PPAT® **Assessment**

Library of Examples – Special 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

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 will guide my planning process is Lev Vygotsky's Social Development Theory. I will make use of this by incorporating his theory that students learn more from their interactions with peers, through verbal interactions & by building knowledge by doing. This will be done by first having the teacher explain & model how to build a house out of base ten blocks. Then the students will have an opportunity to actively participate & build their own houses to explore place value. Lastly, they will receive feedback and share the houses they created with their peers. Learning by doing or through hands-on activities, will help the students make a stronger connection to what they are learning.

b. The Common Core State Standards for Mathematics that were identified for this lesson are included in the domain of Number and Operations in Base Ten. These Common Core State Standards will form the basis for the learning goals. Specifically, the students will be able to identify the digit that is in the hundreds place, the tens place & the ones place

when given three digit number with no more than 1 error (CCSS.Math.Content.2.NBT.A.1). Additionally, students will be able add hundreds, tens, and ones to make a three-digit number when provided with manipulatives with no more than 1 error (CCSS.Math.Content.2.NBT.3 and CCSS.Math.Content.2.NBT.7). These learning goals & standards will guide the learning activities in the following ways. Students will represent a three-digit number using base ten blocks by employing the appropriate manipulatives to illustrate a three-digit number in the form of a pig's house. Then, the students will create their own pig's house using whatever combination of base ten blocks they want. After finishing this they will have to write the number they created. This will require them to demonstrate an understanding of place value by adding hundreds, tens, & ones. It will also show whether or not they are able to identify the digit that is in each place value.

c. The lesson focuses on number & operations in base ten. It hones in on identifying place value in a three-digit number & adding hundreds, tens, & ones to make a three-digit number. Content that the students have previously encountered that will support their learning in this lesson includes: CCSS.Math.Content.1.NBT. Understand that the two digits of a two-digit number represent amounts of tens and ones, CCSS.Math.Content.1 and CCSS.Math.Content.1.OA.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. This lesson is the 4th lesson in a unit on Understanding Place Value. Prior to this lesson, the students will have been introduced to the base-ten system & base-ten blocks. This prior learning will provide them with the background knowledge they need for this lesson

d. Looking at the lesson, students may experience difficulty handling the manipulatives appropriately. Despite having had a lot of experience using them, I think it would be beneficial to review the expectations for using them before the guided practice. Another difficulty students might encounter with the content is understanding that the houses they build do not need to look like the one I modeled. I will address this be reviewing with the class that all the houses built will most likely look different and that is ok. Students may also struggle with relating the blocks to place value. To address this I will provide them with a graphic organizer place value mat. Some students may struggle to design their own house during the independent practice portion of the lesson as it may be too abstract for them. I will address this by giving them a visual representation of what base ten blocks they need to use to build their house.

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. Gardner's Multiple Intelligence Logical/Mathematical of categorizing, classifying, working with abstract patterns and relationships will be guiding the planning process. It is important for students to relate counting and number sense to things they see outside of

the classroom. They need to understand that counting is part of everyday life and everyday objects.

b. Counting from 1 - 10 - Show-Me Standard 1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations. o Goal 3 -- Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. - CCSS.Math.Content.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality - GLE - MA 5 1.10 • One-to-one correspondence - Show-Me Standard 1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations. o Goal 3 -- Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems. - CCSS.Math.Content.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality - The application of counting in daily life and one-to-one correspondence will be explained. This lesson will connect counting to quantities.

c. The content focus is to connect numbers with quantities incorporated in to their daily lives. The students know their numbers 1-10 and have had some experience with one-to-one correspondence which will help them throughout this lesson.

d. The students are not to repeat any of the pictures that were done as examples so creativity may be an issue. Having magazine pictures cut out of items that have multiple parts which could be represented with dots would be good to have on hand for groups who are struggling with the creative side of the 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 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.