PPAT® Assessment

Library of Examples – Science

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. The majority of the lesson on human body systems interactions will revolve around two student-driven learning activities. The first of which is the completion of guided notes using independent research skills. This activity's purpose is to have the students synthesize information from a variety of different sources to come to a common conclusion, that body system do interact and that the systems interact in a variety of different ways. After the students have answered the question, "How are body systems interconnected?" students will then move on to the second learning activity which is sharing the information with their peers. Students will continue working with partner groups to create a presentation that they will use to present their finding on their chosen body systems. This learning activity is crucial to the scientific process, and students need to be able to research and share their ideas with their peers.

b. Students' needs are addressed in the manner that they choose to present and the body systems that they wish to present. Some students might find it easier to explain their research in a physical poster, while other students might prefer to construct a model of two body systems interacting. Students' learning styles will be taken into account when deciding which method of presentation they are going to deliver. Additionally, students will also be allowed to work through their notes in a way that makes sense to them. They are not going to be dictated that they need to work in a linear fashion so if one body

system interests them more they can choose to research that system at their will. The depth and clarity of the notes will also be considered when I take the individual student's achievement level into account.

c. My classroom demographics helped shape the variety of different presenting options and research tasks that the students will conduct. My classroom is about a 50/50 split of boys to girls, and all students are between the ages of 13-14. Understanding the social and emotional development of students at this age, and the fact that students at this age thrive on interactions with their peers is why I designed my instruction to be in groups as well as allowing the students to present their interests in a way that they find enjoyable. This differentiation of product allows students to stay engaged with the material and have personal buy-in to the presentation they are creating.

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. Once the Pre-Quiz is completed and collected, the questions on the Pre-Quiz will be worked out on the interactive white board with the help of the students. Guided practice will facilitate student learning and allow any questions to be addressed.

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.