PPAT® **Assessment**

Library of Examples – Elementary Education

Task 1, Step 2, Textbox 1.2.1: Getting to Know Your Students

Below are two examples of written responses to Textbox 1.2.1 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 1, Textbox 1.2.1

a. Based on the compilation of information from the results of the Getting to Know Your Students activity, analyze one example of how this information would influence a whole-class instructional decision you would make. Provide a rationale for your decision.

b. Using one student's completed Getting to Know Your Students activity, analyze how this information would influence an instructional decision you would make for this student. Provide a rationale for your decision

Example 1: Met/Exceeded Standards Level

a. Activity 1: Getting to Know Your Students

The meaningful activity I chose to use was a student interest survey where I created my own questions. The questions I chose were:

1. What is your favorite color?
2. What is your favorite classroom activity?
3. What is your favorite special to go to?
4. What do you like to do when you are not at school?
5. What is something you want me to know about you?

A: How information from the survey will influence how instructional decision you would make for students

The information from the survey I created was very helpful. I believe instruction is most useful when it is relatable and the students find it interesting. In third grade I think it is important to teach students how to work well with ours and in groups. Part of the hesitation to work in groups is because students don't feel comfortable sharing their ideas with their peers with the fear of looking stupid. The information collected would be useful when placing students into groups for collaborative learning. I will group students together based on their similar interest. This gives the students a place of common ground to start talking a feeling comfortable within their groups. They will make connections with one another and will be more willing to share their ideas!

B: Individual Student

I chose a female student from my class. The pseudonym I will use protect her privacy is Mae. Mae is a very good student. She is very motivated and loves to participate during class. I have learned so much about her in her completed Getting to Know You activity. Through this activity, they all have the opportunity to share out. Mae has several interest and is a good classmate to her peers. Mae works really well with others. She included in her survey that she loves to work with her friends at school. I think an instructional decision I would make for her would to have her read with a buddy and complete a scavenger hunt for the story we are reading in our reading program materials. She thrives off of structure and organization. This would be a fun way to make sure she is comprehending the story and give her the opportunity to work with a friend.

Refer to the [Task 1 Rubric](#) for Textbox 1.2.1 and ask yourself:

In the candidate's response, where is there evidence of the following?

- Does the candidate identify one example, based on the compilation of information from the results of the Getting to Know Your Students activity to analyze?
- Where does the candidate explain how this information would influence decisions made regarding whole-class instruction?
- Does the candidate use one student's completed Getting to Know the Students activity?
- Where does the candidate explain how this information would influence instructional decisions made regarding this particular student?

Example 2: Did Not Meet/Partially Met Standards Level

a. Based on the compilation of information from the results of the Getting to Know Your Students activity, I noticed that many students enjoyed art. This information would influence me during a whole-class instructional decision to try to incorporate art activities when teaching other content areas, in order to increase student engagement and enjoyment in learning. Additionally, art-related activities can be a great remedy to tame anxiety and calm the mind, especially during this uncertain time.

b. Using one student's completed Getting to Know Your Students activity as attached, I noticed that the student has a favorite place to visit. I also noticed during synchronous instruction that the student is very shy. I could include her favorite place in a story or word problem while teaching, to make her feel comfortable and special. I do not need to make it known to other students. That way, other students are not distracted, while the focus student will still feel appreciated. I can also use this same strategy with other students whom I feel that might benefit from a little attention, once in a while.

Refer to the [Task 1 Rubric](#) for Textbox 1.2.1 and ask yourself:

In the candidate's response, where is there evidence of the following?

- Does the candidate identify one example, based on the compilation of information from the results of the Getting to Know Your Students activity to analyze?
- Where does the candidate explain how this information would influence decisions made regarding whole-class instruction?
- Does the candidate use one student's completed Getting to Know the Students activity?
- Where does the candidate explain how this information would influence instructional decisions made regarding this particular student?

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.