

PPAT® Assessment

Library of Examples – Early Childhood

Task 4, Step 1, Textbox 4.1.2: Instructional Strategies

Below are two examples of written responses to Textbox 4.1.2 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 4.1.2

- a. How do you plan to use academic content language to advance the understanding of the concept being taught in this lesson? Provide a rationale.
- b. How do you plan to engage students in critical thinking to promote student learning? Provide a rationale.
- c. How do you plan to use questioning skills to promote student learning? Provide a rationale.
- d. How do you plan to integrate literacy into the content you will teach to promote student learning? Provide a rationale.

Example 1: Met/Exceeded Standards Level

- a. The academic language I will use is in direct correlation to shapes. I will introduce and explain vocabulary words such as shape and attribute. I will introduce the lesson by asking students to define the word shape and ensure that students understand it is the appearance an object has and then model a shape in the classroom and encourage students to identify the shapes in the text and on the SMART board. With the word attribute, I will ask students to define it with each illustration on each page of the text and explain to the students that this word describes different parts of a shape with focus on the number of sides. I will point to various attributes shown on the objects in the text and on the SMART board and encourage various students to point to attributes they observe on the shapes presented. I will also relate it to human attributes to allow students to understand the concept on a deeper level. I will define a key attribute as a side on a shape and explain that the students the diverse number of sides a shape has provides evidence that shapes are different from each other. The students will apply the academic

content language by identifying the shapes that make up the objects on the visuals and use their knowledge of shape identification to recognize how some attributes of a shape allow them to fit together to create an object and some attributes are not compatible to be able to create the object desired.

- b. The students will engage in critical thinking skills throughout the lesson. They will have the opportunity to analyze the illustrations in the text and in the spring environment on the SMART board. This will allow them to examine the attributes that make up each shape to provide their own interpretation of the smaller parts that make up the larger object to create the visual that is desired. Therefore, they will gain a better understanding of how to identify shapes and create them in different environments. The students will also engage in communication skills as they collaborate during the small group activity to assign roles to each other regarding the smaller shape each member will create to complete the larger setting, as well as define effective ways that each piece of material can be utilized in the creation. The students will be given opportunities to be creative as they are not given specific instructions on the materials to use for each section of the object on the visual. They are to use their own abilities and predictions to choose the most effective materials for each shape. They will also be encouraged to be creative as they are given an object to create verbally without visual support, therefore they will choose the materials they feel are necessary to use to create an accurate depiction of the given object. They are provided with the opportunity to use problem solving skills during the small group activity as two students want to use the same material at the same time, or to identify how to build the shapes in the correct position to accurately represent the object.
- c. I will use questioning skills to promote student learning by providing opportunities for students to answer a mix of close ended and open-ended questions to ensure they can understand the concepts on a deeper level. The close ended questions will focus on each student's ability to identify the shape that is addressed or how many sides each shape has. The open-ended questions will allow students to expand their knowledge and apply the information to various experiences. These questions will be focused on how the students are going to find the remainder of the shapes on the SMART board to reach the total amount, how the shapes are able to create the objects in the text and on the spring environment, why certain shapes are similar or contrasting, and how or why they chose certain materials over other materials to build the shapes to create the object.
- d. Literacy will be integrated into the content to promote student learning with a read aloud. This component of the lesson will allow students to practice identifying concepts of print such as the author and illustrator and their importance to the creation of the text, the title, and the direction the words are read. The students will also be given opportunities to practice comprehension skills of listening and staying attentive to the text to identify the key concepts that are embedded within such as encouraging students to recognize and identify the shapes and gain a deeper understanding of how these shapes create objects that appear in common experiences. Therefore, this text will provide students with an opportunity to observe how the words and illustrations chosen by the author and illustrator and the tone of reader's voice effects the way the text can be interpreted and understood by the listeners especially with the understanding of this text pertaining to the idea of how basic shapes can create objects with complex appearances.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.2 and ask yourself:

- Where is the rationale that supports the candidate’s plan for using academic content language, engaging students in critical Thinking, using questioning skills, and integrating literacy?
- Why is the evidence clear?

Example 2: Did Not Meet/Partially Met Standards Level

- I plan to use academic content language to advance the understanding of the concept being taught in this lesson by using the words they already know such as this one has a lot or this one doesn’t have hardly anything. By using their prior knowledge I will introduce the content language such as most or fewest. They are already familiar with less or more but they need to learn most and fewest as part of their test. After using the vocabulary they already know we will begin to practice the new words until they grasp that they mean the same.
- I plan to engage the student in critical thinking to promote student learning by giving each child a turn at graphing their coin. In this matter they will become familiar with the names of the coins but also using columns. They will understand that a graph can go horizontal or vertical. They will be able to learn that when the data is the same and it is placed in the correct column they will see they can tell how much by looking instead of counting.
- I will plan to use questioning skills when it is the child turn and they have placed their coin in the proper column. I will ask them which one is in the lead, which one has the most or which one is going to come in last, which one has the fewest? This will give the child practice on using the words as well.
- I plan on integrating literacy into the content to promote student learning by reading Clifford Goes to Washington. The book will talk about different American Symbols we have talked about and have studied. They will be able to recognize some of them as well.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.2 and ask yourself:

- Where is the rationale that supports the candidate’s plan for using academic content language, engaging students in critical Thinking, using questioning skills, and integrating literacy?
- Why is the evidence minimal?

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.