

PPAT® Assessment

Library of Examples – Social 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

- 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 in this lesson are the comparing and contrasting the visual sources using a graphic organizer, examining primary sources using guided questions, along with using both visual and text sources to write a letter to the editor. The intent of the graphic organizers is to assist students in organizing their thoughts as they compare and contrast the four visual sources. The main reason why I selected graphic organizers is because it is helpful to various types of learning styles as well as English Language Learners. The second learning activity in this lesson is the close reading strategy, guided comprehension questions. During this activity, students will be reading different primary source accounts of people who were at the massacre and completing questions after they read each account. The questions are designed to not only teach students how to claim, cite, and clarify, but also, how to identify the important information within the text. Lastly, students will write a letter to the editor of the Boston Gazette. When writing this letter, students have to choose who they think is to blame for massacre, British soldiers/loyalist or patriots, and then evidence from both text and visual sources to support their answer.

These three activities build on each other. Students must use the information from the first two learning activities in order to complete the last. Each of these activities enable the students to analyze, evaluate, interpret, and then apply the information and points of view presented in the different visual and text sources. While teaching the lesson, I anticipate that I will have to assist students with understanding some of the time period specific language in the primary source documents. For this reason, I plan to have students read these primary source accounts in small groups. As the students work together, I will circulate among the groups assisting students with deciphering and figuring out what some of these time period specific words mean. This will address the learning needs of the students by increasing their understanding of text. If students do not understand some of the time period specific phrases and words then they will not be able to fully understand the point of view of that source.

- b. Throughout the lesson, I will monitor student learning by constantly checking for student understanding. I will do this in a few ways. First, I will pose a question or statement and then prompt students to answer. Based on student responses, I can quickly assess which students understand the material and which students are still unclear. The other way I will check for student understanding during the lesson is listening to student responses in the whole and small group discussions. If students are using academic content language to connect ideas and give examples, I will know they are learning the content. On the other hand, if students are unable to use any academic content language and or can't support their claim with evidence from the sources, I will know that I need to go back and review these concepts with those students. Additionally, I will expect to hear and see students using evidence from the visual and text from the primary and secondary sources to explain and support their claims.
- c. The student work samples I will require students to submit will be the graphic organizer, guided comprehension questions and letter to the editor . All of these complete student work samples will indicated to me how much student progress was made toward the learning goals and standards. I will compare the data collected from the completed work samples to the baseline data in order to establish student growth. Likewise, each sample requires students to gather and display their knowledge and skills in different ways. For this reason, I can assess if the students were able apply this information in more than one way. The data collected from the student work samples and compared to the baseline will guide my lesson planning for the next day. For instances, if 80% of the students reach the learning targets and standards of this lesson, then I know I can move on to the next lesson. Similarly, the 10% of students who did not reach the targets and standards will be placed in a small group together and re-taught the concepts they still do not understand during the next lesson. Hence, the completed student work samples will inform me of how much progress the class made towards the learning standards and targets as well as helping to guide the lesson planning for the following day.

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. Throughout my lesson the main activity that we are doing is the "fill in the blank" notes. While I am doing the direct instruction portion of the class, the students are filling in the corresponding blank on their sheets. Afterwards, the students will get with their partners and complete a fifteen-question worksheet. These questions have some deeper thinking questions as well as lower level thinking questions that they must finish by the next day's end of class. These activities are good for my students because it address their reading skills. It also allows them to work with partners, which with this group is essential to their learning needs. I have learned by working with these students that they do much better together than individually, so I allow them to work together as much as possible. Also, there is a pre-test and post-test that happened before the section and after.
- b. I will monitor my class during the two activities pretty similar. During the note taking/direct teaching portion I will be walking around making sure everyone is on task and is completing what they are expected to have completed. However, during the group work portion I will do kind of the same thing. I will walk around and in addition to making sure they are staying on task, I will also be helping the students with the more complex questions if they need help.
- c. I will have my students turn in their notes as an example of student learning as well as have them turn in their pre and post-assessments. This allows me to see their involvement in the note taking as well as their progress on the subject matter because of the difference in their test scores between the two tests.

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.