

## PPAT® Assessment

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

#### Task 2, Step 1, Textbox 2.1.2: Preparing Learners for the Assessment

Below are two examples of written responses to Textbox 2.1.2 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 2, Textbox 2.1.2

- 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

a. The learning activity I am using for this assessment is leading students through a design-based prompt. Students will have the opportunity to choose from four forms of design opportunities, as described in 2.1-a, and students will be required to utilize the entire design process in accomplishing this design-based activity. I will also group students to work independently and require each student to turn in their own original work. The rationale for these choices is centered in this activity serving as the independent learning phase of my students' raster graphics (i.e. Photoshop) unit. My students have already accomplished both structured and guided practices in this unit, and therefore this activity serves as their independent practice to both develop and assess their progress. Additionally, while an independent practice such as this one could happen in groups, I want my students to work on it individually so as to emphasize the feedback and design-process learning objectives important to our unit. Likewise, Adobe Photoshop workflow, at a beginner level, functions more effectively with one designer per design created.

b. For materials and resources, I plan to administer the assessment through providing sketching material such as papers, pens, and pencils. The rationale for these provisions is that students can accomplish the first phase of the design process – preplanning – without needing to rely on

their own materials. By providing these, students are less likely to skip this necessary step in the process. For technology, I plan to administer the assessment through Canvas (a learning management system) and the Adobe Photoshop programs downloaded onto our lab computers. The rationale behind this choice is that, by using Canvas, students will be able to access the instructions and self-assessment portion of the assessment at any point during the activity. Additionally, we will use Photoshop on school computers rather than home computers as, though students have access to downloading Adobe programs through the district, many students do not have computers powerful enough to run Photoshop at home.

**Refer to the [Task 2 Rubric](#) for Textbox 2.1.2 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. As part of the learning activity for this unit I place different tools on different tables and allow the students to pick where they want to start and who they want to work with. I ask them to talk to each other about the tools and what they think the tool is called and what it may be used for. I have them take notes and draw a picture of the tool they have at their station. I then give a short lesson and discuss as a class their predictions. This is also a great formative assessment tool as I walk around during the activity and listen. When it comes to the summative assessment they work independently to a short quiz I have posted on canvas.

b. Materials used are: Various tools, various fasteners, fastener identification charts, torque reference charts and so on. Many of these graphic organizers are in various slides presented during the lesson. The students also have access to these slides on canvas for their own reference and study material. There are many hands-on activities throughout the preparation for the assessment as well.

**Refer to the [Task 2 Rubric](#) for Textbox 2.1.2 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.

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