

PPAT® Assessment

Library of Examples – Spanish

Task 4, Step 2, Textbox 4.2.2: Interacting with the Students

Below are two examples of written responses to Textbox 4.2.2 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 4, Textbox 4.2.2

- 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. I monitored my students learning throughout the lesson by asking open, closed-ended questions, using thumbs up/down, and giving them stars for participation. At 00:00 seconds I explained that if they reached 10 stars for participation we would dance at the end of the zoom session. At 3:45 minutes I drew a star for participation immediately after a student gave me a word that was important to him. By stopping and acknowledging that moment I am monitoring the whole class participation and learning. At 9:02 minutes I asked a closed-ended question about what season we are in. We were discussing that winter, spring, and summer are part of the setting. I monitored their understanding of the concept by asking a question that they had to think outside the box. At 9:23 minutes I stopped to count how many stars the class had earned and how many they needed to reach their goal. This allowed for students to monitor their participation and engagement in the lesson. They know that they need to engage more to meet their goal. At 9:25 I used thumbs up for yes and thumbs down for no to respond if students had any questions. After reviewing the anchor chart I check in with students to see if they have any questions about what we just learned before I move on.

b. I provided feedback to the whole class by awarding them a star each time someone participated. I set a goal for 10 stars we would dance at the end of our meeting. Individual feedback I would have students kiss their brains and verbally say good job. After guiding a student with pronunciation at 12:56 minutes in the video I said good job. At 8:37 minutes I asked students to clap the syllables with me to pronounce the word forest. At 11:10 students responded, "A car." To clarify that a plot is the sequence of a story. I drew three cards with the numbers 1, 2 and 3 on each then underneath I wrote first, next, and at the end. The student could not see the whole anchor chart but noticed that there were cars. I was able to further explain why there was a car on the anchor chart. Students were having difficulty pronouncing the word forest correctly. When calling on students who did not want to participate during the whole group, I would say, don't worry I will help you. Then immediately tell them they did a great job and give them a star for participation. At the end I told the class that I was very proud of their hard work and gave them a thumbs up.

c. I used nonverbal techniques to foster student learning using props and index cards with vocabulary. Students had to describe what type of item I had in my hand. After 2 seconds I would hold up the index card with the name of the item. Whether they got it correct or wrong I showed the class the index card. I repeated what the item was holding both the item and index card. After showing the index the card students called out, I knew it was that. When I want students to repeat what I said I will use one finger and touch under my lips and point to them. Also, when giving reading instructions I made a circle with my hand indicating that the second time we would read altogether. I used verbal techniques to foster student learning by being energetic and dramatic. When chanting about colors I acted out each verb. The rest of the known verbs I chanted in a similar neutral tone. When asking a question I would model raising my hand and then immediately showing an index card with a question. My materials were organized so that I could move to the next activity quickly

Refer to the [Task 4 Rubric](#) for Textbox 4.2.2 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 monitor student learning by moving through the room and looking at their worksheets. I've learned that asking students if they need help is not reliable because they will often say no no matter what. Instead, I wander between tables, as you can see in the video, and I look at students' work so I know if they need guidance. Along with this, I talk to students and ask direct questions about any errors I see or guiding questions to help them when I see a lack of understanding.

b. After students spent some time working on categorizing verbs based on their endings, I gave the whole class feedback when I saw that many were not fully understanding this part of the activity. In this case, I completed the task in real time with them to model my process. I also gave feedback once students began working in groups for chapter 2. I had to keep reminding them to take advantage of their groups if they were struggling with the language or needed help with the instructions. c. I try to keep an encouraging tone of voice during instruction and to acknowledge students when they share a correct answer or even attempt an answer. I sometimes ask certain students or groups of students to share when I'm not getting a response from the whole class.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.2 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.