

PPAT® Assessment

Library of Examples – Family and Consumer Science

Task 3, Step 1, Textbox 3.1.3: Learning Activities

Below are two examples of written responses to Textbox 3.1.3 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 3, Textbox 3.1.3

- 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. There are three learning activities I plan on utilizing in this lesson. One activity is pre-assessment quiz; I will begin with discussing with students that this activity is for me to quickly see what questions students may need more direction in when teaching students. A second type of activity would be open discussion when going over a presentation PowerPoint®. This will help to have constant student engagement throughout the class time. The third learning activity is an individual poster assignment. The students will be completing a kitchen measurement equivalent poster that encourages creativity, flexibility, and information that was processed during the open discussion that went along with the PowerPoint®.
- b. Within the different learning activities, there are student strengths and needs that should be addressed. The individualized pre-assessment quiz will address students' strengths and needs by allowing me to see areas that students already are aware of and areas that students may not know about yet. It will also address student's strengths and needs by allowing me to see if students are strong test takers or if a student may have test anxiety or don't test well. This way I can adjust for future classes. As for open discussion, every

student that has a strength in the kitchen will address it to the class. Also, student's strengths using context clues call allow students to speak up and guide the class in the right direction by giving their own input. For students needs in this activity, it should be addressed that there will be students that are slower and will need more time to think and listen to the discussion. With individual learning activity, there are student strengths and needs that will be addressed. Students strengths will be challenged with coming up with being creative with what the produce. Students strengths may also be helping guide other classmates this will be exemplified through supporting their classmates and encouraging their creativity and their poster. With the needs, students who may not be able to complete the assignment by drawing will pick pictures that represent the same concept as those drawing and glue their pictures onto poster board. Other needs may also include more of a one on one communication and help putting the poster together.

- c. The classroom demographics do have an effect on how the class will perform during a lesson. The classroom demographics in the class I am teaching seventh grade boys and girls from low to middle-class families and one student has an IEP. All the students I feel will master the content and will be able to use personal experiences to connect to the content being taught. Pre-assessment activity provides a level of prior knowledge to be used and expressed. Open discussion provides a level of respect and trust between both students and myself. Students in this class and age are maturing however have a hard time being civil to one another as they are trying to express their feelings and thoughts. Students in this class love to explore and put their creativity into their work. Students need that chance to explore instead of being lectured that way their excitement that they have will be used to focus on a lesson versus just being talked to about content.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.3 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 implemented multiple learning activities throughout this lesson. Students completed an opening question, this was designed to allow them to begin thinking about the concepts. Students defined the concepts in their own ways, prior to the instructor giving the definition. This allowed stereotypes and misconceptions regarding family structures to be established and discounted immediately. Lastly, students were required to analyze the impact family structures have on society, and their value. This analysis allowed me to assess comprehension, while encouraging critical thinking.

- b. These learning activities addresses multiple strengths, along with student needs. For students who are more introverted, and enjoy displaying knowledge through writing, there is an individualized component. For students who excel through verbal peer interactions, there is an open discussion component. Also, students who are more advanced could have the opportunity to showcase their knowledge in both aspects. For lower level students, they are able to bounce ideas off of peers during an open discussion and interact with the teacher.
- c. The class demographics did influence the design of my lesson. Prior to this lesson, I witnessed effective open discussions in this classroom. Previously, students were able to exemplify their knowledge effectively, and all students truly participated.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.3 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.