

PPAT® Assessment

Score Report Feedback

Task 3: Designing Instruction for Student Learning

Score Level 1

Step 1: Planning the Lesson

There are three kinds of writing required in this task: descriptive, analytic, and reflective writing. Often, a response assigned a score at score level 1 provides little or no analysis and/or reflection. As you read through your submitted response, compare what you have written to the requirements of the guiding prompts. When a guiding prompt requests a rationale, think about the evidence you could submit to support your choices and/or decisions. Also consider the comments below.

Your response at score level 1 on this step may provide little or no detail to support the choice of the learning theory/method to guide the planning process or how you would make use of it. There may be some confusion about whether the choice of learning theory is appropriate. There may be evidence of the learning goal(s) and the content standards, but the connection to the planned activities may be weak or missing. There may be evidence of a content focus for the lesson; the connection to previously learned content may need to be more detailed. There may be little or no evidence of how any possible difficulties will be addressed, or if there is evidence, it might reflect a misconception. 3.1.1

There may be evidence of some discussion of instructional strategies. There may be only one strategy discussed, or there might be several very similar strategies discussed. The evidence that explains the connection between the strategies and student engagement in the learning may be minimal or missing; if the connection is there, it may link to only one strategy. Evidence of a connection between the strategies and learning goal(s) may be weak or missing. There may be evidence of a rationale for the choice of individual, small-group, and/or whole-group instruction and of how it facilitates student learning. 3.1.2

There may be evidence of learning activities. The reason for the choice of activities may be unclear, and the connections to students' strengths may need to be clarified. There may be little or no evidence of how the class demographics impacted the design of the learning activities. 3.1.3

There may be evidence that you planned for the use of resources or other materials to support the instruction; the discussion of resources or materials may lack evidence of why they were chosen. There may be evidence of the use of technology planned for the lesson; evidence of how that technology enhances instruction and student learning may be minimal or missing. 3.1.4

Step 2: The Focus Students

Consider your choice of Focus Students. Notice that the descriptions of the activity and the guiding prompts make use of terminology such as “different learning needs.” Choosing different students allows you to show how you apply different strategies when working with different individuals. When you do not choose students with different challenges, you minimize your opportunity to show a variety of teaching skills. When you are reading your response, think about the different details of evidence you provided for each of the two Focus Students. Also consider the comments below.

Your response at score level 1 on this step may provide few details about the instructional strengths and challenges presented by both Focus Students as they relate to the goals of the lesson. You may have provided some details about one student, but the difference between the instructional challenges of the two students may be unclear. There may be little or no evidence of differentiation of specific parts of the lesson to help Focus Student 1 or Focus Student 2 or both Focus Students meet the learning goals. Your response may identify little or no evidence of the work to be collected to show the progress of each Focus Student. 3.2.1

Step 3: Analyzing the Instruction

There are three kinds of writing required in this task: descriptive, analytic, and reflective writing. Often, a response assigned a score at score level 1 provides little or no analysis and/or reflection. As you read through your submitted response, compare what you have written to the requirements of the guiding prompts. When a guiding prompt requests a rationale, think about the evidence you could submit to support your choices and/or decisions. Also consider the comments below.

Your response at score level 1 on this step may provide little or no detail to support the evaluation of the effectiveness of the lesson, including the effectiveness of the instructional strategies, learning activities, materials, resources, and technology to facilitate student learning. There may be some evidence of how the students demonstrated their use of the content to verify meaningful learning, but the evidence may be incomplete or unclear. There may be evidence that you made adjustments to the lesson while teaching, but the evidence of adjustments may be minimal, and the connection to student engagement and learning may be weak. There may be evidence of steps taken to foster teacher-to-student interactions, but there may be little or no evidence that you fostered student-to-student interactions. An explanation of the impact that the interactions had on student engagement and learning may be minimal. There is evidence of feedback provided during the lesson, but the amount of feedback may be minimal, and the evidence about the impact the feedback had on student learning may be missing or confusing. 3.3.1

