

PPAT® Assessment

Library of Examples – Agriculture

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 Prompt for Task 4, Textbox 4.4.1

- 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. In my lesson plan for lesson structure, I said that I will go over the pre-assessment so that students can get any clarification on it and show them where they are at with reaching their learning goals. After reviewing the pre-assessment I could tell that my students were on their way to reaching their learning goals. Two students received an 86%, one student received 62%, one student received 50%, and one student received 36%. Once I reviewed the pre-assessment I chose the next lesson that would fit best with what the students were learning. I started by looking at the learning goals and picked out what goals I wanted the students to learn. My goals for the students are to calculate target dates for marketing flowering plants based on the length of time that plants are exposed to light, manipulate environmental factors to affect plants, collect evidence that supports your calculations, and gain knowledge on the day length of plants. Overall, my students are all slowly reaching their learning goals. Towards the beginning of the lesson at the 0:38 mark when I ask them the question this goes towards student learning goal #4, the students were slowly gaining information on day-length plants and why it is important. At 5:57 I have the students read the purpose of the activity and this ties into student learning goals 1, 2, and 3. The students reached their learning goals fairly quickly. I had them do an example together so that they could ask any questions they had.

b. Some areas that I believe went well were my interaction with the students, instructional strategies, and classroom management. Using these strategies my students were more focused and interactive throughout the lesson. Using a short lecture helped the students not zone out. I started the video by asking about day-length plants. This is to start the students with remembering what was on the pre-assessment and then also to slowly move into the activity. At 0:44 I sternly tell two of my students that if they want to talk I will separate them. This is a classroom management technique that I use sometimes when my students start to get loud and do not want to listen. I don't like yelling at the students because then it either makes them mad or continues to interrupt the classroom, so by just sternly saying that I will move them, the students usually stop talking. I also used this technique when a student saw that they were using a website and wanted to interrupt the class by asking questions while I was lecturing the students about the lesson and activity that they were going to be doing. You can see this at the 1:27 mark. The final area that went well was interaction with my students. The whole group discussion works well since I have five students in my class. They respond well when I ask them questions or go over analysis questions or conclusion questions. Some areas that didn't do well or that I would revise in the future are making the lecture a little bit longer or having a different slideshow that explained more in-depth about day-length plants and why it is important to know this information. Another way that I would revise is by working in small groups to figure out the dates for the activity. This would help the students talk the information over and why they think it is a certain date or not. To start the lesson I would also do a think pair share, I would ask the question about what the three types of day-length plants are and then have them discuss with a partner and share why they think it is those certain things.

c. If I were to teach this lesson again in the future I would talk to the students about what Chrysanthemums are beforehand so that they know what the plant is and could do some research on it. This would help the students know what the plant needs in order to grow the best and also give them ideas as to where they could keep the plant or the different techniques they would use to grow the plant. At the beginning of the video, I start out asking them what the three types of day-length plants are. I would still do this, but then I would have a PowerPoint that talked about the three day-length plants and showed examples of each type of plant that would be in the day-length category. This would then show students how diverse plants are and that it isn't just planting the seeds and watering them. Another way that I would revise this lesson is by doing an example of how to figure out dates. I could go through and talk about each one and then at the end I would have the students do an example. I would also have more discussion because at 0:22, 3:30, and at 5:37 it was silent in the classroom, so I would create some discussion that related to the lesson. A final way that I would revise the lesson would be to a different assessment. I usually have them take a test but with this activity or lesson, I could have the students plant seeds and take care of them. To do this I would give a "date of market" this would be when I would want the plant ready to sell. Then the students would do research to figure out when to plant the seeds and initiate flowering.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.1 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

a. When it comes to the learning standard of CRP.01.02.01. c. Advanced Measurement: Make and defend personal decisions after analyzing their near- and long-term impacts on self and others. I can say that in their work I can see them making good reasoning for their placings. The next standard I had set for the lesson had more to do with their communication skills and that standard was CRP.04. Standard: Communicate clearly, effectively and with reason. How I see that they understood the standards I had set for them was in their classwork as well as in class discussion. I regularly ask the class in this lesson what their thoughts on the class are and each student has their own characteristics that they find important to them.

b. When it comes to my instructional strategies I look back in the video and think that some ways I could better myself is moving around the classroom rather than just walking back and forth in the front of the classroom. An area that I think I did well in was the area of interactions with students. I think that my students' willingness to ask questions is important in that they are seeking more understanding of the content being discussed in this lesson. Some things I think that didn't go well in the interactions with students was the way I had to bring some students back from getting distracted. Rather than saying their names and telling them to pay attention I could possibly just go stand by them. Another idea I think of when talking about interactions with students is staying focused on focusing myself at the start of the video (1:55) I randomly talk about a late assignment. I should save that for the end of class when I can talk about that rather than just randomly just cramming it into the main activity of the lesson. Classroom management is another area I could improve on in that I didn't track time very well and was behind with little time to finish the review for our test that we would have on the next day.

c. If I were to teach this lesson again I would have more time. Due to me running out of time overall in the period I rushed through the practice classes we did together, some things that me being in a rush in the lesson played a role on our reason giving ability because typically I ask the students after each class what order that they would place these classes in. A revision I would like to do on this lesson would be to use a website with a video of the livestock rather than a website that only uses pictures of the classes. The videos typically help students with learning needs because it typically gives better angles and are generally more interesting rather than a series of photos of livestock.

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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 rational 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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