PPAT® Assessment

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

Task 4, Step 1, Textbox 4.1.1: Goals and Student Background

Below are two examples of written responses to Textbox 4.1.1 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 4, Textbox 4.1.1

a. What learning goal(s) and standards (state and/or national) did you identify for the class? Explain how they are appropriate for the lesson and your students' learning needs.

b. What whole-class data did you use to establish a baseline to measure student growth?

c. How did your students' prior knowledge and background information influence your planning process?

Example 1: Met/Exceeded Standards Level

a. The entire credit unit is based off of the state standards for personal finance which states, "Use an informed decision- making process to manage credit and debt". For this introductory lesson to the unit one of the goals for the students is to understand basic academic content language surrounding the credit and debt process such as credit, annual percentage, and the five C's of credit. Students will also learn briefly about the history of credit in the United States and the current state of the lending industry. The final goal for the lesson is for the students to understand the five C's of credit and how these indicators (character, capacity, collateral, credit history, capital) are used to determine creditworthiness of an individual. These goals were chosen because they lay the foundation in vocabulary and an introduction to the credit industry for the remaining lessons in the unit. The standard identified is one of the personal finance standards outlined by the state which makes it relevant for the students and this course. The lesson goals and activities chosen for the students were identified and crafted from the goals and learning expected within this state level standard as well as their background knowledge.

Specifically, the students have learned much of the base knowledge and terminology associated with the financial process. This lesson and unit will tie the basic knowledge they have up to this point with the real world process and rewards and consequences of credit use. The learning will guide them in how to manage their own credit.

b. Baseline data for the credit unit is a fourteen question pretest with the vocabulary and main concepts within the entire credit unit. The pre-test utilizes real world scenarios rather than word and definition matching. I chose the pretest approach for the entire unit to help the planning, assessment, and time I would spend on particular concepts. The pre-test was given the week prior to the unit starting so I could assess the results and make changes in approach for lessons if necessary. The students average outcome on the pre-test was 7.88 out of 14. Assessment of the individual concepts throughout the unit will be compared for student growth against the initial understanding of the academic language and concepts. For this particular lesson we are covering concepts for the following vocabulary words credit, annual percentage rate, and the five C's of credit including Character, Capacity, Capital, Collateral, and Credit History. Assessment for understanding of the five C's of credit words within this lesson will be how the students utilize the words for the five C's of credit in their review, discussion, and approval or denial of a credit application. The remaining concepts will be assessed through class discussion and the completion of the credit application activity.

c. The students have base knowledge of many of the academic terms used in this lesson. They are familiar with pay stubs, monthly bills and budgets, assets and liabilities, net worth, and assets and liabilities. This lesson is taking these basic concepts and outlining how these are used as a basis for the lending industry to make a benchmark of your ability to repay the loan. The students prior knowledge came into the planning of the lesson through using these familiar terms as scaffolding to the next level of how these are used in the lending world. This unit as a whole will teach the students how the base knowledge they have learned about their personal choices in career and financial management will impact and guide their interactions and choices within the debt cycle. I chose to include within this lesson and the entire unit interactive learning activities that will help the students use the new knowledge into real world scenarios such as applying for credit to increase their level of comprehension with the material.

Refer to the Task 4 Rubric for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence connected?

Example 2: Did Not Meet/Partially Met Standards Level

a. The Iowa standards that I identified for my lesson were 21.9-12.TL.2: Use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others. (TL is technology literacy) 21.9-12.FL.2 Understand various sources of compensation. (FL is financial literacy) This learning target aligns with the National Business Educators Association (NBEA) Personal Finance standard number II. Earning and Reporting Income: Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.

b. To establish a baseline to measure student growth, a short pre-assessment was given. This formative assessment concentrated on students looking at a W-2 and a W-4 and answering questions about them. The average score on the assessment was 40%. The highest score was

83% and the lowest was 8%. Although the data may look like the students knew more about W-2's, there were more questions on that section so students scored poorly on both, if they scored poorly.

c. As the school is so small and the seniors are allowed to leave in the afternoon for work study, I have a pretty good idea of how many students have a job. In fact, all of those in the baseline data have jobs except one. The lesson is timely as personal income taxes must be filed soon. Based on the pre-assessment it was clear that only a handful of students knew anything about how to fill out or read their W-2 and W-4. Clearly there was a need to teach this as most have to file their taxes soon. I created an interactive lesson in Nearpod with multiple activities and instructional strategies to help educate the students about these two important forms. This information can be found in more detail in my lesson plan under Lesson Structure and Procedures.

Refer to the Task 4 Rubric for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence 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.