PPAT® Assessment

Library of Examples – Elementary Education

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

a. 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.

b. What whole-class data did you use to establish a baseline to measure student growth?

c. How did your students' prior knowledge and background information influence your planning process?

Example 1: Met/Exceeded Standards Level

a. This lesson covers standards from the new Iowa Core Social Studies Standards, Next Generation Science Standards and connects to Iowa Core Reading Standards. The social studies standards for this lesson are SS.5.19.which states "Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event." and SS.5.25 which states, "Develop a claim about the past and cite evidence to support it." The social studies learning target is "I can identify how the geographic features of land and access to resources affect culture." These standards are appropriate because they will be using geographic representations to make connections to Native American culture and they will be examining artifacts pertinent to the essential question to develop a claim about the relationship between geography, therefore resources in specific regions which change the culture of the people groups which reside there. Students are completing a geogrpahy unit and this is their second lesson being introduced to Native American culture. The investigative nature of these standard lends itself to meaningful learning throughout the unit of study. The next generation science standard for this lesson is 3.5.ETS.1 which states, "Define a simple design problem reflecting a need or a want that includes specified

criteria for success and constraints on materials, time, or cost." The engineering (science) target of this lesson is I can use coding to design a route on a map that will help me reach all of my destinations. This standard is appropriate for this lesson because students will have the criteria of designing a route and coding their miniature robot to stop at each flag on the map. The constraints for this are on materials as students may only use the map given to them, the robots and markers to write their code. Students have extensive experience with the engineering process and this lesson is a way to assess the application in a new way, using coding. The reading standard that is linked to the lesson is RI.5.8 which states, "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points." Students have been working for four weeks on this standard and have been reading informational text to identify the author's key points and citing the evidence that support each points. This lesson reinforces these concepts. Students will examine artifacts and cite their own evidence to their claim. All of the standards in this lesson work together to reinforce one another. In this lesson the social studies standards set the context for the engineering standard. The science standard in turn, helps meet the social studies standard as it engages students in the authentic use of maps.

b. Students were given a map of the tribal regions of the US and were instructed to examine the features of the map and of the dwelling, then sort the smaller images of the dwellings in the region they belong. This assessed whether students were making connections between geography to culture. As a prerequisite for the engineering portion of the lesson I gave students toy robots, asked them to choose their own criteria. I created a table and recorded data from the assessments. Because my intention was to integrate coding and geographic cultural connections together I also included students ability to code to their specified criteria on the table. Because at least 80% of my students were able to code their robot to their own criteria I concluded that they were ready to learn how to code their robot to the specified design criteria with constraints that I would set. Because less than 1% of my students were able to make accurate connections between regions and cultural artifacts I knew that a lesson where students explored the relationship between regions and their artifacts was appropriate.

c. Students were previously assessed which showed their ability to understand and use maps. I also collaborated with the 4th grade team in my school to establish students prior knowledge of climate and regions of the united states. Because coding robots was the other essential part of this lesson I considered what my students had covered so far with engineering. Students have had several experiences using the engineering design process and were familiar with walking through the steps to solve a problem. Knowing that my students were prepared to meet criteria within context was the deciding factor in integrating content in this lesson. At the beginning of my placement with my students I administered an interest inventory using Google Forms that showed 70% of the students learned best from "hands on" experiences. This lesson is integrated in a way that both engineering and social studies targets reinforce one another and allow the learners to engage kinesthetically.

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?

a. My lesson held the standards: CCSS.ELA-LITERACY.RF.1.2.A- Distinguish long from short vowel sounds in spoken single-syllable words and CCSS.ELA-LITERACY.RF.1.2.C- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. The learning goal is to sort long 'u' words undr the correct long 'u' spelling: u_e or ue. Students will be introduced the new concept of vowel pairs. This is an appropriate lesson for 1st grade since they have previously learned all of their short vowels. It is nessisary now that they move on to the long vowel sounds.

b. I constructed a bar graph to establish my baseline data. I feel this representation provided the best visual to show the growth. Especially since the classroom pre-scores where already so high, it was nice to see the little bit of difference in understanding that took place after the lesson was taught.

c. My students had been working with vowel sounds all through the beginning of the year. Vowels are now being spiraled back to when discussing the long vowel sound. They also had been working on long vowel sounds a few weeks prior. I would say they had plenty of schema to work from prior to this lesson.

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.