PPAT® Assessment

Library of Examples – Social 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 learning activities I plan to implement primarily include group discussion and Share Outs to each half of the classroom, followed by a whole class Share Out. Group discussion is needed so that members of each branch during the simulation can communicate with one another to make decisions about accomplishing goals and checking the other branches. Share Outs on each side of the classroom following steps of the simulation are necessary so branches can hear from other groups to inform their decisions about how to check those branches. Share Outs on each side of the room are necessary after the simulation so students have a chance to reflect on the purpose of the simulation and how it relates to the unit assessment, which asks students why checking power is essential to society today. A whole class Share Out lets each side of the classroom learn what they could have done differently based on what the other side of the room did to reach their goals and check branches. Therefore, the whole class Share Out provides students with a wider variety of outcomes for how the checks and balances system could work, allowing them more ways to reflect on the simulation and connect it to the unit assessment.

b. Group discussion will address student learning needs because students with various levels of content knowledge and understanding of checks and balances can use one another's information and skills to make for a more enriching simulation experience. Share Outs address students' needs and strengths by allowing group members of various levels of

understanding to use the ideas and thought processes of other groups to benefit their own. This also lets students who grasped the idea of the simulation to showcase their strengths to help others understand the simulation.

c. The demographics influenced my learning activities because the groups used were formed based on the variety of students I have in my class. I decided to randomize these groups, because I wanted students with varying skill sets and level of content knowledge to come together. This way different students would have something unique to contribute to their group. For example, we have 12 students who are English Language Learners (ELLs), and they were split up and placed with fluent English speakers. This was beneficial to students who are ELLs because they were able to use their group members as models for language they could use throughout the activity, how to take notes on their handouts, and best practices for cooperating with group members. Many of these students understood the content knowledge, but putting them in groups of diverse learners allowed them to apply that knowledge at a higher level.

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

The learning activity will be completed individually so as to reveal student progress towards learning goals outlined in the cited standards. The compiled scores for the viewing guide will then be much more reliable as milestones for individual student progress towards learning goals. The learning goals outline outcome expectations for each individual student, and so students should be assessed on individual insights and responses. Heavy emphasis is placed on analysis strategies. The students are analyzing the documentary by considering critical questions and how the provided information connects to those questions and establishes their claims. In order to reveal those greater patterns and themes from the learning goals students must be engaging in analyzing and drawing conclusions from the documentary. As every student should graduate with proficient analysis skills, each student is challenged to analyze the content on an individual basis. The very core instructional strategy for this lesson is active learning. Rather than simply having information slung at them, students are challenged to demonstrate learning and content mastery by responding to questions on a viewing guide/ worksheet. Man of my students indicated that they enjoy watching movies when I administered the student interest inventory. In order to fully engage them I am providing information in a dramatic and entertaining way. As individual students actively respond to guiding questions they are grappling with the learning goals.

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.