PPAT® **Assessment**

Library of Examples – English/Language Arts

Task 3, Step 1, Textbox 3.1.4: Materials, Resources, and Technology

Below are two examples of written responses to Textbox 3.1.4 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 3.1.4

a. What materials and resources will you use to support your instruction and student learning? Provide a rationale to support your choices.

b. What types of technology do you plan to use in your instruction?

c. How will your chosen technology enhance your instruction and student learning in the lesson?

Example 1: Met/Exceeded Standards Level

a. The first material to be used is an interactive slide presentation with four writing prompts, accompanied by a handout with the same four prompts. Students will begin the lesson focusing on the idea they will use to create their original sonnet, yet at this point, they are not aware that they will be writing a sonnet. It is designed to not scare them off from the task if they are told upfront that they will be writing a Shakespearean structured sonnet. Next, the students will be shown a cartoon video of how to write a sonnet about a light bulb, a simple and brief overview of the process. It is designed to engage their interest while trying to reduce some resistance to writing a sonnet. On the back of that handout is the template for the sonnet, including the spaces for ten syllables per line, the fourteen lines, and the rhyming pattern listed at the end of each line (ABAB, etc). This allows the students to see the structure of the sonnet, so they will not be intimidated by writing a sonnet from scratch. It gives them a specific guide to follow. In addition, students are given another handout with four sample sonnets to give them a model to pattern their sonnet after. Next, the interactive slide presentation includes two of the sonnets (Light Bulb and America), and instructions about the template, including each of the four parts

of the sonnet. Finally, a smartphone app will turn each student's sonnet into a PDF file to be displayed on the Interactive white board later to share with the class.

b. The lesson requires the use of the Interactive white board to present the first interactive slide presentation about the four writing prompts. Next, a video will be used, showing how to write a sonnet about a light bulb. The Interactive white board will also be used to write in examples of the first four lines of a sonnet. The teacher can write in the syllabus on each of the ten lines as a model for the students. Finally, a smartphone app will be used to turn the hardcopy of the students' sonnets into PDF files to be displayed on the Interactive white board for class comment.

c. The cartoon video about how to write a sonnet about a light bulb was chosen as an attention getting device to draw the students into the lesson. It is much more engaging then many available videos of a teacher standing in front of a class lecturing about how to write a sonnet. The Interactive white board allows the sample template to be displayed along with the hardcopy the students will have at their desks. This allows the teacher to write out, for example, the first line of a Shakespearean sonnet to show the rhythm of the ten syllables and the rhyming pattern. The smartphone app turning the hardcopy into a PDF file allows their sonnet to be immediately placed on the Interactive white board by emailing the PDF file to the teacher's email address.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.4 and ask yourself:

- What rationale does the candidate provide for the use of materials and resources, including technology, to enhance instruction and student learning?
- Why is the analysis of materials, resources and technology **complete**?

Example 2: Did Not Meet/Partially Met Standards Level

a. I used the BBC version of *Hamlet* to portray the play for my students. I do this because this version is portrayed in a modern world with guns, t-shirts, and jeans without eliminating the original structure of Shakespeare's words. I want my students to see that their interpretations may not be so different from everyone else's interpretation of the play and that *Hamlet* and other of Shakespeare's works have universal traits in them that allow for such changes to happen.

b. I used the tablets that the school provided to switch between the video clips and the photos of the *Great Chain of Being*.

c. The technology that I use enhances instruction and student learning because it adds a modern element to a four hundred year old play. Students are able to write lengthy annotations on their tablets while not distracting themselves for very long from the video clip. Students have access to the play (which was free to watch on PBS) as well as their textbook version of the play whenever they have their tablets on them.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.4 and ask yourself:

- What rationale does the candidate provide for the use of materials and resources, including technology, to enhance instruction and student learning?
- Why is the analysis of materials, resources and technology **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.