The response may provide little or no evidence demonstrating the extent to which each Focus Student achieved the learning goal(s) of the lesson. There may also be little or no evidence to show how the differentiation of the lesson helped the two Focus Students meet the learning goal(s). 3.3.2

Step 4: Reflecting

There are three kinds of writing required in this task: descriptive, analytic, and reflective writing. Often, a response assigned a score at score level 1 provides little or no analysis and/or reflection. As you read through your submitted response, compare what you have written to the requirements of the guiding prompts. When a guiding prompt requests a rationale, think about the evidence you could submit to support your choices and/or decisions. Also consider the comments below.

Your response at score level 1 on this step may provide little or no evidence of the identification of specific instructional strategies, learning activities, materials, resources, and technology for use in helping students who did not achieve the learning goal(s); instructional strategies may be mentioned, but resources and technology may not be discussed. There may be little or no evidence of an analysis of the lesson or of the extent to which student learning will guide your planning of future lessons for the whole class. 3.4.1

Your response may provide little or no evidence of an analysis of the lesson or of the extent to which the two Focus Students achieved the learning goal(s) to inform your planning of future lessons for each of the two Focus Students. There may be little or no evidence of a discussion of appropriate instructional strategies, resources, or technology that could be used to help each of the Focus Students in the future. 3.4.2

Score Level 2

Step 1: Planning the Lesson

There are three kinds of writing required in this task: descriptive, analytic, and reflective writing. Often, a response assigned a score at score level 2 emphasizes descriptive writing. As you read through your submitted response, consider how much analytic and reflective writing is present. Also consider the comments below.

Your response at score level 2 on this step may provide some evidence of an identified learning theory/method to guide the planning process or how you will make use of it. More detail describing the impact of the learning theory/method on the lesson plan may be needed. In addition to the learning theory/method, your plan may partially address learning goal(s), content standards, and their connection to the planned learning activities. Two other areas may need greater explanation: (1) the impact of prior learning on the content being taught for this task and (2) your awareness of the difficulties students might encounter with the content. Make sure there is evidence that what you planned had a direct connection to the difficulties you expected students to have with the content. More emphasis on analysis may be needed. 3.1.1

Although you may have referenced the instructional strategies as part of your plan to promote student engagement, the rationale provided for each selection may need to be clearer and/or more closely connected to each strategy. There may be evidence of the grouping you will use, but the reasons for that grouping may need greater explanation. 3.1.2

Your response may include learning activities, but the activities are not challenging. The connections between the choice of activities and the students' strengths and the class demographics need to be more fully developed. 3.1.3

There may be evidence of resources and materials used to support instruction, but the resources and materials may not be significant, and more detail about the reasons for your choosing them may be needed. The explanation of how the technology is to be used needs to be clearer. The explanation of how it will enhance instruction and student learning must be emphasized. 3.1.4

Step 2: The Focus Students

Consider your choice of Focus Students. Notice that the descriptions of the activity and the guiding prompts make use of terminology such as "different learning needs." Choosing different students allows you to show how you apply different strategies when working with different individuals. If you do not choose students with different challenges, you minimize your opportunity to show a variety of teaching skills. When you are reading your response, think about the different evidence you provided for each of the two Focus Students. Also consider the comments below.

Your response at score level 2 on this step may provide some evidence of your knowledge of each Focus Student's strengths and of challenges related to the learning goal(s) of the lesson. Limited evidence may have been presented regarding the differentiation of specific parts of the lesson to help both Focus Students meet their goals. Your response may identify limited evidence to be collected to show the progress of each Focus Student. 3.2.1

Step 3: Analyzing the Instruction

There are three kinds of writing required in this task: descriptive, analytic, and reflective writing. Often, a response assigned a score at score level 2 emphasizes descriptive writing. As you read through your submitted response, consider how much analytic and reflective writing is present. Also consider the comments below.

