

PPAT® Assessment

Library of Examples – Nontraditional Video

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

Content Area – Music

Choral music class, treble choral ensemble

- The activities I have planned in the lesson that are the main focus are: warm-ups, research of Justice Choir and composer background, and singing along to learn the melody of our new piece of music. Throughout the lesson, students are to respond to questions in an online form, this is both to assess students' understanding of the new material and to monitor student learning and engagement. These activities are some we wouldn't be able to take time during in-person rehearsals to cover and learn about other choirs in the community, so I thought this was a great way to expand student learning in ways we wouldn't have planned for. I tried to anticipate and address student learning needs during the lesson by answering some of the "why?" questions behind the activities, similarly to how I would in-person during class. In the lesson video, I include the question, "why might knowing composer information be important?" I followed this

question with the explanation and how it helps musicians understand the purpose a piece was written for and its message. The students learning the melody first is similar to how I would introduce a new piece in-person, especially with a piece that shares similarities among the voice parts, resulting in students learning the rhythms all at the same time, maximizing the use of instructional time with no students waiting for their turn to learn a part.

- b. I will monitor student learning throughout the lesson by the use of an online form for students to submit their answers to the questions that correlate with particular slides and activities throughout the lesson video. This is to resemble the process of questions that would occur during in-person instruction to assess student learning and monitor their engagement. This online form consists of ten questions about the composer information, their experience of using a warm up video, and questions about the various elements in the score, like key signature and time signature. This is different from what I would do in an in-person lesson. When teaching students in-person, I ask the questions verbally during the lesson and get immediate responses which determines how the rest of the lesson continues. For example, if a student doesn't understand the purpose of learning about a composer, I can present the information in a different way in the moment to help meet that student's needs. There are also two questions at the end of the form asking students about their experience with this remote learning lesson format and asking for any feedback they have for future lessons.
- c. The student work examples that will be required of students to submit as a part of the assessment of student learning resulting from the lesson include the online form with the questions included in the lesson, the completion of writing the solfege syllables for their particular voice part and upload to the online class platform, and submit a vocal recording of them singing their part of the music. The lesson plan includes the embedded questions throughout which are heard in the asynchronous lesson. The solfege assignment ensures students are thinking about the "do" of the piece, the tonic, in the key of G major and how that changes between the different voice parts. After the lesson, students will submit a voice recording of them singing their part of the piece after viewing the lesson video and rehearsal video. This will allow me to assess students' success with the new piece and determine what they will need in future lessons.

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

Content Area – Business

Ground transportation that exists and the role they play in the hospitality and tourism industry

a. The main activity of the lesson is taking the notes. During the lesson I will go to a rental car website, but the main activity is the notes, and students will be able to take the notes and learn new concepts and ideas about the rental car industry. I know some students may have a hard time following so I created guided notes to help those learners out and they follow the outline of my PowerPoint slides.

b. The content that I will teach will all build on top of each other, I will ask questions and if they don't understand I know that I may need to back up a little and go over a topic. If they can answer questions, then I know that they are understanding the concepts being taught.

c. Students will be given an assignment that they will need to hand in. This assignment will ask them to go to a rental car company's website and have them put in different criteria to show how rates change due to age, and what type of vehicle they decide to get, and where they travel from and to. This assignment they will get after the notes are completed.

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.