

## PPAT® Assessment

### Library of Examples – Math

#### 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. When assessing the anchor charts, there were little to no mistakes made. This shows a high level of understanding. Also, the data collected from the bellwork and the exit quiz showed students met the learning goals. The exit quiz, 12 of the 18 students got every questions correct, while the other 6 missed no more than 2. The 2 missed were memorization of slope intercept form, which is not a large concern since it will be given on a formula sheet for the district unit exam. However, if the learning goals were not met, I would have used the data from the exit quiz to group students into teams that reflected similar scores. Then, these groups would have been given back the anchor charts and asked to point out and fix the mistakes made. This activity would keep students thinking at a high level because they would be evaluating work done by other students. This would still allow for collaborative learning as well which was the intent of this lesson. I could even have a bellwork set up for the day that requires student to point out simple mistakes made in work similar to the anchor charts.
- b. Personally, I thought this lesson was wonderful and different for most math classes. Students created and worked out problems that otherwise could be given in worksheet format. Students were verbalizing mathematical concepts to one another and working in a

very productive and on-task manner that showed their high level of engagement. Allowing them to create an anchor chart also let them use some creativity. The movement component was great for engagement too. In the future, I plan to find more ways to promote creativity, collaborative learning, and higher level thinking because of the engagement that was observed. Judging by the data collected by the exit quiz on Socratic Student, too, it is safe to confirm that this lesson promoted student learning of the standards.

**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. One resource I can utilize for students who did not achieve the learning goal is the school's Math Lab that is available for students to visit during their study period. There is always a math teacher in there and several students who serve as tutors. They also have a laptop cart so students can work on their homework if they need to. This form of individualized attention would be good for students who did not quite understand the lesson in the group setting of class and just need a little more help to fully grasp it. This way, the student also would not fall far behind in coursework if he or she goes out and gets help independently. Waiting until the next class period would not be beneficial to the student because I could not give any individualized attention to assist. Even if I could, it would detract from the learning of the other students.
- b. Reflecting on this lesson will help me see in the future where students' needs lie. I will continue using the method of breaking lessons into smaller pieces so that students have time to absorb and process the information during the lesson. Breaking the lesson into different types of problems, like application, work problems or, critical thinking problems, can also be beneficial. If I start to notice a pattern in where students are struggling more, I can put added emphasis on those types of problems in the future. Also, by seeing such a high rate of student comprehension based on their scores for this first homework assignment, it's an encouragement to see; it leads me to believe students are responding well to this method of learning and it should not be scrapped just yet just because of some student protest.

**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.

Copyright © 2018 by Educational Testing Service. All rights reserved.  
ETS, the ETS logo and PPAT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries.