

PPAT® Assessment

Library of Examples – Art

Task 3, Step 3, Textbox 3.3.1: Analyzing the Instruction for the Whole Class

Below are two examples of written responses to Textbox 3.3.1 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 3.3.1

- To what extent did the lesson, including instructional strategies, learning activities, materials, resources, and technology, help to facilitate student learning? How does the evidence you collected support this finding?
- How did the students use the content presented to demonstrate meaningful learning? Provide specific examples from the lesson and from the student work to support your analysis.
- While you were teaching, what adjustments to the lesson did you implement for the whole class to better support student engagement and learning? Provide examples to support your decisions.
- What steps did you take to foster teacher-to-student and student-to-student interactions? How did they impact student engagement and learning?
- What feedback did you provide during the lesson to facilitate student learning? What impact did the feedback have on student learning? Provide specific examples.

Example 1: Met/Exceeded Standards Level

- The instruction strategies kept the students interested and focused enough to retain the information and complete the assessment correctly, although the overall class seemed to struggle with completing at least 5 architectural details. The initial questioning did keep the students engaged and the different presentations of information through the prezzi presentation (auditory, visually, and in writing) helped the idea of the orders stick. Modeling what I didn't want to see stopped a few students from giving me incomplete or unfinished drafts, though I had to remind a few. The independent learning and draft

creation really seemed to solidify their understanding of the capitals and orders. Checking for understanding with an end assessment was not something the class enjoyed, but gave me a good overall understanding of what we need to focus on moving forward. Giving the students self-efficacy and space to create, while giving them additional support when needed and backing their activities with necessary information seems to work best for this particular class. The assessment evidence showed that reinforcing the capitals and order information with the drafts improved their recall far better than the classical definition. That and the fact that the attention to detail in the drafts was far more detailed than their responses to the assessment questions, confirms my beliefs.

- b. The students demonstrated their understanding by completing an assessment which tested their knowledge. They had to be able to recall at least one aspect of the definition of classical architecture, be able to match the name of the order to a written definition and be able to draw, label and rank the order's capital from oldest to newest. I also took informal answers by walking around the classroom and asking "So what Classical order are you using?" Most, if not all students were able to answer with the style they were using, only two students were unable to correctly identify the style they chose. The students were also turning to their neighbors and explaining the architecture details they were adding from the architectural detail packet. The assessment chosen shows that the visual and written identification of the orders was very strong in this class. Although a greater definition of classical architecture will be built upon with the next lesson.
- c. While I was teaching I made a few adjustments to the lesson, I had to continually remind students to use rulers as that was the proper architect's way of designing a draft. I didn't expect to have to go over that again. I also made the split second decision to enforce the rule of at least 5 architectural details in their draft by the end of class, to the class as a whole, rather than just my struggling focus student. I did this because I saw many students getting distracted or not focusing/putting their full effort in when I knew they were able to. This deadline and requirement put a fire beneath them and most accomplished it by the end of class. A particular student I had noticed talking in the back of the room, immediately set back to work and accomplished far more than I expected him too in the class period as a result of this new deadline.
- d. I made sure to give the students space when they were working on their individual drafting, but I also floated around the room, and reminded them that I was available if they had questions about how to draw something, or about a particular detail. I had quite a few questions about creating things like balconies or stoops/overhangs and I offered a few suggestions to students who were struggling which was a good was to foster teacher-to-student interactions. I also reminded students as they were drafting to check in with what their neighbors are doing if you have questions or to get ideas on how to improve. Surprisingly that little reminder resulted in a flurry of students turning to their neighbor to explain their draft and many had insightful comments or questions to the person presenting their work. It was obvious the students were proud of their work and wanted to show off/explain it.
- e. The feedback I made was on a primarily individual basis with the drafts, the feedback on their assessments they will receive next week. I caught a few students who had forgotten the idea that the whole project should be symmetrical, a gentle nudge to the directions I had written on the board had them correcting the issue and moving in the right direction. I also reminded some students that they needed to have specific details, like frames

around their windows, and door knobs on their entry-ways. After pointing that out the drafts handed in were far more detailed and accomplished than the ones I had seen when I was initially walking around the room.

Refer to the [Task 3 Rubric](#) for Textbox 3.3.1 and ask yourself:

What evidence does the candidate provide to show how each of the following impacted student engagement and learning?

- Instructional strategies, learning activities, materials, resources, and technology
- Students' use of content
- Adjustments made to the Lesson
- Teacher-to-student and student-to-student interactions
- Feedback provided to students during the lesson

Why is the analysis of instruction for the whole class thorough?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Projector Slide Facts and ideas what fish need to survive
- b. Students fish environment texture alined with the background to create a wax resist.
- c. There was no adjustments to this lesson.
- d. Approached students who I saw were not focused on completing their project, or was constently talking. I took their mind off of that asked them to name off some ideas they can use to create their fish environment.
- e. I would give students great feedback and would recieve a positive response back from students.

Refer to the [Task 3 Rubric](#) for Textbox 3.3.1 and ask yourself:

What evidence does the candidate provide to show how each of the following impacted student engagement and learning?

- Instructional strategies, learning activities, materials, resources, and technology
- Students' use of content
- Adjustments made to the Lesson
- Teacher-to-student and student-to-student interactions
- Feedback provided to students during the lesson

Why is the analysis of instruction for the whole class incomplete?

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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