

PPAT® Assessment

Library of Examples – Spanish

Task 3, Step 1, Textbox 3.1.4: Materials, Resources, and Technology

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

- What learning activities and student groupings will you use during the assessment?
Provide a rationale for your choices.
- What materials, resources, and technology will you use to administer the assessment?
Provide a rationale for your choices.

Example 1: Met/Exceeded Standards Level

To begin the lesson, I use an online flashcard game completed in groups. The game facilitates reading comprehension by previewing and reviewing essential vocabulary words. Since this activity is at a lower reading level, students can understand I also use this activity to review literary aspects at a lower reading level. Next, students use organization cards and Julia Alvarez's book for plot details. For my instruction, I present the example sheets so that my students know what they are expected to achieve. Each file explains their role and the steps to follow before the discussion. Students complete the sheets illustrating the pages of the chapter where they found the information. To check understanding, I add a Jeopardy with comprehension questions and vocabulary that students complete. My students use their little whiteboards, dry erase markers and erasers to answers the questions in their groups. The last resource I use is an exit-ticket in which they relate the main idea of the chapter. This exit ticket quickly measures a learning objective just as the literary organization sheets do.

For my lesson, I use online flashcards. I made an group of online flashcards with the essential vocabulary of the chapter. The keywords have the definition and a picture that help with

comprehension. I require an Interactive whiteboard to present the flashcard live code, so my students will be able to start on their Laptops. Next, I use an Elmo! to project the example organization sheet for each of the different roles: the connector, the questioner, the word detective, the paragraph wizard, the artist, and the moderator. I need the Elmo! to model what my expectations are with the sheets. After my students complete the sheets and the discussion, I project the Jeopardy game with questions about the chapter. The jeopardy game informally assesses how the class is progressing toward the goals.

The online game with the essential vocabulary of the chapter was chosen to improve reading comprehension in a way that motivated students. My students are competitive and stay on task during the game versus individually on printed paper. In addition, the teamwork fosters cooperation and listening to one another, an essential element in the literary discussion circle. The projected scores really motivates them to work quickly and accurately. The Elmo projector! is essential to model and understand the objectives from a printed paper. In addition, Elmo! It also saves on instruction time so class time can be used for students engaging with the content. I am satisfied that students spend more time in literary discussion circles. Finally, the jeopardy activity allows me to assess whether the students understood the learning objectives in a more exciting way and give me immediate feedback. In the future when I can use these materials again, I will have saved time on planning so I can give more meaningful feedback on assessments.

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

The students will be able to have use the textbooks if they need a reminder on the rules for conjugating perterite verbs. This allows student the opportunity to look up the rules and also see example on how to conjugate verbs in the preterite tense. The students will also have their vocabulary list associated with the chapter. This will allow the students to look up any words they may not know or need spelling. During my instruction I will use a interactive board. Using a interactive board will enhance their learning because I will be able to color code the notes. I will also be able to show pictures and write multiple sentences on the board and highlighting the conjugated verbs.

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.

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