PPAT® Assessment

Library of Examples – Special 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 yo PPAT Assessment Library of Examples Special Education Task 4 Textbox 4.1.2ur 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. To begin the lesson for my moderate and severe disabled 10th and 12th grade students, I'll ask if students know any words that rhyme with pig. Using multiple examples from the –ig family and questioning, I'll draw students' attention to the –ig ending pattern while sounding out each so students hear the rhyme. For example, students will be presented with two to four words from the –ig family and asked to identify how they are similar. This activity is designed to meet students' need for explicit instruction, multiple examples, and a multimodal presentation of material. Students will need to see visual examples and hear the rhyme. Next, students will be given 6 large images, each with an –ig word printed underneath the image (pig, big, wig, dig, fig, and twig). Students will be asked to match a printed label of each word to its corresponding image. This activity is meant to provide a visual reference for each –ig word. As most students have poor word recognition, providing an image aids in comprehension of text and reinforces the meaning of new vocabulary. Next, students will be given six pre-cut labels (all printed with ig) and six

labels printed with the consonants B, P, W, TW, D, and F. Students will create -ig family words by combining a consonant with an –ig ending. I designed this activity to give students practice at spelling –ig words but provided labels as scaffolding as most of my students cannot write. Also, presenting –ig labels and consonant labels further illustrates the concepts of onset and rime. Differentiation: some students will have a "cheat sheet" to meet their need for a visual reference or cue. As the final lesson activity, students will use the –ig words they have learned in a sentence. This part of the lesson is designed to reinforce their understanding by asking students to use the words in context. As most students cannot write or read fluently, they will be read a sentence and asked to complete it by choosing the missing –ig word from a field of 2-4 answer strips.

b. Students will be formatively assessed throughout lesson. Using questioning and several examples, students will be assessed on whether they can recognize the –ig pattern among several –ig words. Students will be assessed on how well they match images to words. Do they know the meaning of the word? During guided practice, students will be assessed on their ability to create words in the -ig word family by combining labels (consonants and –ig endings). Do students see that the only difference between each word is the first letter? During the last activity, students will be assessed at how well they are able to use words in context. Do they really understand the literal meaning of new vocabulary?

c. I will assess the accuracy of the completed lesson projects. Also, students will complete a post-lesson assessment. For part one, students will be asked to complete a cut and paste worksheet (matching picture to word) to assess word comprehension. For part two, students will complete a worksheet by matching the correct letter to complete the word (using visual cue) and then writing or tracing the word. This is to assess whether students can identify the appropriate consonant to complete an –ig word. For part three, students will complete/write sentences using –ig words. Students will complete sentences by filling in the blank. This is to assess how well students understand the literal meaning of the –ig words using contextual clues. If during the lesson, I see that a student is struggling to complete a project, I will assist directly to review the material, directions, etc. or work with the paraprofessional to narrow the field of answers, use hand-over-hand assistance or add verbal and/or gestural prompting.

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 will be the main focus of the lesson is for students to write an opinion piece about their favorite book. I designed the activity to anticipate and address student needs by first showing them an example written by me, so that they can refer to it while they write their own. The students do much better when they have prompts to follow so that they can model their own after my writing. I know that at first this concept of writing about their opinions will be a bit confusing, but that is why I make sure to explain the

activity thoroughly and will not let them do it independently until I know for sure they understand the activity.

b. I will monitor student learning by asking higher-order questions that allow students to reflect on their knowledge and their understanding of the content I am teaching them. I will also ask the students if they understand before moving on to the next part of the lesson. Before we get to the independent practice, I want to make sure the students understand my expectations and what I am asking of them. If they need more time I will give them more examples before moving on to completing their own graphic organizers.

c. The work samples I will get from the students are their graphic organizers. These have all of the information the students will need to create a final draft when it is time to do so. This work sample will show me if they completely understand the activity or not and if they need extra time before moving on to the next type of writing. If I am still with them when they write their final draft I will use that as well to show their learning and understanding of the content I presented to them.

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.