

PPAT[®] Assessment

Task 1: Knowledge of Students and the Learning Environment

Rubric for Step 1: Factors, Resources, and Protocols (textboxes 1.1.1, 1.1.2, and 1.1.3)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the teacher candidate’s ability to identify one instructional strategy and one learning activity based on a chosen community factor; to identify one instructional strategy and learning activity based on a chosen school/district factor; and to connect the selected factors to each instructional strategy and learning activity; to explain how two selected resources would be used to support student learning; to explain how a selected resource could enhance student learning based on a chosen student characteristic; to describe a classroom norm, protocol, or agreement and a technology norm, protocol, or agreement and explain how they</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher candidate’s ability to identify one instructional strategy and one learning activity based on a chosen community factor; to identify one instructional strategy and learning activity based on a chosen school/district factor; and to connect the selected factors to each instructional strategy and learning activity; to explain how two selected resources would be used to support student learning; to explain how a selected resource could enhance student learning based on a chosen student characteristic; to describe a classroom norm, protocol, or agreement and a technology norm, protocol, or agreement and explain how they</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher candidate’s ability to identify one instructional strategy and one learning activity based on a chosen community factor; to identify one instructional strategy and learning activity based on a chosen school/district factor; and to connect the selected factors to each instructional strategy and learning activity; to explain how two selected resources would be used to support student learning; to explain how a selected resource could enhance student learning based on a chosen student characteristic; to describe a classroom norm, protocol, or agreement and a technology norm, protocol, or agreement and explain how they</p>	<p>A response at the 4 level provides <i>consistent</i> evidence that demonstrates the teacher candidate’s ability to identify one instructional strategy and one learning activity based on a chosen community factor; to identify one instructional strategy and learning activity based on a chosen school/district factor; and to connect the selected factors to each instructional strategy and learning activity; to explain how two selected resources would be used to support student learning; to explain how a selected resource could enhance student learning based on a chosen student characteristic; to describe a classroom norm, protocol, or agreement and a technology norm, protocol, or agreement and explain how they</p>

Rubric for Step 1 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<p>facilitate instruction, enhance student learning, and/or impact the learning environment; and to identify and describe one norm, protocol, or agreement that could be created by the students and the teacher candidate and explain how it would facilitate instruction, enhance student learning, and/or impact the learning environment.</p> <p>The preponderance of evidence provided by the teacher candidate is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 1. Evidence may also be missing.</p>	<p>facilitate instruction, enhance student learning, and/or impact the learning environment; and to identify and describe one norm, protocol, or agreement that could be created by the students and the teacher candidate and explain how it would facilitate instruction, enhance student learning, and/or impact the learning environment.</p> <p>The preponderance of evidence provided by the teacher candidate is <i>limited</i> and/or <i>vague</i> throughout the response for Step 1.</p>	<p>facilitate instruction, enhance student learning, and/or impact the learning environment; and to identify and describe one norm, protocol, or agreement that could be created by the students and the teacher candidate and explain how it would facilitate instruction, enhance student learning, and/or impact the learning environment.</p> <p>The preponderance of evidence provided by the teacher candidate is <i>appropriate</i> and <i>connected</i> throughout the response for Step 1.</p>	<p>facilitate instruction, enhance student learning, and/or impact the learning environment; and to identify and describe one norm, protocol, or agreement that could be created by the students and the teacher candidate and explain how it would facilitate instruction, enhance student learning, and/or impact the learning environment.</p> <p>The preponderance of evidence provided by the teacher candidate is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 1.</p>

Response for Textbox 1.1.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>ineffective</i> identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with a <i>disconnected</i> rationale an <i>irrelevant</i> identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further student learning with a <i>disconnected</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>incomplete</i> identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with a <i>loosely connected</i> rationale a <i>partial</i> identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further student learning with a <i>loosely connected</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>effective</i> identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with an <i>appropriate</i> rationale an <i>effective</i> identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further student learning with a <i>connected</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>detailed</i> identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with a <i>tightly connected</i> rationale a <i>thorough</i> identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further student learning with a <i>tightly connected</i> rationale

