

PPAT® Assessment

Library of Examples – Agriculture

Task 2, Step 1, Textbox 2.1.2: Preparing Learners for the Assessment

Below are two examples of written responses to Textbox 2.1.2 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 2, Textbox 2.1.2

- 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. In this particular assessment of building a small livestock feeder, students will be grouped for the entire time frame. Students will be assigned to groups of 4 or 5. The students will be using a wide variety of skills and resources for this assessment. The students will be learning to use GMAW and SMAW welding as well as oxyacetylene cutting, tape measure reading, chop saw operation, band saw operation, and safety protocol. The students will be delegating tasks between themselves and will have 6 class periods to complete the assessment. This will help the students build their communication skills within a group. Throughout their lives they will be required to be good communicators to be successful and efficient in any career they may pursue. The students are grouped so that various skill levels and interests are in the same group. I am a big fan of peers teaching peers, I see a great benefit in students helping others, it builds a team atmosphere, helping students combat issues they may not face if they choose their own groups. In every group there tends to be a high achiever and a lower skill level student. Research has proven time and time again the effect that peers have on each other. Students need to learn how to effectively manage conflict, with these groups' students build on their personal interaction skills. The majority of the projects in this class allow for hands on learning. Students seem to embrace being able to build something and take pride in their

work. Students are able to see physical progress as they advance through their project. These projects are full of activities and moments for students to move around and have some freedom.

- b. This assessment will be administered using a wide variety of materials, resources, and technology. The first thing that always takes greatest importance is safety within any shop. Safety glasses will be worn at all times, the safety glasses must be Z87 certified for safety. When it comes to safety, many more PPE articles are required, they include: long sleeve shirts, denim jeans, welding helmets, and gloves. The students will be using mild steel for the construction of the goat feeder. The metal is stored in a storage building located outside the main shop. The metal comes in large pieces so many times, two students are required to bring the metal in to cut. Two metal chop saws will be used to cut the metal into the correct lengths for fabrication. Two bands saws may also be utilized to cut the material to the correct length. Both pieces of cutting equipment are manually operated, having no automation to the process. Measuring the parts for the assessment are vital for a student to be successful. Measuring tapes will be used to measure all of the parts. The most commonly used measuring tape in the shop is a 25' Stanley measuring tape. A cutting torch is a must in any fabrication shop. The students will be using a cutting torch utilizing oxygen and acetylene with a #1 cutting tip. I utilize a free on-line classroom platform to post any and all assignments and announcements for the class. This has proved to be a great use of technology within the class. I am constantly posting lectures and pertinent information for students to access. This has proven very useful due to my lack of being able to have all my students in the classroom at one time.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.2 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

- a. The assessment will be administered to the whole class at once. Each student will be individually tested on his or her own work. No notes or peer assistance is allowed during this assessment. I chose this because I want to know what knowledge from this unit the students retained versus just recorded. The assessment was given to the class as a whole and at the same time to mitigate the amount of cheating that might occur from other side factors. Also, I want all of my students' knowledge not just a few so I can see how as a whole we are doing. Having class averages allows for better understanding if it is just one student struggling or if I need to find a new approach for the whole class.

- b. The main material being used to administer the assessment is a printed out sheet with the questions for the test that the students were allowed to right on. I chose this format because the students will be able to read the questions as many times as needed. They can also mark up the paper to allow for them to work out they problems in any way they needed. In addition, students were allowed to use writing utensils of their choice. This enables students to highlight, underline, or mark up their test in any way that is needed.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.2 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 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.