

PPAT® Assessment

Library of Examples – Math

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 goal that I identified was that students will learn how to determine the measure of an interior and exterior angle of a regular polygon which aligns with the common core standard G-GMD.1. "Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone." Since the standard focuses on the argument and proof being geometric properties, groups will have to persuade their peers, and I, that their work is correct and their conclusions are valid. The use of informal argument and geometry will guide students through the understanding of the properties and formulas associated with polygons. This standard is the large overview and the lesson planned is an underlining part of it that will help solidify the standard in the following day's lesson.
- I used two methods to collect data to help measure student growth: informal assessment from previous day's work and a formal pre-assessment. During the previous day's lesson, the students worked to complete an assignment that dealt with finding the sum of the interior angles of any regular polygon by completing a table. From this completed table, I was able to gauge their understanding informally as I checked their work before the lesson began of how well the students were grasping the

concept. To formally measure student growth, I used data from their pre-assessment test given at the beginning of the chapter that was graded with the district rubric. From the pre-assessment, the whole class average was a 2.2 out of 4 (64%), focus student 1 earned a 0.5 out of 4 (15%) and focus student 2 earned a 1.3 out of 4 (39%).

- c. The previous lesson dealt extensively at recognizing the types of polygons, both regular and nonregular, convex and nonconvex, and the equation to find the sum of the interior angles of any polygon using its number of sides. For this lesson, students will need to know the definition of regular polygon, the distinction of interior and exterior angles, and a recollection of how to find the sum of the angles in any polygon. In addition, my students have been successful with computation intensive problems when they were given structured worksheets to help them. Knowing that, I made sure to incorporate a worksheet into this lesson where several formulas are used to help them organize their thought process.

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. CCSS.MATH.CONTENT.HSA.REI.D.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes Learning Goals: • Students would be able to solve a linear inequality using the slope-intercept form (or standard form) • Students would be able to graph a linear inequality properly (decide whether the line is solid or dashed) • Students would be able to shade the correct section of the graph. Students have learned to graph linear equations using the slope-intercept form and the standard form. My next step is for them to learn to graph linear inequalities and shade the appropriate region.
- b. Students took a quiz a regarding graphing a linear equation in both slope-intercept form and standard form. The quiz also contained questions regarding identifying the slope as well as transforming the standard form into a slope-intercept form. This way, students can primarily focus on solving linear inequalities and graphing.
- c. This information helped me to decide how my lesson was going to be handled. My students need more than one day to practice the new material learned. So my lesson was 2-day long. This way, students had plenty of opportunities to ask questions and practice the material.

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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