

## PPAT® Assessment

### Library of Examples – Family and Consumer Science

#### 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. For the students that did not achieve the learning goals, I will provide different types of instruction to meet those student's needs. For example, I could tell that some of the students were losing attention during the demonstration, therefore, was not able to complete the entire hand washing and dishwashing worksheet. They also lost track of steps in the lab procedures and then didn't perform well during the competition. For those students, I will provide a pre-recorded demonstration video that they are able to pause, rewatch, and fill out the worksheet while that is playing. Some students need a way to go back and look at information that is given to them, and by providing a video of the same information that is presented in the demonstration, the students are able to hear and see the information more than once. For the students who were not able to meet the learning goals during the competition, I would have them go back and individually show me that they are able to demonstrate proper sanitation techniques. This situation would allow them to focus on the task at hand and not feel rushed by the competition.

b. I will use my analysis of this lesson to provide different types of instruction to my students. I will provide more ways to gain the content that I presented during the demonstration. I will provide the information in a document that the students can access at anytime. The students in this class need to be provided with different ways to look at the information given because there are always a lot of questions that I have to clarify, but they would be able to look at the information on their own. I would also provide more signs around the room to remind students of what the procedures are in the lab. Students often forget a step and having either signs around the room or checklists to complete then they will be more likely to remember the tasks that they are given. Especially with any type of procedures given, students need to be constantly reminded of what is to be done next and by providing visuals, videos, and checklists the students will have multiple opportunities to refer back to the information given.

**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**

A. To help students who did not achieve the learning goal, I would first utilize an on-line free learning platform to present clarification. They will use the platform as an assignment portal. Therefore, I can utilize the messaging component on to ask further clarifying questions. For the few students who did not meet the learning goal, I simply asked a question to foster thinking, and they all were able to then meet the learning goals. If that would not have been effective, I could then implement activities and provide resources, that are unique to each student, to support student success. B. I believe this lesson was extremely successful and fostered student learning through interaction with peers, technology, and the teacher. The student work derived from this lesson proves that this lesson aided in student learning. For students who did not meet the learning goals, and were progressing towards the learning goals, I reframed a question or two, which in turn, allowed them to be successful. In the future, I need to ensure I ask more quality, thought provoking questions. This would have allowed all students to meet the learning goals.

**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 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.

Copyright © 2022 by Educational Testing Service. All rights reserved.  
ETS, the ETS logo and PPAT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries.