

PPAT® Assessment

Library of Examples – Early Childhood

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. The Kimochi® lessons I used to accompany this assessment were used in whole group instruction. These characters prompted interaction during Free Play, Playground, Choice Time and the Nature Classroom. Observation and data would be identified, collected and tracked. One of the main focuses of this curriculum is development of relationship skills, which explains that when young children are provided with useful social emotional strategies and modeling by adults, they then begin to demonstrate the ability to initiate and join peers in play on their own and communicate in ways that others can understand. These learning activities were used to help the class to recognize certain emotions and difficult behaviors exhibited by the children and equipped with ideas of different strategies to handle these emotions. Our Kimochi characters are talked about frequently throughout the children's school day in teachable moments. The children recognize that like Cloud, we sometimes have to take a breath and "flip our thinking" to make our group plans work. Using strategies given to us by Cloud, Huggtopus and Lovely Dove the children are developing the understanding and ability to sustain positive relationships with their peers.
- b. The resources and materials provided by the Kimochi® Curriculum will be used to administer this assessment. These resources include, plush Kimochi® characters that are available for the children to play with or use for comfort at anytime throughout the school

day. There are also multiple books involving the characters that are read as a whole group and are available to the children at anytime. Having these resources openly available to the children after instruction helps to reinforce the positive social emotional ideas that are being taught through these characters. Seeing the children interact with these resources on their own suggests that they are beginning to understand and develop their own ways to comfortably enter play with their peers and sustain positive relationships with others. The technology that will be used to administer assessment is the use of photographs for data collection as evidence that the children are or are not showing the ability to successfully enter play within the classroom.

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. For the assessment I will have the students work individually. I want to know how well each student knows each word. This is not an assessment that I want students to working together on because I want to be able to see their individual thinking.
- b. I will be using paper and pencils for the students to write their words on and I will also use offices that the students will put up around their paper so that they are unable to copy the other students work.

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 © 2018 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.