

PPAT® Assessment

Library of Examples – Art

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. I chose to use research and project-based learning for this assessment. I wanted students to gain practice using a wide range of sources to find pertinent information to apply to their project, because I believe that this is a skill that they will need for future educational and professional tasks. I also chose to use project-based learning because I wanted to have my students use higher order thinking skills to apply the information that they gained through research in a non-traditional way. Not only was this a way to increase rigor appropriately for all of my students, but it also increased engagement, because all of my students are interested in the art-making process to some degree. This lesson and assessment also created a classroom environment that discouraged classroom management issues - students were free to move around the room and discuss their work quietly with their peers, rather than having to remain seated and silent (as in lecture) but the task provided enough challenge to keep students focused on their work, instead of being tempted to get off task or use their devices inappropriately. I chose to have my students work individually because each student is required to complete the assessment over a different time period, so students would not be able to work together to find information. Creating an individual project is an important skill for these students to refine - they are all seniors and intend to pursue further education. This provides them with an

opportunity to practice finding and applying relevant research to a project with little peer or adult assistance.

- b. Materials - boxes, hot glue, paper, scissors, construction paper, exacto knives, etc.- these materials are necessary for the creation of their Valentine's boxes. One of the assessment requirements is that they visually represent the major characteristics of their selected art movement, so students need a variety of supplies that would appropriately emulate the visual and formal characteristics of a movement. Resources - Gardner's Art through the Ages - textbook as a source of information about specific works that relate to a movement. Technology – tablet computer will allow students to find external sources that will assist in the research of their art movement. The research that they do will inform them of the major characteristics of their movement, which they will then apply to their final assessment (the Valentine's Box). Printer - Students can print images and apply them to their Valentine's Box - this will let students visually represent characteristics of the movement without penalizing students who aren't "artists." This is also the way that students will make enough Valentine's to distribute to the rest of their classmates.

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. I will be giving two separate assignments to my class. Both lessons involve using acrylic paint and students will be using the same sets of materials. Two of my students will be creating mandalas as a build up to working on a still life painting, and the other will be focusing on finding her "voice" through her own still life painting.
- b. The two students working on mandalas will be using technology to research during class. These are the two students who need additional support on basic tasks. For this reason, I will give them a smaller assignment to help scaffold their way to a larger assignment. They will use peer assistance and classroom technology to guide them toward success. Focus student 1 will be working on a more advanced assignment on her own, however, I have seated her in close proximity to the Art IV students so that the advanced students can model for her.

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 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 © 2017 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.