

## PPAT® Assessment

### Library of Examples – Elementary Education

#### Task 3, Step 1, Textbox 3.1.3: Learning Activities

Below are two examples of written responses to Textbox 3.1.3 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 3.1.3

- What learning activities do you plan to implement in this lesson? Provide a rationale for your choices.
- How will these learning activities address students' strengths and needs?
- How did your class demographics inform the design of the learning activities you chose?

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

- The learning activities that I plan to implement are concept mapping with the use of a Venn diagram and authentic projects with student presentations. After being introduced to the climates, students will use a Venn diagram to identify similarities and differences between two climates. Students will use collaboration during this activity to express more ideas and thoughts. Each collaborative team (between two and three students) will receive two different climates to compare. For example: tropical vs. desert, desert vs. polar, and temperate vs. high-altitude. Later in the lesson, students will use authentic projects through group research and presentations. The students will be in groups of 4-5 and each group will get a specific place from 1 of the 5 climates. Examples include Alaska for polar, France for temperate, and the Andes for high-altitude. Students will be given a 2-3-page article that includes information about the climate, landforms, and things to do. The task that the students will be given is to prepare a list of things that they would need to pack and things they can do if they were going to this destination. They will need to back up their answers with information that they find from the article and the pictures that will be included. Once enough time has been given for each group to collaborate with each other, each group will present their findings to the rest of the class by putting their article under the projector while explaining what they found.

- b. Concept mapping will address students' strengths and needs by allowing students to organize their thought processes and be able to specifically pull details for an individual climate zone. Comparing and contrasting involves higher order thinking to group all the information they have learned into the correct categories. For the students who require extensions and work at a higher difficulty, doing this will allow them to challenge themselves. They also will support their partner(s) while doing this activity. Students that require additional assistance sorting will receive scaffolding to redirect their thinking. Authentic projects with student presentations address the students' strengths and needs by associating students at different levels to work together to achieve the same result. Doing this will allow all students an equal opportunity through working together to apply previous classroom lessons with the real-world scenario of knowing what to pack when traveling.
- c. Because this is an inclusion classroom, I need to make sure that I include different kinds of instruction and activities for the lesson. I chose learning activities that could be done in groups or with partners so that no student will feel overwhelmed with the assignment. I will also divide the students into pairs and groups so that students with different abilities and learning styles can all work together in a group. I will be available to groups and partners that need extra assistance on how to extract the information needed to complete the assignment.

**Refer to the [Task 3 Rubric](#) for Textbox 3.1.3 and ask yourself:**

- What rationale does the candidate provide for each learning activity included in the lesson?
- How does the candidate show that the learning activities address the students' strengths and needs and the class demographics?
- Why is the analysis of learning activities thorough?

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

- a. One thing I will implement is hands-on learning activities with manipulatives (base-10 blocks) and the interactive white board activity (where students move blocks to regroup). This will enhance student learning by providing them with a visual representation of subtraction. Another learning activity I will do is modeling as I show the students exactly how to subtract with the base-10 blocks on their worksheet. This will enhance student learning because they will be able to follow along with me as I explicitly explain how to solve the practice problems that we complete together. Lastly, I chose independent practice through a worksheet as a learning activity to accommodate those students who learn best on their own.
- b. These learning activities address students' strengths and needs mostly through the use of visual aid. Students understand content better if they have a representation of the concept they are learning about. Why and how regrouping occurs during subtraction will be much easier for most students to understand through the use of manipulatives and the interactive white board activity using the base-10 blocks.
- c. The classroom demographics assisted the design of learning activities. First of all, I chose to have multiple different learning activities to accommodate the different types of learners in my classroom. I thought it was important to have hands-on work through manipulatives and the interactive white board for the students who earned by

kinesthetically and visually. I also provided direct instruction through modeling for those who learn best through examples. I also used independent practice for the learners who work best alone.

**Refer to the [Task 3 Rubric](#) for Textbox 3.1.3 and ask yourself:**

- What rationale does the candidate provide for each learning activity included in the lesson?
- How does the candidate show that the learning activities address the students' strengths and needs and the class demographics?
- Why is the analysis of learning activities ineffective?

**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.

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