

## PPAT® Assessment

### Library of Examples – Spanish

#### 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 Scaffolding, Direct Instruction, and Cooperative learning all helped to facilitate student learning by building up their knowledge in different ways. The Task-Based lesson was scaffolded so that, in the end, all students were able to successfully plan a party through Cooperative Learning with their table team. The Direct Instruction for the vocabulary was effective as all students correctly presented the details of their events. The information-gap and interview-exchange activities helped scaffold the large task by gradually working the students through the new vocabulary they learned in relevant settings. The guidance sheets from these activities are evidence that the learning strategies and instructional activities helped facilitate student learning because I was able to check if the students correctly wrote out weather details, asked interrogative questions, and used those questions to plan an event. The weather broadcast video proved to facilitate students learning, which was demonstrated by their ability to create a list of words they understood from the video. When I showed the video before teaching weather vocabulary, no weather vocabulary was recorded by the students; after the vocabulary had been taught, phrases like "lluvia", "hace frio" and "82 grados" were all responses.

b. The students used the weather, the days of the week, months, and interrogative words to demonstrate meaningful learning by ultimately combining all four areas together when planning their event. All groups successfully planned a party of their choice, using the "who, what, when, and where" details acquired through the interview-exchange activity, including the day and date it would be held. They also accounted for the "weather interruptions", including snow, rain, wind, and clouds. By requiring the students to apply the vocabulary to a real-life situation, they demonstrated meaningful learning when they successfully planned the event and invited others to it, even with the weather delays.

c. While the students were "inviting others" to the event by presenting their invitations, I noticed some students were struggling to formulate questions to ask the presenters. I immediately provided a list of guiding questions that I was not initially going to provide. This turned out to be very beneficial in supporting student engagement because it allowed for the students to ask questions they were still learning to formulate. Also, when students were struggling to understand how to compile all the details of their party, I quickly searched for multiple pictures of invitations to guide them. This adjustment saved me time from needing to walk around to each group and explain the setup, allowing more time for the students to focus on the content itself instead of how to organize it.

d. I encouraged teacher-to-student interaction by participating in the interview-exchange activity with the students. I filled out a guidance sheet with students' answers, thus providing students with the opportunity to practice with me and ask me questions. This greatly impacted student learning as I was able to act out the meaning of certain words and clarify the translation of important phrases. I encouraged student-to-student interaction by requiring the students to interview 12 different members of the class, and then plan the event with those of their table team. This impacted student learning because they needed to lean on the information gathered by everyone on their team to plan the event, providing multiple exposure to the content and an opportunity to relearn it if it wasn't acquired earlier.

e. As students participated in the interview-exchange activity, I provided feedback on their pronunciation and their answers by having each ask me one question. This impacted student learning because I was immediately able to gauge which questions they struggled with as a whole and address it. For example, multiple students asked me what "adentro" and "afuera" meant. I acted out being "inside" and "outside" of the classroom for each student who asked, and then I reviewed the words all together when we discussed the activity as a class. I also provided feedback during the planning process and presentation of the invitations. For example, many students asked me if they were using the interrogative words correctly, and I was able to give examples when they were used incorrectly or provide positive reinforcement when used correctly. This really facilitated student learning because the students were able to correct their errors during the planning process to then successfully present the information at the end. The immediate feedback was effective in getting the students to understand the material and ask individual-specific questions.

**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**

I feel that the lesson went well and that having aligned strategies, tools, activities, etc to the desired outcome kept the focus on the purpose of the lesson. This is evident by the fact that students were able to create their menu, answer the questions, and achieve the goals of the lesson. As I presented some of my experiences with Spanish cuisine, students were engaged because of the novelty of the style of food. The students agreed or disagreed if they thought the dish looked tasty. Another example is that they compared the traditional foods to dishes they are familiar with here in the United States. Those are meaningful connections. They were then able to create their menus and answer the necessary questions using the information they gathered. The main adjustment I made while teaching this lesson is the speed at which I moved through my slides and demonstrating how to navigate the website. I could tell that students were interested in certain dishes or foods, I would talk about it a bit more and make more connections and learn new words in Spanish that may help us better describe that dish. At multiple points in the lesson, I had students talk with their compañero to share if they liked or disliked the dish on the screen. After giving a few seconds to discuss, I asked many individual students and their partners what opinion they had come up decided on taking. Students saw the trend as we examined more dishes and some were eager to share their thoughts. The primary form of feedback in these lessons is correcting the students description of food from other countries as "weird" as opposed to "normal" food that they are used to eating. It is always a helpful lesson to demonstrate the nuances of culture and regional norms that everyone encounters as they travel.

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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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