PPAT® Assessment

Library of Examples – Science

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

a. 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.

b. Describe how you will monitor student learning during the course of the lesson.

c. 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

a. The main activity is a virtual exploration of the laws of force through an online simulation activity. Each student accesses this activity using a laptop and is guided through it with a packet and the opportunity to consult with an assigned near-peer. The learning goals are to investigate how an object moves only when there is a change to net force and to assess the relationship of force, mass, and acceleration. These understandings are difficult to build intuitively because real world events are affected by many types of force and it is difficult to identify the effects of just one. For instance, the first law of motion says that an object in motion stays in motion but our intuition remembers that an object in motion will eventually stop without recognizing that the object is stopped by the force of friction. The online simulations allows students to correct this intuition by providing a frictionless scenario in which students can manipulate a cart's force and acceleration using air-blowing fans and mass blocks. Such a learning experience cannot be accurately simulated in the real world to meet the students' learning needs.

b. The students are encouraged to self-monitor their learning across the lesson by completing a Learning Goals Inventory (LGI) sheet beforehand and a reflective journal entry or the online research tool afterward. Queries of the LGI are explained above and an online research tool asks students to respond to the prompts "What I learned…" and "How I learned it…". These bookended self-monitoring tools help the students identify and assess their own prior knowledge and gained understanding, promoting their autonomous learning skills. Some will also be encouraged to self monitor their English language proficiency through access to translated versions of their activity packet. They will decide how much they use the auto-translated packet to supplement their understanding of the English instructions. I, my mentor, and our co-teacher will also monitor student learning as they work on the LGI, online simulations, and the online research tool by observing students working individually and with their partners, answering their questions, and reviewing their written responses. Reviewing the LGI may change who receives the modified or original version of the packet and translated reference guides, especially if I see ELLs struggling to respond to the LGI. It is also possible that observing the students getting started on the online simulations prompts me to have conversations with them about switching to the other version of the packet.

c. Finally, the online simulations packet responses and the online research reflection will help me assess how I need to adjust our unit plan to make sure that all learning needs are met.

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. In this lesson the students will be reviewing the steps of the scientific method. Following the review they will be conducting their own experiment using colored candies to test the questions "Is there a dominant color in the bag?" The students will be working in table groups, each group gets their own bag of skittles. The students will be recording how many of each color candy is in their bag after they create a hypothesis on what color they think will occur the most in their bags. This lesson will address student learning because it will allow the students to practice the use of the scientific method.

b. During the lesson I will be walking around the room listening to students discuss and watching how they sort their Skittles in to color groups. I will be watching how they work together in a group and making sure they are on task.

c. During the activity the students will be recording their observations on a chart with their group's hypothesis. These will be submitted after the lesson. These will show me the student's hypothesis they made with their groups, their recording skills, and their participation skills.

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.