

PPAT® Assessment

Library of Examples – Agriculture

Task 4, Step 1, Textbox 4.1.2: Instructional Strategies

Below are two examples of written responses to Textbox 4.1.2 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 4, Textbox 4.1.2

- 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 plan to use academic content language throughout the lesson as that will be the jargon they hear in the real world. One of my overall arching goals of the classes is to have students be able to hear and engage in conversation with producers and industry leaders to use the correct terms and jargon that real world professionals use, but really understand it. It is not hard for kids to pick up and start using new words, the problem we run into is using those words correctly. I am a big proponent of practicing what I preach. I like to always use the correct terminology when talking about agriculture. I have worked to create that culture in the classroom as well. I have told students from day one that we are stewards and advocates for agriculture and we must lead by example. By using the correct language, we are able to increase our understanding and scaffold. For example, commonly GMPs are called good manufacturing practices. Well a HACCP plan is called a hazard and critical control points. If we are able to distinguish the differences in these sayings we are better able to break down the components of these plans and what it takes to implement these in the industry.

b. I plan to engage students in critical thinking by having them create puppy chow and their own purpose statement of the sanitation and allergens in their notebooks. This engages them in

thinking about how one stage flows to the next and how they are all interconnected. Not only is this a way for them to begin thinking critically, but it is a great learning tool they can use to study later to help understand the connection of Allergens and Foodborne illnesses. This is far more important than simply being able to recall what the stages of each are. They need to know how they are connected. This is when those benchmark values come into play. For example, when food industries have been through a 3 day run or switch product that has a different ingredient in it, proper sanitation practices need to be performed if they are to promote a safe and healthy product for someone to consume. When a quality production problem occurs we use HACCP to pinpoint where we can change something to make that product better or safer. When a machine is broke or a person is sick, we use Good Manufacturing Practices to promote the wellbeing of people's health or the cleaning of a machine. These are just a few of the benchmarks that signify the change of a stage or process. By analyzing and learning these benchmarks and how they connect to a change in the life stage, students are able to begin thinking critically from more of a producer/manager view.

c. I plan to use questioning skills to promote student learning by asking a lot of "why" questions. I think it is more important to understand the "whys". Students are encouraged to think beyond simply recalling the information. If they are able to think critically and analyze the information, they will begin to grow as students. Throughout my instruction, I plan to ask students a question, and follow up with "why" multiple times. My goal is that this repetition will get them to just naturally begin to ask why in their everyday lives. I am trying to teach them not to settle, be inquisitive.

d. I plan to integrate literacy into the content by having students fill out a lab guide during the first part of the lesson during the lecture. This guide incorporates the major benchmarks that they will be learning into an easy to read and study guide for them. It also helps they get extra practice as they are reading the benchmark from the slide, hearing me verbally say and explain the value, and typing it out themselves. By interacting with the information in multiple formats, I am increasing the likelihood that they will learn understand the information at a deeper level. It is important that they begin to learn this information as it will be used as a scaffold for future lessons and classes that they may take. It is also very important as these are the values and information that they need to know in order to become literate and hold a conversation with a industry leader and a real world producer.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.2 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. During this lesson I have learned that I would have to explain it a little more information. Some students don't understand that each cheese has a different texture and that they will have a different taste to them. Explain to them why now the quality of the milks is very important to know about in the dairy industry. Knowing how this will affect the industry is important because if they are contaminated they would be able to sell them at the store.
- b. Critical thinking is a big part of this lesson plan since students will get them active and help them understand it more. I think it is critical since students have to know all the different types of cheeses and how to be able to tell the difference between all of them. Students have to use their previous knowledge of cheese to think about what they already know about. During the video the students were only tested over 5 of each milk and cheese. The students go through and eat the five cheeses and the five milks. Each student goes through all the cheese and milks and writes what they think it is on their notecards. As the students walk around I have to watch and see if they are talking to each other, since they are not allowed to talk during this competition.
- c. The question I use for this lesson is "how many of you know the difference between sharp cheddar and mild cheddar beside the name?" Being able to ask students questions like this. During this lesson I have learned that I would have to explain it a little more information. Some students don't understand that each cheese has a different texture and that they will have a different taste to them. Explain to them why now the quality of the milks is very important to know about in the dairy industry. Knowing how this will affect the industry is important because if they are contaminated they would be able to sell them at the store.
- d. During this lesson this allows the student to analyze the difference between all the different aspects of cheese and milks and makes them use their critical thinking as well. Critical thinking is a big part of this lesson plan since students will get them active and help them understand it more.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.2 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.

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