

## PPAT® Assessment

### Library of Examples – Spanish

#### Task 3, Step 1, Textbox 3.1.1: Standards and Learning Goals

Below are two examples of written responses to Textbox 3.1.1 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 3.1.1

- 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 theory that I most broadly apply to my planning process is that of the constructivist learning theory. Throughout my educational career and especially in my World Language methods course, we talked a lot about constructing meaning. Learners must be taught to decipher and understand meaning behind content being taught. In order to truly have students acquire a foreign language and meet the standards of raising cultural awareness, I believe the foreign language teacher must teach both in the context of performance and proficiency. Performance benchmarks indicate what students at certain levels can do based on instruction; however, proficiency is more measured by what students can do "in the real world" when using language in a less predictable situation outside of the classroom.

I believe this means that I must of course prepare students to be able to meet certain benchmarks in the area of performance, but I also believe for true acquisition, I must plan courses using as much "real life" context as possible. I can teach them how to say body part in Spanish, but if I have them research Hispanic scientist and inventors reading Spanish texts written by authentic voices, and listen to Spanish podcasts interviewing an

Hispanic Nobel Peace Prize winner, then my students can construct meaning for themselves and be able to use the vocabulary in context if they ever find themselves in a hospital in a Spanish speaking country.

- b. My learning goals were derived directly from the Iowa World Language Competencies. The standards I chose are as follows: IAWL.2.ITV2.NH3: Understand familiar words, phrases, and sentences within short and simple texts related to everyday life. IAWL.2.IPL1&2.NM1: Communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized. IAWL.2.ITV4.N1: Investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. Based on those standards I decided students should be able to 1) listen and recognize Spanish body part vocabulary that they have previously learned 2) communicate and ask questions using vocabulary and sentences related to everyday life as it pertains to the body 3) Investigate, explain, and reflect on the relationship between the human body and the research of some Hispanic scientists and inventors.

I planned each learning activity and task to be evaluated to see if the student had a "strong performance," "met expectations," or was "approaching expectations" concerning the learning goal. This ensure my learning activities were aligned to my learning goals. Specifically, I have planned an information gap activity. I will tell students whether they will be "Student A" or "Student B." Each "A" student would be paired with a "B" student. There will be pre-designed chart that will contain information written in Spanish. Each chart will list 6 Hispanic scientists and/or inventors and links to their specific research (written in authentic Spanish). Student A would be given information about 3 of the inventors/scientists, while Student B is given information about the other 3 inventors/scientists. Students A & B would be paired together to ask each other familiar questions in Spanish in order to fill in the chart and obtain all of the information. This activity has students recognizing familiar vocabulary, communicating with familiar vocabulary and investigating in order to construct meaning. Therefore, this activity utilizes all three of my learning goals.

- c. I want the students to know about 6 important Hispanic scientists and inventors whom have made incredible advances in helping people and specifically helping the health of the body. I believe the activity of researching these inventors will help put the some of the vocabulary I want the students to learn in context. I want my students to know how to interpret, use in a conversation, and be able to present are vocabulary words concerning body parts. The students have previously heard and learned a song that talks about some basic body parts. I want to connect to that previous knowledge and expand on it.
- d. The class I am teaching is a ninth grade beginning level Spanish course. I believe in pushing them past their comfort zone by giving them difficult texts to try to interpret in some fashion. However, I realize that reading about scientific research is a very difficult subject for even advanced Spanish speakers. The information gap chart includes authentic research links available for students who would like extended learning opportunities; however, the chart itself contains all of the information students truly need to know for class. The chart lists the information in Spanish, but I designed it using familiar words and cognates (words that look similar in Spanish and English and mean the same thing) in order to simplify task.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.1 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**

- a. I would use constructivism as a learning theory. Constructivism is the theory that people are responsible for understanding the world around them and also using experiences to link new information from that they learned in the past. People would use new information to construct their own meaning. The students would use prior knowledge and apply it to helping them memorize new endings or structure of grammar and apply it to new content.

The students will be focusing on the preterite tense in Spanish, they will be learning the different endings for verbs in the preterite tense. The student already know how to conjugate verbs in the present tense, so they will be able to apply the similar endings to the tense. They will be able to see that the preterite is very similar to the present tense and that the nosotros endings are the same in both the tenses. Some difficulties the students may see is that ir and er verbs have the same endings. The students are so used to ir and er verbs having different endings in the present tense, and not knowing how to differentiate the conjugation for ar and ir verb endings in the nosotros forms. The best way I can address the problem is by having many examples of the forms in sentences, so they can see that they need to use context rules to differentiate the present and preterite tense. I can also have new words that represent the preterite such as ayer, hace un ano, and anoche.

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- 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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