

## PPAT® Assessment

### Library of Examples – Agriculture

#### Task 3, Step 1, Textbox 3.4.1: Reflecting on the Lesson for the Whole Class

Below are two examples of written responses to Textbox 3.4.1 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 Prompt for Task 3, Textbox 3.4.1

- a. What learning activities and student groupings will you use during the assessment?  
Provide a rationale for your choices.
- b. What materials, resources, and technology will you use to administer the assessment?  
Provide a rationale for your choices.

#### Example 1: Met/Exceeded Standards Level

a. Learning Goals For those students that could not achieve the learning goal, further instruction would be provided for those students along with those students that may have not been proficient in meeting the learning goal. While none of my students were unable to meet the learning goal, some students struggled in completing the learning goal to the whole extent. All students were able to demonstrate the ability to create a mind map of the five body systems being studied, however, some struggled with demonstrating their connection with the other body systems. To overcome this along with any students that would have struggled with meeting the learning goal, I would include a discussion about the project after everyone is done about elements that have been missed. Students would engage with a group discussion in developing further about how the different systems react with one another. Students would then be guided to where they should have found this information in their resources and materials. For students that were completely unable to achieve the learning goal, could have a chance to re-submit their work by adding on to their mind map, but demonstrate what they have added from their original work using the same program they used to create their mind map. By having this additional

component to the lesson, all students have the opportunity to demonstrate their ability to meet the learning goal of the lesson.

b. Future Lessons The analysis of the lesson and student learning will help guide future planning of lessons for the class. Students showed evidence of engagement throughout the lesson. Thus, instructional strategies and activities used in this lesson will reoccur in future lessons to continue to have students stay engaged such as group work and role playing. Various forms of feedback will also continue throughout lessons as some students may prefer different forms of communication over others. Also by utilizing feedback, I can continue to view if students are on the right track with achieving the learning goal or if they need extra guidance. One additional instruction that would be added to lessons is providing additional class time for students to work on projects. Since students were working in a small group to complete the project, some may have struggled with completing everything in the allotted time due to not being able to work on in outside of class for various reasons. Also by adding more class time, students have more opportunities to consult with me any questions they may have in completing the project. With understanding these components of the lesson and how students performed, I am able to make more informed lesson planning decisions for future lessons.

**Refer to the [Task 3 Rubric](#) for Textbox 3.4.1 and ask yourself:**

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response clear?

**Example 2: Did Not Meet/Partially Met Standards Level**

After teaching this lesson and seeing how all the students reacted, I think that it would be important to leave the option there for students to be able to collaborate and feed ideas off of one another to reach learning goals of future lessons. I think with using physical and spacial learning theories, it helps keep students engaged in their work and keeps them interested to futher their knowlege of the content that is being taught. With collaboration, I think that it gives the students a chance to come together and listen to each others ideas and then if a student was off a little with what they were doing they have the chance to get back on track and still achieve the goals of the lesson with out struggling to much. I will use my analysis of this lesson to build off of the groups and maybe dive further into the majority interest. For example, a lot of the students were interest in production agriculture and research. So, with knowing this I can maybe build future lesson plans around these two topics because I know that students are interested in these topics and it can keep more students engaged in what they are learning and not have the students get bored with information that they do not want to hear or learn.

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- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response limited?

### **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.

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