding them into problems by working with small groups of the students.

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.