PPAT® Assessment

Library of Examples – English/Language Arts
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

a. What learning activities do you plan to implement in this lesson? Provide a rationale for your choices.

b. How will these learning activities address students' strengths and needs?

c. How did your class demographics inform the design of the learning activities you chose?

Example 1: Met/Exceeded Standards Level

a. In the lesson, there are two activities that I will implement to connect students to the learning goals. First, students will be reading a supplementary text, "Bangladesh Factory Collapse: Who Really Pays for Our Cheap Clothes", which will require them to analyze the author's purpose, POV, and use of supporting evidence. With this text, they will be required to connect this modern social justice issue to the content we engaged with in our main unit text. I chose this text because it shows students that the issues of oppressive labor practices didn't end with slavery, but still exists for products that we all purchase. The supplementary text will help provide further review for the skills we've been practicing all school year, as well as providing further instruction on the social justice issues at hand. The second activity then takes the comparison between the main text and supplementary text a step further. It requires students to see the similarities between the social justice issues and the way people protested them, such as the abolitionists and Gandhi, and then construct their own protest campaign. This requires them to support their own claims with evidence from both texts, think about counterclaims others might have, and synthesize a wide variety of information, which are included in the learning goals for the lesson.

b. These activities will address students' strengths by allowing them to choose their own way to show their mastery of skills in the learning goals. While some students excel in writing,

others may prefer to use art to express their ideas. This activity allows them to use either to show their mastery of the skills. Student choice can help them take ownership of the task and their own learning. Additionally, this activity addresses students' needs by providing the necessary support for students who need assistance with their reading and vocabulary level. By giving students an appropriate reading level, it can help them engage with the text while pushing them enough out of their comfort level. If the text is too low or too high for a student, their level of engagement will decrease. I also provide models and exemplars for the second activity to help students who might need more guidance on the creative part of the lesson.

c. My classroom has a wide range of reading levels and readiness levels. My class is split into thirds, where the lowest third is reading 1-2 grades below grade level, the middle level is at grade level, and the higher third is 1-2 levels above grade level. It made the most sense to tailor this article to each of the thirds to push them, but not over frustrate them. In addition, it was important to give the highest third a text that was challenging to help keep them engaged. Luckily for me, the readiness levels for this activity generally split along these lines as well. This made it easy to plan for the classroom demographics.

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 **complete**?

Example 2: Did Not Meet/Partially Met Standards Level

a. *Macbeth* can be a harder read for students because of the relationship to a current or interesting topic with students. In order to aid with this issue, I will make those connections to other literature that the students may be directly interested in. For whatever reason, some of Shakespeare's plays are more widely known than others, so I can relate the writing in *Macbeth*, to the writing in another work by Shakespeare, such as *Romeo and Juliet* or *Julius Caesar*. I would chose to relate to these two specific pieces because they are two of the more commonly known of Shakespeare's writings.

b. In order for the students to learn the material those connections between works need to be made. If a student does not understand the literature in front of them, than they may have understood it when they read another piece of work, such as *Julius Caesar* or *Romeo and Juliet*.

c. When the students completed work with a complex text prior one of the things they had requested for the future was relating the material to something they may have already read for a better understanding. It is like the idea of teaching /learning for a purpose.

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 **limited**?

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.