

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

- The learning activities I will use are a draw along to learn Form, white object group activity, pair share, collage making and a scavenger hunt when projects are finished. The first activity is the draw along to explain with a 'draw along' sketch of the three common shapes and their relatives to three dimensional forms (square, circle, triangle, cube, sphere, cone etc.) I will have students go along with me as we draw and discuss form and how to make shapes into form by the five steps (highlight, core shadow, cast shadow, reflective light, reflective shadow.) (each form we draw together will also be labeled, they will turn this in for participation credit and returned for reference.) The next activity we will have a display of white objects on the model stand with a direct light source, students will break into small groups, each group will have an assigned object and work together to identify the five steps. After the groups will share with the class by pointing out the five steps on their object. During the presentation of surrealism, we will do pair shares for discussing imagery and some VTS along with it. Students will also get the chance to make a collage to use as a reference for their final project and when final project is due we will

have a class scavenger hunt where I will collect all the projects and put students in groups to seek out other students' projects that match what they need to find based on the theme of Nature. I designed these activities for students' learning needs by breaking up the day from lecture to mingling and working with peers to learn from one another. The final activity is designed for the students to have fun, it is important that students have fun and have something to look forward too, this scavenger hunt is also a great activity for them to practice their observation skills and work in a team. All of these activities are opportunities to give the students information to the content of what they are learning by means of the 'draw along'. With the group activity this is a way for them to work as a team and learn with each other on what the five steps are, when they see what is being taught and learn from their peers it will help in their understanding.

- b. In this lesson I plan to walk around and check in on students during workdays to see how they are doing on their projects. I will look for students who are not working/talking first and ask them how they are doing. I will see if they have any questions or ask them about the project such as what imagery you are using for your Collage or questions about Form when they are working on their drawing. From that point I would help them to get working on their projects and I would continue to check in on them throughout the class time. I plan to randomly do exit tickets throughout the lesson to gauge where students are and what we have learned so if I needed to change or go over anything I could do so. Throughout the lesson I plan to grade and return work so students can use them as references as needed and to also get an idea of students' understanding of the content.
- c. In this lesson the main work sample would be the final project and what is included with it as asked by the rubric. Throughout the lesson there will be other work samples that students will turn in such as the participation in activities, draw along, white forms, 8 square assessment, worksheet/ practice pages and exit tickets. All of these work samples will guide me in knowing where my students are in the content and understanding and what I can do or go over to further their understanding. All of this is integrated into the lesson by careful planning and assessing what the students are understanding and what they are missing in understanding the content. Reflecting on each assignment turned in I can adapt the lesson to meet students' needs and change it while teaching so students get the most out of it. My rationale for these work samples is providing enough practice in the content for students to learn what is being taught and to be flexible in changing the lesson during and for the future to meet the needs of each student in their learning.

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.