

PPAT® Assessment

Library of Examples – Art

Task 4, Step 1, Textbox 4.1.3: Lesson Activity(ies)

Below are two examples of written responses to Textbox 4.1.3 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 4.1.3

- Describe the activity or activities that is (are) the main focus of the lesson plan. Explain how you designed the activity(ies) to anticipate **and** address student learning needs.
- Describe how you will monitor student learning during the course of the lesson.
- What student work samples will you require the students to submit as part of your assessment of student learning resulting from the lesson? (The work can be created either during or after the lesson.) How will these responses be integrated into the lesson plan? Provide a rationale for your choice of student work samples.

Example 1: Met/Exceeded Standards Level

- For this lesson, there are multiple learning activities implemented. First, the students will participate in an interactive website on the interactive white board. The website shows drawings of different inventions designed by Leonardo da Vinci in the 1400's. Under the drawings are several clickable options that the students will pick from when deciding what the invention is. The students will take turns approaching the board to pick the option that they think the drawing is. This activity allows the students to get up and moving, as well as facilitate their own learning by making their own decisions and discoveries. There will also be both whole group and small group discussions during the lesson. By having different types of discussions, the students will hear different opinions and points of view that they may not have considered before. It also provides different discussion settings to accommodate for different learning styles and comfort zones. Finally, the lesson will end with the students working individually on their drawings of their robots. This will allow the students to work on their creative thinking skills when designing a unique robot, their

drawing abilities and fine motor skills, and critical thinking skills when deciding how their robot will work.

- b. I will monitor student learning in several ways throughout the lesson. First, I will monitor what they remember from previous discussions about the topic by asking them questions and listening to their responses. I will also monitor and observe their learning and critical thinking skills as they use the interactive website. During the students' work time, I will be walking around the room and observing their progress on their designs. Finally, I will ask them questions again at the end of the lesson to see what information they retained and what they learned throughout the process. Eventually, I will also give them similar post and pre tests, and compare their understanding at the beginning of the lesson and the end.
- c. I will require the students to submit both their sloppy copies and their refined drawings when they are finished with both so that I can assess their progress and growth between the two. I will also ask them to submit their two tests, and compare their answers to assess their growth and learning development. We will eventually look at their two drawings side-by-side and discuss differences, improvements, and any growth that they notice between the two. And a discussion after the post-test will take place about what information they retained from the beginning of the lesson, and what they still need to work on.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.3 and ask yourself:

- Where does the candidate explain how the activity anticipates and addresses student learning needs?
- Where does the candidate describe how he or she will monitor the students' learning?
- Where is the rationale for the choice of student work for assessment of student learning from the lesson?
- Why are the responses appropriate?

Example 2: Did Not Meet/Partially Met Standards Level

- a. The focus of this lesson is for students to gain an understanding of unity by creating Matisse inspired cut-out projects. I incorporated modifications to address student learning needs. One thing that I always include under modifications is the allowance of additional time if necessary. This can really make a difference for some students.
- b. During the beginning of the lesson when we go over the new terms, I ask students questions to make sure they are listening and understanding. After students start to work, I walk around the room to see how well the students are completing the project. Whether or not they are doing well, I offer suggestions to get the students to produce a great project.
- c. I require the students to submit a completed project and rubric. In my lesson plan, I mention this under Assessment.

Refer to the [Task 4 Rubric](#) or Textbox 4.1.3 and ask yourself:

- Where does the candidate explain how the activity anticipates and addresses student learning needs?
- Where does the candidate describe how he or she will monitor the students' learning?

- Where is the rationale for the choice of student work for assessment of student learning from the lesson?
- Why are the responses vague?

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.

Copyright © 2017 by Educational Testing Service. All rights reserved.
ETS, the ETS logo and PPAT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries.