

PPAT® Assessment

Library of Examples – Elementary Education

Task 4, Step 4, Textbox 4.4.1: Reflecting on the Whole Class

Below are two examples of written responses to Textbox 4.4.1 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 4.4.1

- a. To what extent did the students reach the learning goal(s)? Cite examples from the lesson plan and/or the video that support your conclusions.
- b. Reflect on your instructional strategies, interactions with students, and classroom-management strategies. Discuss what went well and what areas you would revise in the future. Cite examples from the video that support your conclusions.
- c. Describe revisions that you could make if you were to teach the lesson again. Why would you make each revision? Cite examples from the lesson plan, the video, and/or the student work that would prompt the revisions.

Example 1: Met/Exceeded Standards Level

- a. Of the selected student samples collected from the post assessment, 75% of the students demonstrated growth and understanding towards the learning goal for this lesson. During the guided and independent segment of my lesson plan, the students worked with 10 cubes as manipulatives to help them separate, count, calculate, and write number sentences using ten's frames. This helped them to meet the first standard of "represent addition and subtraction within 10 while using objects." Most students demonstrated understanding of the instructions and the ability to effectively write number sentences that represent their illustrations or manipulative remainders. Of the students who did not show sufficient growth in their progress monitoring assessment, however, showed weaknesses in understanding the assignment instructions because instead of finding the number that makes 10 to complete their tens frame and meet the second standard for this lesson, the student chose to decompose random numbers and make number

sentences such as $6 + 2 = 10$, demonstrating a lack of understanding and association of number values with meaning and quantity in number sentences / expressions.

- b. In the video, when one female student writes $10 + 11$ for the number talk at video time stamp 6:45, I began to direct her into counting the magnets to help her understand that adding the 2 quantities would not make 10 but a new number. Instead of guiding her to count these things, I would revise my teaching by prompting her with questions such as, "Can you show me what $10 + 11$ looks like using magnets or a drawing?" and "What number do you have when you count all these things together?" This allows the student to understand her own misconceptions while providing her to fix her own work and serve as a learning opportunity to everyone in the class who may have had a similar response. However, I was able to link that one student used the number 10 to generate a NEW number which was not a concept any other student had thought of yet. Most students were trying to compose or decompose the quantity rather than use it to calculate or generate a new quantity all together. I felt as if I remained positive throughout all the student's responses promoting a positive learning environment and demonstrating a growth mindset open to differentiation.
- c. One revision I could make if I were to teach this lesson again, would be to provide students with individual white boards during the number talk. In this way, they could show me their thinking and concept knowledge development for a quick informal assessment before being called up to share with the class. This would also provide an opportunity for the teacher to prompt students to go back and check their work independently prior to sharing in front of the class. While this moments can be used at learning and discovery moments at some points during the lesson, it is not always necessary to engage students and enhance their learning. Furthermore, it would provide students at time stamp 6:45 to evaluate her work – requiring her to think before aimlessly raising her hand and not having an answer or concept prepared to share or relating to the lesson academic material.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.1 and ask yourself:

- What evidence from the lesson plan and/or video does the candidate provide to show the impact of instructional strategies, interactions with students, and classroom management strategies on the students' attainment of the learning goals?
- What examples from the lesson plan, video, and/or student work does the candidate provide to illustrate what revisions could be made to the lesson in the future?
- Why is the reflection effective?

Example 2: Did Not Meet/Partially Met Standards Level

- a. The goal of this lesson was for the students to be able to use their number line to help them count-on addition problems. With the hands-on approach of this lesson combined with clear example and instruction the students were able to count on much more successfully on their lesson assignment than they did on the pre-assessment before the lesson was introduced.
- b. I feel that by using non-verbal cues to show the students what I wanted from them such as raising their hand to speak (min .5) I was able to reduce the number of outbursts and classroom disruptions significantly. I also think that by creating this lesson in the student involved way that I did, I was able to keep the kinds interested and invested in their work.

I do feel however, that I should have spent more time explaining what was happening with the students so that they weren't focused on the camera and I should have let them work towards solving things on their own more before I jumped in to help.

- c. If I were to teach this lesson again I think I would spend more time explaining to my students, why number lines are important and math. I would use real world examples of how to use a number line so that they could connect to it. I would also have a better activity to do than the one I did at the interactive white board. I feel it was a little bland. I'd much rather find an interactive number line or a fun little game to make it more interesting.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.1 and ask yourself:

- What evidence from the lesson plan and/or video does the candidate provide to show the impact of instructional strategies, interactions with students, and classroom management strategies on the students' attainment of the learning goals?
- What examples from the lesson plan, video, and/or student work does the candidate provide to illustrate what revisions could be made to the lesson in the future?
- Why is the reflection ineffective?

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.