

PPAT® Assessment

Library of Examples – Spanish

Task 3, Step 1, Textbox 3.4.1: Reflecting on the Lesson for the Whole Class

Below are two examples of written responses to Textbox 3.4.1 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 3.4.1

- What specific instructional strategies, learning activities, materials, resources, and technology will you use to help students who did not achieve the learning goal(s)? Describe how these lesson components will help the students achieve the learning goal(s).
- How will you use your analysis of the lesson and the evidence of student learning to guide your planning of future lessons for the whole class? Provide specific examples.

Example 1: Met/Exceeded Standards Level

a. I plan to use data and learning evidence to also modify lesson plans to reach students who did not achieve the learning goals. First, students will manipulate seven pertinent vocabulary words for the lesson, via a shared online word wall. They will do this to identify words that have significance to the topic and might be useful to them as they write. Students will also listen to and view a short on-line video about healthy snacks in the target language. The video is important to pique the interest of students and to connect them to the topic on a deeper and authentic level. After the on-line video, they will work with a partner to see if their understanding of the topic has improved by performing a Sage and Scribble activity—one student will think out loud and the partner will take notes over his/her thoughts and then they will switch roles and then will compare their notes together to think critically and to come to a mutual understanding of the topic.

b. To guide future planning, I will examine the evidence of student learning to see if baseline scores were lower than final assessment scores. If so, it indicates the activities we did together

during this lesson were meaningful to my students and encouraged learning transfer across the unit. I will also examine the lesson, as well, to objectively determine if the activities I planned during the course of the unit were easily executed and if students were engaged. I will assess the technology we accessed to determine its effectiveness and see if there are areas for improvement. And, I will look for areas in my lesson plan that were teacher-centered in order to rewrite them to be student-centered—for example, the graphic organizer modeling, which might be demonstrated better by another student. Finally, I will want to add in a collaborative element to the presentational writing. I will still want the students to create their own writing so they may earn individual scores, but I will add in that second poster about the healthy lifestyle contest around the school to serve as a collaborative element to the presentational writing assessment. Students will work together to come up with the parameters of their contest and then will create the media presence (poster advertisements) for it. I will then change the enrichment activity to a research piece for high-functioning student(s).

Refer to the [Task 3 Rubric](#) for Textbox 3.4.1 and ask yourself:

In the candidate's description of administering the assessment, where is there evidence of the following?

- How does the candidate identify and plan to use specific lesson components to help students who did not achieve the learning goal(s)?
- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for the whole class?
- Why is the reflection on the lesson for the whole class clear?

Example 2: Did Not Meet/Partially Met Standards Level

a. In order to help students who did not achieve the learning goal(s), I would make sure to have checkpoints for the class as a whole in order for me to see where all my students are at during the lesson. This would help guide me to provide one-on-one help for my struggling students. I could also provide online activities that have lessons, games, and short quizzes on the conjugation concepts, which would help students practice their skills and strengthen their understanding on conjugation rules before having checkpoints that check for understanding.

b. Based on my analysis of the lesson and the evidence of student learning, I plan to use independent study and cooperative learning activities that students can work on in class during and after the lesson. Having this option will other differentiated activities will enhance learning and will help students feel less overwhelmed about the grammar concepts. I think that giving the opportunity for my students to have more practice will help them feel much more prepared and will help them feel much more motivated to try challenging concepts even if they don't get it right the first time. For examples, students who have independent study can investigate and try learning the concepts behind conjugations on their own. This gives them the chance to make mistakes and then learn from those mistakes if I give them an online lesson or game activity to complete that involves a short quiz.

Refer to the [Task 3 Rubric](#) for Textbox 3.4.1 and ask yourself:

- How does the candidate identify and plan to use specific lesson components to help students who did not achieve the learning goal(s)?
- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for the whole class?

- Why is the reflection on the lesson for the whole class ineffective?

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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