Response for Textbox 1.1.2

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>inaccurate</i> description of how two resources would be used in the classroom to support student learning • an <i>uninformed</i> explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>limited</i> description of how two resources would be used in the classroom to support student learning • a <i>global</i> explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>accurate</i> description of how two resources would be used in the classroom to support student learning • an <i>informed</i> explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>extensive</i> description of how two resources would be used in the classroom to support student learning • an <i>in-depth</i> explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning

Response for Textbox 1.1.3

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>ineffective</i> explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • an <i>unclear</i> explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • an <i>uninformed</i> explanation of how a classroom norm, protocol, or agreement that could be created by the students and the candidate teacher would facilitate instruction, enhance student learning, and/or impact the learning environment 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>limited</i> explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • an <i>incomplete</i> explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • a <i>partial</i> explanation of how a classroom norm, protocol, or agreement that could be created by the students and the teacher candidate would facilitate instruction, enhance student learning, and/or impact the learning environment 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>logical</i> explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • a <i>clear</i> explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • an <i>informed</i> explanation of how a classroom norm, protocol, or agreement that could be created by the students and the teacher candidate would facilitate instruction, enhance student learning, and/or impact the learning environment 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>detailed</i> explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • a <i>thorough</i> explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • an <i>insightful</i> explanation of how a classroom norm, protocol, or agreement that could be created by the students and the teacher candidate would facilitate instruction, enhance student learning, and/or impact the learning environment

Rubric for Step 2: Knowledge of Students (textboxes 1.2.1, 1.2.2, and 1.2.3)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the teacher candidate’s ability to analyze how one example from the results of the compilation of information from the Getting To Know Your Students activity would influence a whole-class instructional decision; to analyze how the results from one student’s completed activity would influence an instructional decision for that student; to explain how each of two Focus Students’ cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the classroom learning environment; to identify and describe one instructional strategy and one learning activity that could be created with each of the two Focus Students and to explain how that strategy and activity reflect understanding and appreciation of each Focus Student’s cultural and linguistic assets, lived experiences, academic strengths, and learning</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher candidate’s ability to analyze how one example from the results of the compilation of information from the Getting To Know Your Students activity would influence a whole-class instructional decision; to analyze how the results from one student’s completed activity would influence an instructional decision for that student; to explain how each of two Focus Students’ cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the classroom learning environment; to identify and describe one instructional strategy and one learning activity that could be created with each of the two Focus Students and to explain how that strategy and activity reflect understanding and appreciation of each Focus Student’s cultural and linguistic assets, lived experiences, academic strengths, and learning</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher candidate’s ability to analyze how one example from the results of the compilation of information from the Getting To Know Your Students activity would influence a whole-class instructional decision; to analyze how the results from one student’s completed activity would influence an instructional decision for that student; to explain how each of two Focus Students’ cultural and linguistic assets, lived experiences, academic strengths and learning needs contribute to the classroom learning environment; to identify and describe one instructional strategy and one learning activity that could be created with each of the two Focus Students and to explain how that strategy and activity reflect understanding and appreciation of each Focus Student’s cultural and linguistic assets, lived experiences, academic strengths, and learning</p>	<p>A response at the 4 level provides <i>consistent</i> evidence that demonstrates the teacher candidate’s ability to analyze how one example from the results of the compilation of information from the Getting To Know Your Students activity would influence a whole-class instructional decision; to analyze how the results from one student’s completed activity would influence an instructional decision for that student; to explain how each of two Focus Students’ cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the classroom learning environment; to identify and describe one instructional strategy and one learning activity that could be created with each of the two Focus Students and to explain how that strategy and activity reflect understanding and appreciation of each Focus Student’s cultural and linguistic assets, lived experiences, academic strengths, and learning</p>

