

PPAT® Assessment

Library of Examples – Family and Consumer Science

Task 4, Step 2, Textbox 4.2.2: Interacting with the Students

Below are two examples of written responses to Textbox 4.2.2 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 4.2.2

- 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. One way that I monitored student learning was during the activity at the beginning of class where students displayed their knowledge about the different food groups (shown in video from 01:50 to 05:10). Based on the information gathered through my observation during this activity, I was able to assess how much information I needed to share about the food groups as we continued discussing them throughout the lesson. Another way I monitored student learning during the lesson was by checking for understanding regularly. During the classroom discussion shown in the video (05:12- 09:40), I was able to 1) identify if the students understood what the main food groups were, and 2) engage the students in a discussion about information on each of the main food groups. I checked for understanding by asking the students many questions and engaging them in deeper conversations about the content. These discussions helped me to monitor student learning and identify what topics or things students may not have understood completely yet.

b. One way that I provided feedback to the students was through reinforcing their comments and input during our discussion. I did this through our introduction "five corners" activity (01:50- 05:10), as well as during our whole class discussion on the video (05:12- 09:40). In the

activity at the beginning of class I would ask students to share why they chose what they did. Although several times students chose different answers, I was able to provide feedback on what they shared and validate their feelings and thoughts while still helping them to know the correct food group classification. In addition to this, during our classroom discussion I intentionally tried to take what the students shared and explain it in further detail to provide the students with more information to help further their individual understanding. Towards the end of class, as students worked on their healthy lifestyles and MyPlate worksheet, I roamed the class to provide individual feedback to students who needed further explanation or instruction. I was able to ask questions about what they were writing/drawing and explain in more detail some of the content covered in class that they seemed to be struggling with.

c. I used verbal communication to engage my students in conversation and discussion by asking questions and having them share their thoughts on the topic discussed in class. I also used verbal communication to foster student learning during my explanation of the MyPlate website shown in the video from 10:53 to 14:06. During this segment of the lesson I not only explained specific information about the government nutrition website, but I also engaged the visual learners by showing the students how to use and locate the information on the website by themselves. One way I used nonverbal communication was through proximity. This nonverbal communication was effective in improving student learning because if students weren't participating or if they were off task during the lesson, I would stand closer to them to remind them to refocus and engage more fully in the classroom learning experience. This helped the students to be more attentive and engaged, which helped contribute to a more positive learning environment.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.2 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

I monitored student learning by asking questions about different concepts after talking about it to ensure they understood the concepts and answered individual questions about things students were confused about regarding the packet or bellwork. In the video when I began the bellwork one of the students was confused about the question so I worked with them one on one to get them on the right track to answering it. One way I provided individual feedback was when students answered questions individually, once a couple students answered I went over the right answers so the students were able to know if they got the answer right or not. An example of this is when I asked students about what the function of an umbilical cord was. I provided feedback to the class when we went over the answers for the fill in the blank and the bell work.

They completed this on their own and were able to receive immediately feedback once we went over the answers. I used verbal communication to foster student learning by giving them prompts when they were supposed to complete part of their packet in order to demonstrate their individual understanding of the content in order to reach the learning goals. I don't think I used nonverbal communication techniques to foster student learning aside from proximity. I tried to circulate around the classroom to help keep students from doing anything off task and staying engaged in the lesson.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.2 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.