

PPAT® Assessment

Library of Examples – Family and Consumer Science

Task 4, Step 2, Textbox 4.2.1: Instructional Strategies

Below are two examples of written responses to Textbox 4.2.1 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 4.2.1

- 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. One way that I used academic content language during the lesson was to use the correct terminology for Return on Investment (0:03 and 3:43). Students need to understand this term, and also that the benefit belongs in the numerator of the stated formula with the cost in the denominator. Just using the correct vocabulary helps students to connect the second application portion to the content. I then described one scenario in which a benefit is the increased salary available to students when they have a college degree. The cost is the cost of attending college over four years. Then I was able to have the students apply their understanding of the ROI formula to understanding the return of an investment over twenty years rather than one. Another example of using academic content language was in having my students read portions of textbook information about 529 Savings plans (10:17). When students wrote their comments about their assigned sections, their responses were simplified (14:23). This was one indicator to me that the student properly understood the academic language used in the excerpts.

b. To help my students think critically, I had them contribute with their own solutions to questions without receiving the answer first. For example, at minute 0:56 I had students write in the chat box their thoughts about what factors go into the cost of a college education. In the

chat box, the students contributed several ideas including tuition, books, housing, food, activities, clubs, and even the opportunity cost of not working while they are at school. Because of their contributions in a simultaneous chat box, the students demonstrated their understanding that all of their listed costs would combine to make the total of the cost or denominator portion of the ROI formula. Additionally, at minute 3:07 one student wrote, "Wouldn't your return on investment depend on what major you pick and what job you get later?" This demonstrated that he was thinking critically about the factors that would change the outcomes of the given formula.

c. I used several different types of questions to promote student learning, including target-answer questions, rephrasing, and open-ended questions for student response. For example, I asked the students to watch and see what changed about the costs of college when the factor of campus-living changed (4:51-5:28). I even rephrase the question to make sure the students could follow my instructions and arrive at the right conclusion. I also used open-ended questions to guide student responses to their readings about 529 savings plans. Phrasing each question as "What is a 529 Savings Plan?" "Why Choose a 529 Savings Plan?" and "How can you get one?" This phrasing to make the question open-ended allowed the students to be able to interpret what they read during the assignment and present their findings as possible answers to the question. The best part about these open-ended questions is that the answer is not always complete with one statement, but rather, students can endlessly contribute more information to make their responses detailed and accurate. This also makes their responses more effective in teaching their peers who are also looking for information to answer the open-ended question and may find additional information that another student missed.

d. One way that I integrated literacy into the lesson was when I had the students split into groups and read short articles describing the purpose, reasons for, and applicational information about 529 savings plans. The students then reported on their learning by recording the things they learned from the article in a note-friendly way for their peers to use. Additionally, the lesson began with a bellringer in which students read a posted article during our Zoom meeting, and then crafted a response to the article with their feelings and analysis of the statements in the article. The article was not only relevant to the day's topic - earnings potential and returns on a college investment - but it also set the stage for the class by engaging students in using the chat feature and focusing on class material rather than things going on at home while they were in their rooms. The responses of the students during this exercise were thoughtful and mostly complete, using full sentences and complete reasoning to explain their responses. This is an improvement from past experiences with this activity in which this class has responded with short phrases or one-word answers. Rather, this time, the students were able to fully express themselves because it is an activity they have practiced over the last several weeks.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.1 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. With the powerpoint I created, I defined both principles of design and elements of design and then gave examples of each. Because each student had to define 1 element of design and 1 principle of design in their group they had to do some reading to figure out the definition and an example. This helped them understand the differences between elements and principles of design. This ensures students don't get confused or if they are confused then they can ask their group for understanding or they can refer to their worksheet. Some students learn better by asking peers and that is why I decided to add in some group work.
- b. The students had to use the workbook to define 1 element of design and 1 principles of Design within the group I assigned for them, by doing this the students are working together to create their poster to present to the class. Along with the lesson the students also had to create their own ugly sweaters, while giving instruction I did go over examples with them so they could get an idea of what I wanted them to do with this assessment. I went over the rubric with them and expressed that this is how they are going to be graded. By incorporating groupwork, a worksheet, and a project students had many opportunities to understand the content and stay engaged.
- c. I often checked for understanding by asking if they have any questions or if I needed to go over something again. Often times students need me to go more into detail or ask for understanding, however there are some students who don't like to talk in front of the class, and I need to realize that in the future. However, if a student ever has a question I go to their spot and answer it one on one with them. That way I get a chance to interact with them in the moment and listen to their question or needs.
- d. I decided last minute to integrate one of my favorite literacy activities, and that is a gallery walk. Students got into groups and defined one element of design term and one principle of design term on a poster, after they went around the room and wrote down each of the element and principles of design attributes. That way everyone had to do their part to get the definition but it was a good way to interact with peers. By not only writing down the definitions to the vocabulary words but also drawing out an example is a good way for the students to remember the words by making the visual connection.

Refer to the **Task 4 Rubric** for Textbox 4.2.1 and ask yourself:

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- The rationale for the learning activities used
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- 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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