Your response at score level 2 on this step may provide some evidence of the use of instructional strategies, learning activities, materials, resources, and technology to facilitate student learning. There may be some evidence of the students' demonstration of their use of the content to demonstrate meaningful learning, but the evidence may be weak. Evidence of the analysis of the effectiveness of the lesson, including its impact on student learning, may need to be added or a better connection may need to be made. More analysis and greater detail of evidence would provide a clearer explanation of how students' use of content resulted in meaningful learning, how adjustments to the lesson during instruction informed your practice, how appropriate steps to foster teacher-to-student and student-to-student interactions impacted student engagement and learning, and how appropriate feedback during the lesson had a positive impact on student learning. 3.3.1

The response may provide some evidence of the students' achievement of the learning goal(s) of the lesson; further evidence for each of the Focus Students might contribute to a more effective analysis of the extent of student learning. The response provides some evidence of the impact that the differentiation of the lesson had in helping each of the Focus Students meet the learning goal(s). More evidence that explains how the modifications impacted the learning might make this a stronger response. 3.3.2

Step 4: Reflecting

There are three kinds of writing required in this task: descriptive, analytic, and reflective writing. Often, a response assigned a score at score level 2 emphasizes descriptive writing. As you read through your submitted response, consider how much analytic and reflective writing is present. Also consider the comments below.

Your response at score level 2 on this step may provide some evidence that you identified the instructional strategies, learning activities, materials, resources, and technology to be used to help students who did not achieve the learning goal(s). There may be evidence of partial reflection about the lesson and about how evidence of student learning will guide future lesson planning. Further evidence may be needed to show the analysis of the lesson and to show how the results of the analysis can be applied to your teaching in the future. 3.4.1

There is some evidence of reflection about planning future lessons for each of the two Focus Students; additional evidence might be needed to address the different learning needs of each of the Focus Students and to provide more details of how student learning will be impacted by the changes to future lessons. There is some evidence of the use of instructional strategies, resources, or technology; further detail in all three of these areas and about how each might impact the future instruction of each of these students might make this a stronger response. 3.4.2

Score Level 3

Step 1: Planning the Lesson

Your response at score level 3 on this step provides evidence that includes discussion of a viable learning theory/method and its application to your lesson planning process. In addition to the learning theory/method, your plan addresses appropriate learning goal(s), content standards, a significant content focus, and a connection to the learning activities and to your students' prior learning related to the content. Your plan reflects your awareness of difficulties students may encounter with the content and reflects your ability to plan for how those difficulties are to be addressed. 3.1.1

You provided evidence that identifies different appropriate instructional strategies as part of the plan to promote student engagement and enhance learning. The rationale you provided reinforces the appropriateness of the instructional strategies. The evidence provided also explains your choice of instructional grouping to facilitate student learning. 3.1.2

Your response identifies appropriate learning activities. The evidence you provided shows that the activities were chosen for appropriate reasons, including for their connection to student strengths and needs as well as to classroom demographics. 3.1.3

The evidence also describes appropriate resources and materials to be used to support instruction; you have clearly explained the reasons for the choices. The evidence you provided reflects an appropriate connection between the technology to be used, its enhancement of the instruction, and its potential impact on student learning. 3.1.4

Step 2: The Focus Students

Your response at score level 3 on this step provides evidence that clearly shows your knowledge of each Focus Student's learning strengths and challenges related to the learning goal(s) of the lesson. Evidence of differentiation of specific parts of the lesson to help Focus Student 1 and Focus Student 2 meet the learning goals is effective. Your response identifies appropriate evidence to be collected to show the progress of each Focus Student. 3.2.1

Step 3: Analyzing the Instruction

Your response at score level 3 on this step provides evidence to support a clear analysis of the lesson, including instructional strategies, learning activities, materials, resources, and technology to facilitate student learning. There is solid evidence that students demonstrated their learning of the content. You made the connection to student learning clear. The evidence you submitted shows how the content was used by students to result in meaningful learning. The evidence shows how the adjustments to your lesson that were implemented during instruction informed your practice. The evidence shows that you took appropriate steps to foster teacher-to-student and student-to-student interactions to impact student engagement and learning. The evidence shows that you provided appropriate feedback during the lesson and that the feedback had a positive impact on student learning. 3.3.1

The evidence you provided supports your analysis of the Focus Students' achievement of the learning goal(s). Your response contains clear evidence of how the differentiation of the lesson helped each of the two Focus Students meet the learning goal(s). 3.3.2

Step 4: Reflecting

Your response at score level 3 demonstrates an effective identification of instructional strategies, learning activities, materials, resources, and technology to be used to help students who did not achieve the learning goal(s). There is evidence of appropriate reflection about the lesson and about how evidence of student learning will guide future lesson planning. 3.4.1

The evidence you provided shows effective use of the results of the analysis of the lesson and of student learning to impact your instructional planning for each of the two Focus Students. The evidence shows effective reflection about the use of instructional strategies, resources, and technology to help the Focus Students in the future. 3.4.2

Score Level 4

Step 1: Planning the Lesson

Your response at score level 4 on this step provides strong evidence that includes discussion of a viable learning theory/method and its application to your lesson planning process. In addition to the learning theory/method, your plan addresses appropriate learning goal(s), content standards, a significant content focus, and connections between the learning activities, the learning goal(s), and your students' prior learning. Your plan effectively reflects your awareness of difficulties students may encounter with the content and reflects your ability to plan for how to overcome those difficulties. 3.1.1

You provided thorough evidence that identifies a variety of significant instructional strategies as part of your plan to promote student engagement and enhance learning. The rationale you provided is thorough and highly effective. The evidence provided also effectively explains your choice of grouping to facilitate student learning. 3.1.2

Your response identifies appropriate learning activities that are an integral part of the lesson plan. The evidence you provided effectively shows that the activities were chosen for worthwhile reasons, including their connection to student strengths and needs as well as to classroom demographics. 3.1.3

The evidence also describes significant resources and materials to be used to support instruction; you have explained the reasons for your choices. The evidence you provided reflects a thorough connection between the technology to be used, its enhancement of the instruction, and its impact on student learning. 3.1.4

Step 2: The Focus Students

Your response at score level 4 on this step provides strong evidence of the instructional strengths and challenges related to the learning goal(s) that each Focus Student offers. Your response demonstrates significant evidence of differentiation of specific parts of the lesson to help Focus Student 1 and Focus Student 2 meet the learning goals. Your response identifies significant evidence to be collected to show the progress of each Focus Student. 3.2.1

Step 3: Analyzing the Instruction

Your response at score level 4 on this step provides thorough evidence of your evaluation of the lesson, including instructional strategies, learning activities, materials, resources, and technology to facilitate student learning. There is strong evidence that students demonstrated their use of the content for meaningful learning. The connection to student learning is well defined. The evidence shows how the adjustments to your lesson that were implemented during instruction informed your practice. The evidence shows that you took worthwhile steps to foster teacher-to-student and student-to-student interactions to impact student engagement and learning. The evidence shows that you provided highly effective feedback during the lesson and that the feedback had a positive impact on student learning. 3.3.1

The evidence you provided demonstrates an in-depth analysis of the two Focus Students' achievement of the learning goal(s) of the lesson. Your response shows the impact that differentiating the lesson had on helping each of the two Focus Students meet the learning goal(s). 3.3.2

Step 4: Reflecting

Your response at score level 4 on this step provides significant evidence of plans for the use of instructional strategies, resources, and technology with students who did not achieve the learning goal(s). There is evidence of insightful reflection about the lesson and about how the extent of student learning will impact future lesson planning for the whole class. 3.4.1

The evidence you provided shows highly effective analysis of the lesson and student learning, and you clearly demonstrate how this analysis will impact your instructional planning for each of the two Focus Students. The evidence shows thorough reflection about the use of instructional strategies, resources, and technology to help the Focus Students in the future. 3.4.2