PPAT® **Assessment**

Library of Examples – Science

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. During the assessment—the interactive test—students will be put into groups of three to four students. Before the test begins, the students will be "counted off" and given a number between one through seven, which will indicate what station they will start at. This instructional strategy will help prevent close friends from being put into the same group because the students do not have a seating chart, so they normally sit next to their close friends when they first come to class. By keeping close friends apart, it will decrease the temptation to talk/cheat during the test. Once the students move to their assigned station, they will be given a graphic organizer to write on, which will make the testing more uniform and easier to grade. The students are provided four minutes at each station. By providing them an allotted time, the students will not have to worry about managing their time efficiently. They will have the opportunity to revisit any stations necessary at the end, which will decrease any anxiety related to time for taking the test.

b. Before the assessment begins, the students will be shown how the interactive test works on the projector. The stations will be explained and a graphic representation of the numbered station will be shown. This will help prevent student confusion during the test, which is important because students are normally already quite stressed for assessments. After the students have moved to their assigned stations, they will receive a graphic

organizer that has specific areas for the students to write their answers in for each station. This will help keep the students organized and eliminate the time/concern it would take to create their own idea of how much space should be utilized when writing answers. It also gives the students an idea of how long their answers should be. These instructional strategies are not only relieving the students' stress, but also the stress of grading the tests. At each station, there are images and questions large enough for the students to analyze. There are enough images and questions for each student, which decreases the opportunities for students to cheat. The images and questions are taped to the table in a manner that the students will be faced away from other students. The students will have four minutes to answer the questions at each station. A large timer will be shown on the projector for the students to refer to. At the end of the four minutes, the timer will go off and alert the students to move to the next station. The timer will keep track of when to move instead of the students constantly looking up and trying to figure it out on their own.

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 clear?

Example 2: Did Not Meet/Partially Met Standards Level

a. The learning activities I will be using during the assessment are that the students will be working in groups to create a cladogram poster. This will allow the students to be creative as well as demonstrate what we have learned about classifying organisms.

b. For the assessment the students will need construction paper, glue, scissors, markers, and their assigned organisms and traits. By using these materials they can construct a cladogram without using technology, and using only what they have learned.

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.