

PPAT® Assessment

Library of Examples – English Language Arts

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 for my lesson are aligned with the Common Core State Standards for 11th grade Language Arts, specifically RI.11-12.6, determine an author's point of view or purpose in a text which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text; and RI.11.12-9, analyze foundational US documents of historical and literary significance for their themes, purposes, and rhetorical features. During their 11th year, students need to be able to identify the use of rhetorical devices and appeals as they are used in historically significant works while being able to analyze how the appeals contribute to the impact of what is being said. Therefore, the learning goals are for students to correctly identify the three rhetorical appeals and how they are used to persuade an audience. Students will first review advertisements that use rhetorical appeals before reading a speech by Sojourner Truth and a speech by Patrick Henry. Both speeches tackle the second standard while both the advertisements and speeches tackle the first standard.
- Prior to the lesson, students took a pre-assessment that featured 20 different advertisements. For the first 18 questions, students were to identify which appeal was

used in the advertisement, selecting from ethos, logos, and pathos. For the last 2 questions, students were to pick the two appeals utilized in the advertisements. After scoring the pre-tests, the results were collected and graphed for each question, showing what percentage chose which appeal. This information was used to evaluate students' knowledge and to help create the lesson. As students took the pre-assessment, I heard them comment on the three rhetorical appeals. They recalled discussing them in previous classes, but struggled to remember what each one related to. Looking at the data collected from the pre-test, it became clear that majority of the class recalled that logos corresponded with logic. 50 percent or more of the class correctly identified the advertisements that used logic. Although majority were able to do so, it was clear that some review was needed. Also, students confused ethos and pathos, which is common since many associate the first letter of the appeal with the element. Many students paired ethos with emotions, causing them to score poorly on the pre-assessment.

- c. Due to this common misunderstanding, the lesson features a short review of each appeal, before re-examining the pre-test. I decided to show students their results, graphing the data to show the percentage of students with this misunderstanding. As we revisited the assessment, students made corrections using the new information from the review of the appeals. I also chose 5 advertisements that were more difficult than others and had students text in their new answer using polleverywhere.com. This aspect of the lesson allowed me the chance to re-evaluate students without having them re-tested. After reviewing the appeals, making test corrections, and discussing the advertisements, I knew students had enough background information about rhetoric to begin identifying rhetorical appeals and devices in a text.

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. Much like my lesson in task 2 and 3 I focused on evidence gathering standards to help the students become more successful at providing support for their claims. The standards measure the students' abilities to acknowledge how the text changes and what the author has added or implied to cause the changes within the text. In order to get the students to focus on how a theme or topic can change throughout a text, I am introducing them to Romanticism. In *Of Mice and Men* the two main characters struggle with having romantic era ideas in a modern world. I want the students to pick up on how the author provides subtle changes in the text to show how the main characters are out of place when it comes to how they act and interact with their fellow characters. This provides them with a single topic to focus on throughout the text that they can observe through changes in the author's structuring of the text.
- b. I used data from our last assessment on *A Raisin in the Sun* that was concerned with the students' ability to provide evidence to support claims and use information from the text to answer questions. I am using this data because I expect to see growth in the students' ability to find information in the text and include it in their responses.

c. Considering we have went over how to provide evidence and use quotes from the text when allowed to use a book, I expect the student to be able to properly cite information and include information from the text in their short response questions. In order to foster this concept even more, I plan to have them answer questions about romanticism in *Of Mice and Men* that require them to focus on these skills.

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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