

PPAT® Assessment

Library of Examples – Family and Consumer Science

Task 3, Step 1, Textbox 3.1.4: Materials, Resources, and Technology

Below are two examples of written responses to Textbox 3.1.4 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 3.1.4

- 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. I will provide various of materials and resources to learn how to execute the overcast and blanket stitch. The first resource students will use is a on-line Slides presentation posted on my free on-line learning management system. Here, students can click on the presentation and follow along with their own Laptop. The second resource students will use is a diagram within the presentation. This diagram not only shows the motion of the overcast stitch, but also has written words on it. The next resource within the presentation is a video of how to create the overcast stitch. We will watch this video as a class. Next the students will be able to look at the projector to watch my demonstration of the overcast stitch using the document camera. Lastly, students are able to ask their peers for help if they still do not understand what is going on. I will also walk around the room to make sure students are completing the stitch correctly. The variety of resources will help all students understand the task given to them.
- b. The types of technology I plan on using during my instruction are on-line Slides, free on-line learning management system, Document Camera, laptops, and free online videos. I

will use the Slides to guide me through my presentation of hand sewing. I will use the learning management system to transport my slides to my student's laptop computers for students to follow along with my presentation. Then, we will watch the Video of "Overstitch How To – Basic Sewing" by Red Ted Art. After watching the video, I will turn the Document Camera on and demonstrate how to create the overcast stitch for students to see on the board. Along with my demonstration with my hands, students can also hear specifically what step we are on and what I am talking about. This process will be repeated for the blanket stitch.

- c. Technology enhances my instruction by allowing students to follow along with my presentation. By uploading the presentation on the system, students are also able to rewind the video or study the diagram in further detail. The second form of technology that truly enhances this lesson is the Document Camera. The document camera allows me to show students how I create the overcast stitch. I am able to slow down the steps of the stitch and use terminology sixth-grade students are able to understand. The Document Camera projects on a screen that all students can see, showing my individual movements. Without the document camera, I would have to show each group of three or four students individually. When I am leading the demonstration, I can also gauge how many stitches I should take for students to fully grasp the concept. The document camera also allows me to zoom in and out to particular areas of the fabric for students to understand what their stitches should look like. I can also leave my finished example under the document camera for students to compare their stitches to mine as they progress on their work.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.4 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

- a. I plan to use the Direct Your Future Career Exploration Curriculum developed by Oklahoma CareerTech as a resource for this lesson. I have had the students work through several of the lessons included in the curriculum leading up to this lesson. Specifically, I have used this curriculum to teach students about decision-making processes and procedures. I chose this curriculum because I know it aligns with the state's general education standards and expectations for learning since it was developed by a state agency. I will also be using resources from the educational technologies class I took during my university coursework to help me design and implement a virtual activity.
- b. The technology needed for this lesson are laptops, an on-line free learning management system, and on-line forms to collect student responses. Each student at the school has a

school-issued Laptop to take between school and home. Thus, students are familiar with the devices and applications. This technology is also useful for the teacher as student work can many times be seen instantly, depending on the exact applications that are being used.

- c. Students will be working through the activity individually. They will be able to work at their own pace by using their personal devices. The technology use also allows for the lesson to be adapted into a game. A gamified learning experience tends to keep students more engaged and interested in the content.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.4 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 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.