PPAT® Assessment

Library of Examples – Math

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

a. What learning theory/method will guide your planning process? Provide a brief description of the theory/method. How will you make use of it?

b. 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?

c. What is the content focus of the lesson? What related content that the students have previously encountered will support the learning in this lesson?

d. What are some difficulties students might encounter with the content? How will you address the difficulties?

Example 1: Met/Exceeded Standards Level

a. The learning theory that guides my instruction is known as Elaboration Theory (Reigeluth, 1999). This theory asserts that learning should be organized by teaching the simple ideas first then applying them in a more complex manner. During our lesson, students will first learn the exponent rules, they will then practice the rules with help from the teacher, then students will apply the rules on their own. The activities will be created and applied using a gradual release method.

b. Learning Objective: SWBAT simplify an exponential expressions by applying the rules of exponents. I selected two standards from the Common Core that directly correlate with our learning goal. (CCSS.MATH.CONTENT.8.EE.A.1and CCSS.MATH.CONTENT.HSN.RN.A.2). During the lesson, students will review the six exponent properties and practice simplifying expressions. By the end of the lesson, students should be able to simplify an exponential expression using the Properties of Exponents.

c. By the end of the lesson, students should be able to simplify an exponential expression using the Properties of Exponents. Throughout the duration of this course, students have learned how to recognize and combine like terms. Days prior to this exponents lesson, students created an exponents foldable that includes all six of the exponent rules. Students also spent two days practicing how to apply each exponent rule to simplify basic expressions. During this lesson, students will need to recognize like terms and apply at least two exponent rules to simplify complicated problems.

d. I anticipate some students being overwhelmed initially by the thought of having to apply all the properties at once. To address their difficulties, we will first start the lesson, by working through two complex problems together. Students will guide the practice by telling me what they see on the board, which properties they think could be used to solve this problem and how we might work to simplify the expression. For example, I want students to notice that the problem is a fraction, which signifies division or a quotient property. Students should also pay attention to the variables and the exponents attached to each variable. After students have made all their observations of the problem, I will explain to students how to look at the problem to find important details (such as placement of the exponents and the operations that are being used) and how to apply these details to decide which exponent property to use. After completing two examples on the board as a class, students will try two examples on their own. Then we will continue on with our activity.

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 learning method I use most in the classroom is peer learning. I use this because students tend to learn more from their peers because they have to make sure they understand concepts in order to teach their classmates and it solidifies the concepts. I will make use of it by having students work with their pods to complete homework.

b. The learning goals and standards used on the Greatest Common Factor lesson are HSA.SSE.1A and HSA.SSE.1B. They will guide my planned learning activities because I need to make sure I am teaching so students can do these types of problems when we are done with the lesson.

c. The content focus of the lesson is Greatest Common Factor. Students have previously learned how to multiply polynomials together. Now they need to recognize that you can factor polynomials apart into factors. This a way of dividing them.

d. Students may encounter problems if they struggle with their multiplication tables and signs. I will have students access their times table sheet in their student planners so they can easily find factors of most numbers.

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.