

PPAT® Assessment

Library of Examples – Elementary Education

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 activity that is the main focus of the lesson plan involves reading the word problem together on the SMART board and then having students model the problem with manipulatives. For example, for the problem, "XXXX has 1 dinosaur. XXXX gave him 2 dinosaurs. How many dinosaurs does he have in all?" I will have these two students come to the front and give them dinosaur manipulatives and have them "act out" this problem. I will help the students model the problems. I will continue using different students' names and have them "act out" the problems using different manipulatives (pencils, pennies, trucks, and blocks). However, students will also have marker boards and markers and will be instructed to use drawings to help them solve the word problems. This will first be modeled to them on the marker board at the front of the room. Doing this provides students with another way of solving word problems without relying on fingers or physical manipulatives. I designed this activity to anticipate specific students' needs to be a physical part of the learning (students who need to be up and moving). Furthermore, I

wanted to give students different ways of being able to solve word problems (physical manipulatives and drawings) since not all students in this class learn in the same ways.

- b. I will monitor student learning during the course of the lesson by checking students' marker boards for the correct drawing representation, as well as the correct answer. I can then push students' thinking if they answered correctly by asking them to explain their thinking and provide meaningful and helpful feedback to those who are struggling to find the correct answer. I will do this by walking around and glancing at the students' work. Furthermore, I will call on students to share their work with the class and ask for the answer and how they got it. Doing this will also allow me to informally assess students' understanding of word problems and provide necessary feedback to help student learning.
- c. After the lesson, I will give each student a worksheet that includes two word problems on it. Students will be required to work on these individually, so I can gather information on student learning as a result of the lesson. However, since I am only assessing on their ability to solve word problems, I will read each of the problems to the class before giving them time to complete it. Furthermore, I will provide reading support if needed, but I will not help them with the math part. I chose this individual work sample to be used because I will then be able to use them to help me when designing future lessons on word problems. I will be able to see which students need additional support and what skills need to be retaught to the whole class.

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 main focus of the lesson plan is for the students to use the pattern blocks and their prior knowledge to be able to understand the meaning of fractions and that the concept of a whole can be any identified object. I knew that the students struggled with geometry as I switched to this placement, so I made sure to have support for those students and allow for anybody in the class to use the pattern blocks while solving their math problems. To address more individualized student needs, I created small groups where I will be able to meet with three different skill levels of the students. Each student was placed in a group based on the baseline data for this lesson.
- b. During the lesson, I will monitor student learning through answers shown on whiteboards along with the answers and questions the students have while working on their math journal page.
- c. I will have the students submit the math journal pages they have completed in order for me to understand their thinking while working with fraction math problems.

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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