

PPAT® Assessment

Library of Examples – Early Childhood

Task 4, Step 1, Textbox 4.1.1: Goals and Student Background

Below are two examples of written responses to Textbox 4.1.1 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 Prompts for Task 4, Textbox 4.1.1

- What learning goal(s) and standards (state and/or national) did you identify for the class? Explain how they are appropriate for the lesson and your students' learning needs.
- What whole-class data did you use to establish a baseline to measure student growth?
- How did your students' prior knowledge and background information influence your planning process?

Example 1: Met/Exceeded Standards Level

- The learning goals of the lesson are for the students to understand that for any number one to nine there is one number we can add to it to get 10. This learning goal was developed from the Common Core Standard of K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawing, and record the answer with a drawing or equation. Making ten is a powerful strategy because it reinforces relationships between numbers. When students develop a sense of ten, they are better at being able to make connections with numbers and perform mental math with ease. In the United States we use a base 10 system, which is a foundation of place value. When students are able to compose and decompose numbers to ten, they are more capable of manipulating numbers mentally.
- The whole-class data I used to establish a baseline is the pre- assessment. The pre- assessment is a two-question assessment that seeks to understand students' misconceptions prior to the lesson. For example, if the student's response to the questions on the pre-assessment is a 1 or 3, the student could be struggling with one-to-one correspondence. If a student's response to the question is 10, they could be

struggling with staying on track with what is asked of them because the students could have a misunderstanding of what is being asked of them.

- c. The students in this class do not have prior knowledge in making tens specifically. However the students do have prior knowledge of seeing addition as adding on to a quantity from earlier work in K.OA.3. This prior knowledge is extended to adding on to make exactly 10 as student count on from a given numbers to make 10. So I knew it was time to introduce the concept of working with a 10-frame to make 10, which structures the counting and helps students track the total of 10 objects while also tracking how many objects they are counting on. This will assist in deepening student understanding of number 10 because while students are adding on in order to compose pairs of numbers to make 10 they are developing their understanding of 10 and their ability to anchor other number concepts in 10.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence connected?

Example 2: Did Not Meet/Partially Met Standards Level

- a. The learning goal I am targeting is sentence structure and grammar. CCSS.ELA-LITERACY.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. This goal and standard are appropriate for the lesson, because they are what we will be focusing throughout the multiple activities. My baseline data and ending assessment data will be based on the child's ability to produce a sentence with all the correct qualities. They are appropriate for my students learning needs because it supports their ability to express themselves through writing.
- b. I used scores from the most recent unit formal assessment to measure students growth of my objectives. I used these scores because all children were tested in the same setting with the same conditions, and its one of the few assessments we have data on for every child.
- c. My lesson was given in the same format that all small group lessons have been conducted. I felt this was important because children in my classroom are so adjusted to our routines, and are distracted when they are changed. I am aware of the varying levels in my classroom in this type of skill, so that will influence the way I decide to give the assessment.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence limited?

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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