Rubric for Step 2 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<p>needs; to explain how the method of communication conveys the importance of cultivating positive relationships with students and their families; to explain how the method of communication fosters interaction among the teacher candidate, the students, and their families; and to describe the overall response received from the communication and explain how the response will impact an instructional decision to be made in the classroom.</p> <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 2. Evidence may also be missing.</p>	<p>needs; to explain how the method of communication conveys the importance of cultivating positive relationships with students and their families; to explain how the method of communication fosters interaction among the teacher candidate, the students, and their families; and to describe the overall response received from the communication and explain how the response will impact an instructional decision to be made in the classroom.</p> <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 2.</p>	<p>needs; to explain how the method of communication conveys the importance of cultivating positive relationships with students and their families; to explain how the method of communication fosters interaction among the teacher candidate, the students, and their families; and to describe the overall response received from the communication and explain how the response will impact an instructional decision to be made in the classroom.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 2.</p>	<p>needs; to explain how the method of communication conveys the importance of cultivating positive relationships with students and their families; to explain how the method of communication fosters interaction among the teacher candidate, the students, and their families; and to describe the overall response received from the communication and explain how the response will impact an instructional decision to be made in the classroom.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 2.</p>

Response for Textbox 1.2.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>ineffective</i> analysis of how the compilation of information from the results of a Getting to Know Your Students activity would influence a whole-class instructional decision with a <i>disconnected</i> rationale provided for the decision an <i>inaccurate</i> analysis of how one student's completed Getting to Know Your Students activity would influence an instructional decision made for the student with a <i>disconnected</i> rationale provided for the decision 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>partial</i> analysis of how the compilation of information from the results of a Getting to Know Your Students activity would influence a whole-class instructional decision with a <i>limited</i> rationale provided for the decision a <i>partial</i> analysis of how one student's completed Getting to Know Your Students activity would influence an instructional decision made for the student with a <i>limited</i> rationale provided for the decision 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>informed</i> analysis of how the compilation of information from the results of a Getting to Know Your Students activity would influence a whole-class instructional decision with an <i>aligned</i> rationale provided for the decision an <i>informed</i> analysis of how one student's completed Getting to Know Your Students activity would influence an instructional decision made for the student with an <i>aligned</i> rationale provided for the decision 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>extensive</i> analysis of how the compilation of information from the results of a Getting to Know Your Students activity would influence a whole-class instructional decision with a <i>detailed</i> rationale provided for the decision an <i>in-depth</i> analysis of how one student's completed Getting to Know Your Students activity would influence an instructional decision made for the student with a <i>detailed</i> rationale provided for the decision

Response for Textbox 1.2.2

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>inaccurate</i> explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the learning environment of the classroom an <i>ineffective</i> explanation of how an identified instructional strategy and learning activity created with each Focus Student reflects the teacher candidate's understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i> cursory</i> explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the learning environment of the classroom an <i>incomplete</i> explanation of how an identified instructional strategy and learning activity created with each Focus Student reflects the teacher candidate's understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>accurate</i> explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the learning environment of the classroom an <i>effective</i> explanation of how an identified instructional strategy and learning activity created with each Focus Student reflects the teacher candidate's understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>significant</i> explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences and academic strengths, and learning needs contribute to the learning environment of the classroom a <i>thorough</i> explanation of how an identified instructional strategy and learning activity created with each Focus Student reflects the teacher candidate's understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs

Response for Textbox 1.2.3

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>unclear</i> explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using <i>disconnected</i> examples from the communication for support an <i>ineffective</i> explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using <i>inappropriate</i> examples for support a <i>minimal</i> analysis of how an instructional decision in the classroom connects to the overall response received from the communication using <i>irrelevant</i> examples from the responses for support of the analysis 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i> cursory</i> explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using <i>loosely connected</i> examples from the communication for support a <i>global</i> explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using <i>loosely connected</i> examples for support an <i>uneven</i> analysis of how an instructional decision in the classroom connects to the overall response received from the communication using <i>incomplete</i> examples from the responses for support of the analysis 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> a <i>clear</i> explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using <i>connected</i> examples from the communication for support an <i>effective</i> explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using <i>connected</i> examples for support a <i>logical</i> analysis of how an instructional decision in the classroom connects to the overall response received from the communication using <i>relevant</i> examples from the responses for support of the analysis 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> an <i>extensive</i> explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using <i>tightly connected</i> examples from the communication for support an <i>insightful</i> explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using <i>tightly connected</i> examples for support a <i>significant</i> analysis of how an instructional decision in the classroom connects to the overall response received from the communication using <i>tightly connected</i> examples from the responses for support of the analysis