

## PPAT® Assessment

### Library of Examples – Elementary Education

#### Task 3, Step 4, Textbox 3.4.1: Reflecting on the Lesson for the Whole Class

Below are two examples of written responses to Textbox 3.4.1 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 3.4.1

- a. What specific instructional strategies, learning activities, materials, resources, and technology will you use to help students who did not achieve the learning goal(s)? Describe how these lesson components will help the students achieve the learning goal(s).
- b. How will you use your analysis of the lesson and the evidence of student learning to guide your planning of future lessons for the whole class? Provide specific examples.

#### Example 1: Met/Exceeded Standards Level

- a. All students achieved the learning goal of identifying the story elements from a narrative by scoring at least 10 out of 16 points on their assessments. However, I will continue to use the think-aloud method and questioning to encourage class discussion and engage students in a deeper understanding of the content through open-ended questions. Additionally, the interactive white board helped engage all learners and visualize the process of organizing the identified elements on the graphic organizer. However, to extend thinking and stretch students' writing skills, I will modify the graphic organizer to include lines for writing words beneath each story-element box. Using the modified graphic organizer with different narratives would provide more opportunities for students to independently practice and strengthen the skill of identifying story elements and then challenge students to write and sound-out words to describe their pictures. By generalizing the skill with different narratives, students would prove their proficiency of the learning goal in multiple settings, setting the foundation for further writing and language development.
- b. I will use the analysis for future lessons by continuing to identify story elements in narrative stories to further develop reading and writing skills. Additionally, since all

students met the learning goal, I plan to design future lessons to challenge students to write their own narrative stories within the writing center, using the story element strategies studied within this unit. Since the materials were effective to student learning, the writing center will include the anchor charts and graphic organizers that were used within the lesson so that students can practice and extend their learning.

**Refer to the [Task 3 Rubric](#) for Textbox 3.4.1 and ask yourself:**

- How does the candidate identify and plan to use specific lesson components to help students who did not achieve the learning goal(s)?
- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for the whole class?
- Why is the reflection on the lesson for the whole class clear?

**Example 2: Did Not Meet/Partially Met Standards Level**

- a. I would definitely make sure to talk with the other second grade teachers on what I should do if some of my students are not meeting my learning goals as my resources. I would also spend more one-on-one teaching time with these specific students to go over the technology until they understand it. This may take time, but I know it would be beneficial. I would also re do the post test for these students, making sure they would be able to answer my questions successfully. I think these components would help make these students who are not meeting my learning goals successful and their learning meaningful.
- b. After reviewing my students' animal report and desert unit post-test, I will use the information to decide my plans for future lessons. I first want to make sure my students met the criteria for their technology portion to ensure they can follow directions in creating their own project. I also want to see how creative and engaged they were in their animal report to see if I want to continue with this type of report for the future. Then, I would need to review the data from the post-test scores to see if my technology lesson helped improve their knowledge on desert animals.

**Refer to the [Task 3 Rubric](#) for Textbox 3.4.1 and ask yourself:**

- How does the candidate identify and plan to use specific lesson components to help students who did not achieve the learning goal(s)?
- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for the whole class?
- Why is the reflection on the lesson for the whole class 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.