

## PPAT® Assessment

### Library of Examples – Agriculture

#### Task 3, Step 3, Textbox 3.3.1: Analyzing the Instruction for the Whole Class

Below are two examples of written responses to Textbox 3.3.1 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 3, Textbox 3.3.1

- 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 learning strategies used during this lesson were effective. The lecturing and note-taking on the first two days worked well to introduce the content and bring the students to a point where they can learn. The videos were informative and easy to watch. The online quiz, virtual vocab review, and board race activity effectively enriched the content and further built a solid foundation of knowledge before students embarked on their projects. The project itself was fun and enjoyable to be apart of. All the groups did an excellent job of researching and creating quality hands-on lessons that furthered the entire class to understand the differences in artificial breeding methods. The biggest show of evidence was listening to the students discuss breeding methods and the vernacular used during our brainstorming sessions then listening to them articulate their lessons a few days later.

b. The differences in knowledge of terminology and critical terms from brainstorming sessions to their teaching days were incredible. The lesson videos introduced all of the breeding methods that students would later discuss in their final project. The terminology and vocabulary used in the lesson were later used by the students in their different projects. For example, the quiz

refers to terms such as a CIDR and sperm analysis. Students who gave lessons over AI and ET had to explain how a CIDR is used to control an animal's estrous cycle. Students who did a lesson on AI had to explain why sperm morphology is important and how it can affect Artificial Insemination.

c. While teaching, only one significant adjustment was made during the lesson. That adjustment was with the 10 question quiz. As soon as we started the quiz on the 3rd day of the lesson, I noticed that students were struggling with some understanding of the terms. Therefore, I changed the quiz from an independent quiz to a class quiz. We discussed each question as a class and discussed the key terms and concepts associated with each question. This helped the students understand terms and additionally made the Board Race more effective. The board race was meant to enrich and support their understanding of the key vocabulary words introduced in this lesson.

d. To foster teacher-student interaction, I facilitated the class discussion after the 2nd day of videos and note-taking. This discussion was held with the entire class, including the virtual student. We talked about the pros and cons of each of the breeding methods discussed in the videos. We also discussed the advantages and disadvantages of natural versus artificial breeding. These discussions helped guide student decision-making when they got to their projects. I also made sure to sit in on several group discussions and helped them make decisions on what kind of demonstrations they could make and do during their class time. Fostering student-student interaction was significant in the groups of students that included students with IEPs. The non-IEP students generally struggled with how to divide up the responsibilities of the group project equally. I had to step in on multiple occasions and have discussions with the non-IEP students on including the other students with disabilities.

e. For one group, I slightly altered their presentation from an online Slide presentation to a poster board presentation to take advantage of an IEPs student's fondness for drawing and coloring. These steps ensured that every student had all the tools necessary to achieve all of the learning goals outlined in the lesson objectives. I offered much encouragement during the quiz and board race review. I wanted students to feel confident about their knowledge level and be comfortable asking questions about items they were unsure of. This encouragement early in the lesson helped squash any doubts or insecurities students had about their skillset and resulted in better lessons in the future. As students were working on their projects, I would routinely stop by and evaluate their work. I would offer tips and tricks on planning a lesson and helped one group develop a demonstration for cloning. I also did a mini-lesson on backward lesson planning to help students get an idea of planning a lesson for a day. These slight evaluations and suggestions helped students create the best presentations they could develop and resulted in a solid understanding of various livestock breeding methods.

**Refer to the [Task 3 Rubric](#) for Textbox 3.3.1 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**

The rubric gave students an exact expectation of what was being asked, the laptops students had access to allowed them to retrieve information about their topic, and the access to an on-line learning platform and Laptops allowed students the opportunity to share their findings with their peers with a presentation that could be projected in the front of the classroom. After projects were complete and students presented them, most students were able to answer questions on their project that was information not found in their presentation and students were able to regurgitate information about the projects their peers presented in the following days of the assignment by quizzes and activities such as Kahoot. While I was teaching, I explained the rubric and showed examples of what my expectations were as a teacher in order to better support student learning and understanding. After presenting the lesson and expectations, I created a resource sheet with a reliable website with quality information to support each breed topic assigned to a student. After allowing students to begin on their projects, I made my rounds around the classroom taking a seat and discussing with each student one – on – one what their thoughts were and what their questions and concerns where. I believe this in return allowed students to feel more comfortable asking questions even once I had moved on to another student in the room. Each student received a scored rubric once they had turned in their project, and in addition they received added commentary from me and suggestions once they finished presenting their projects to their peers.

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- 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.

