

PPAT® Assessment

Library of Examples – Early Childhood

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

- Based on how the students score on the pre assessment, the students will either play the game with a partner or they will play the game with my co-teacher at a separate table in order to help these students and check with them for their understanding. Because there are two teachers in the room it is very helpful to be able to utilize both teachers to have one teacher monitor and help the class while the other teachers gets to work with a small group of students in order to give these students the individualized instruction they need to be learning the skills and be successful. Whether they are playing the math game with a partner or with a teacher, all of the students will be playing a math game where they have to record a three digit number and roll a + or - 10 or 100 dice. Then the students will do whatever the dice landed on, whether it be to add or subtract 10 or 100 and record the new number on the recording sheet.
- As the students are playing with their partners, I will be walking around to observe and listen to their discussions and to provide feedback and check in for understanding if they

are having trouble with the skill. I will also be walking around with a clipboard of the class list to use as a check list to take short anecdotal notes of if the students are doing well or if they are having difficulty and also to record their strategies for solving the addition and subtraction problems. I will also make sure to check in with my co-teacher and the students in her small group to record how they are doing with the skill on my checklist as well. If I see that the students are trying very hard or are answering correctly as I am walking around observing them, I will give them words of encouragement and praise for working hard.

- c. The student work samples that I will require the students to submit as part of my assessment of student learning from the lesson will be their plus or minus 10 or 100 recording sheets. Even though they are playing the game with a partner, they will still all have their own recording sheet. The recording sheets will be integrated into the lesson plan because when the students are playing the plus or minus 10 or 100 game they will be recording the equations and answers they get for the start numbers on the sheet after they roll the dice which will tell them if they are adding or subtracting 10 or 100 from their start numbers. Their recording sheets are the work samples I chose for the students to submit because it is a great way for me to see how they can add and subtract 10 or 100 to a number when given any one of those equations.

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 activity that was the main focus of this lesson, consisted of the students combining the coins that added up to the designated amount. For example, the students would have the amount 41 cents and they would drag the amount of coins to get to 41 cents. There were several different amounts that allowed the students to have a variety and to master this skill. I knew that the students would enjoy having the interactive whiteboard activity. They seem to pay closer attention when they have the opportunity to come to the board.
- b. Throughout the lesson, I would have the students put their thumbs in the air if they understood the content. This allowed me to monitor their learning as to observe if they comprehended the lesson/activity.
- c. The students were to complete a worksheet indicating their skills and knowledge of adding a combination of coins. This was completed after the lesson had been taught. It contained multiple problems with different amounts of coins. This gave the students chances to practice adding a combination of coins. The students' responses will indicate whether I need to review this in future lessons or move on.

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.

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