

## PPAT® Assessment

### Library of Examples – Business, Industrial, and/or Technology Education

#### Task 3, Step 1, Textbox 3.1.4: Learning Activities

Below are two examples of written responses to Textbox 3.1.4 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 3.1.4

- 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 first material used for the whole group instruction will include a PowerPoint presentation of information regarding the health sciences career cluster. The students will be given a notes guide to fill in as we are going through the slide to ensure that they get all the information from the slide but don't have to be writing everything down themselves as we work our way through the material. The rationale for this is that the students must stay engaged in the slides to be able to complete the notes guide, but allows them time to listen to my verbal information as well. This also will facilitate the best absorption for students who are auditory and read-write learners. Another resource I will use are videos to supplement the information on the slides. My rationale for using this is that many of my students are visual learners and can get a better grasp about the health sciences field and specific careers by seeing them being done. This can help them connect what they learned on the slides by seeing examples of what was covered to further strengthen their learning.

- b. The technology I plan to include in my lesson is a PowerPoint I will project from my laptop to my Promethean board. My rationale for using the PowerPoint is because I can share information I want the students to know in a visual manner that allows for easy transition into discussions. I will also be using my laptop to project videos from the internet via the Promethean board that cover the five different pathways in more detail. The videos are a good visual cue to help students get a better understanding of some things that are involved in the health sciences field. Students will also be using their Laptops for their research project, utilizing different websites to learn more about a career as well as resource materials I have available in my free on-line learning management system.
- c. My choices in technology devices will enhance student learning in my lesson because it incorporates a variety of different learning styles to help all students receive the information in the best way for them. The PowerPoint allows the students to see and read the information on the board, and write it down in their notes guide for read-write learners. The videos bring another visual element of seeing people in action doing some of the parts of the health sciences field that we discussed. The videos are also put on my free on-line learning management system so they can access them again if they choose. The technology will also prompt group discussion as we will discuss items from what they learned in the video, further enhancing their learning, especially for auditory learners.

**Refer to the [Task 3 Rubric](#) for Textbox 3.1.4 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 will primarily use the white board to draw and fill in the flowchart shapes in front of the class. Students will be expected to follow along and draw the shapes with me in their notes. This is a great way to provide a visual for students to look at as we are discussing. After giving the instruction, I will also provide a sample flowchart that I have created so that students can see an example of a completed chart. This will give students some ideas to help in the creation of their own flowchart.
- b. Along with the whiteboard, a form of technology that I will use is the TV screen to show images of the shapes for students to use as a reference while they are completing their own assignment. Each student will also need access to a computer in order to take the

pre/post test. Students will have the option to complete the assignment on paper or online by using a flowchart creator.

- c. My chosen technology of the TV and classroom computers will enhance my instruction and student learning by providing visual references for the students and flexibility to allow students to complete their assignment in a way that is most beneficial to them. Students can choose to complete their assignment on paper or they can choose to use an online flowchart creator.

**Refer to the [Task 3 Rubric](#) for Textbox 3.1.4 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.