

PPAT® Assessment

Library of Examples – Social Science

Task 4, Step 1, Textbox 4.1.3: Lesson Activity(ies)

Below are two examples of written responses to Textbox 4.1.3 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 Prompts for Task 4, Textbox 4.1.3

- Describe the activity or activities that is (are) the main focus of the lesson plan. Explain how you designed the activity(ies) to anticipate **and** address student learning needs.
- Describe how you will monitor student learning during the course of the lesson.
- What student work samples will you require the students to submit as part of your assessment of student learning resulting from the lesson? (The work can be created either during or after the lesson.) How will these responses be integrated into the lesson plan? Provide a rationale for your choice of student work samples.

Example 1: Met/Exceeded Standards Level

- This lesson involves two main activities that all students will be completing. The first activity is the creation of a graphic organizer that compartmentalizes information to make it easier to remember new terms or ideas. For this activity, students will be creating graphic representation of the word "imperialism." Students will engage in this activity after they watch a video about imperialism and read a handout that provides more context about the word. I decided to incorporate this activity for a few reasons. First, I wanted to introduce this concept slowly and simply for students, as I understood they may not all have the same level of background knowledge on this topic. This activity required students to create a definition of imperialism in their own words, identify key facts/characteristics, examples, and non-examples as well. This activity covered all the basics of imperialism that students needed to know to advance in the lesson. Second, I am aware that many of the students are able to understand new concepts better when I use a graphic organizer. To meet their needs, especially when introducing a brand-new concept, I knew a graphic organizer or graphic representation would be essential. In

addition, the video, I gave them a type of graphic organizer that would help the students to organize their thoughts on imperialism. Because it activates their prior knowledge, the compartmentalized structure helps them organize their thinking by asking them to define imperialism, describe its characteristics and then provide examples and non-examples. This type of diagram is helpful for the students as we move forward because it is a resource that provides a detailed explanation of the term imperialism and make it easier for the students to remember.

The second activity is the "Imperialism or Not?" text analysis activity. This activity needed to be modified to suit the COVID-19 guidelines in my school, as students must maintain at least three feet of distance at all times and remain facing the same direction for the duration of the class. While I would have liked to have students complete this activity in pairs, this restriction required them to do it individually. For this activity, I assigned each student two texts to read. These texts are secondary sources outlining events that took place in history. These events either displayed an act of imperialism or not. It is the task of the student to read the text and determine whether it was an act of imperialism or not. In doing this activity, students will create a magnet summary for each of the texts they read, identifying one magnet word and four attractor words. These words will be used to create a summary of the text. From there, students will determine whether the text shows an act of imperialism or not. Students will defend their position by using evidence from the text, as well as their own understanding of imperialism. Students are encouraged to reference the graphic organizer that they created in the first activity when determining if the text displays an act of imperialism or not. This activity anticipates and addresses student learning needs in my class. I anticipated that at this point in the lesson, my honors students would be looking for a challenge. However, I understand that to meet the needs of all my learners, implementing an active reading strategy would be helpful for this activity. Having students create magnet summaries, I was able to help my readers who struggle with comprehension, and also keep my high-level readers on track to avoid distraction.

- b. I will monitor student learning throughout the entire course of this lesson through many different strategies. Incorporating several formative checks in my lesson is essential. I frequently ask students to give a "thumbs up" or "thumbs down" response to check for understanding. This is a quick and efficient strategy that I like to use to monitor student learning and help me point out which students may need further assistance. I am also constantly circulating the room and checking on student progress. With a small class, I am able to monitor student learning progress closely as they complete the assigned activities. Circulating the room, I am able to ask questions to students who I see struggling with concepts or excelling in their work. Staying observant with this, I am able to call on certain students who have answers that may be helpful to those who are struggling. This also allows me to identify any misunderstandings that students have and address them quickly. Not only does this allow me to monitor student learning, but I am also able to maintain a positive learning environment for everyone. I am also able to monitor student learning through questioning. By increasing my level of questioning throughout the lesson, I am able to gauge what the students have learned and what may need to be explained or shown in a different way. Asking questions and fielding responses from several students allows me to monitor learning. The responses students allow me to quickly judge their understanding and manipulate the lesson accordingly. Additionally, student responses open the door for further discussion in the whole class. Making sure

that each student provides at least one response at some point during the lesson is absolutely essential, and very much possible with a small group. I deliberately call on students to ensure I can gauge the learning of every student in the class.

- c. From this lesson, I will collect the Warm Up index card, graphic organizer, and the online "Imperialism or Not?" activity responses. All of this work will be created during the lesson. The responses that students provide are essential to this lesson, as they provide insight to what extent the students met the learning goals and achieved the outlined standards. Using the graphic organizer and online activity responses, I will be able to measure student growth from the beginning of the lesson, using the Warm Up as my baseline data. The graphic organizer and activity responses require the students to display their learning in different ways, which can show me if students fully understand the material and are able to express the ideas in more way than one. The graphic organizer is the recall activity, and the "Imperialism or Not?" Activity is the application piece of what is shown in the graphic organizer. So, for example, if a student did very well with the graphic organizer and poorly with the activity responses, I know I may need to review the concept with that student. Similarly, if students do very well on both activities, I know that they are ready to move on to the next lesson. The results from these actives will inform my decisions moving forward, as I can see how much progress the students have made towards the goals and standards.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.3 and ask yourself:

- Where does the candidate explain how the activity anticipates and addresses student learning needs?
- Where does the candidate describe how he or she will monitor the students' learning?
- Where is the rationale for the choice of student work for assessment of student learning from the lesson?
- Why are the responses appropriate?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Throughout my lesson the main activity that we are doing is the "fill in the blank" notes. While I am doing the direct instruction portion of the class, the students are filling in the corresponding blank on their sheets. Afterwards, the students will get with their partners and complete a fifteen-question worksheet. These questions have some deeper thinking questions as well as lower level thinking questions that they must finish by the next day's end of class. These activities are good for my students because it address their reading skills. It also allows them to work with partners, which with this group is essential to their learning needs. I have learned by working with these students that they do much better together than individually, so I allow them to work together as much as possible. Also, there is a pre-test and post-test that happened before the section and after.
- b. I will monitor my class during the two activities pretty similar. During the note taking/direct teaching portion I will be walking around making sure everyone is on task and is completing what they are expected to have completed. However, during the group work portion I will do kind of the same thing. I will walk around and in addition to making sure they are staying on task, I will also be helping the students with the more complex questions if they need help.

- c. I will have my students turn in their notes as an example of student learning as well as have them turn in their pre and post-assessments. This allows me to see their involvement in the note taking as well as their progress on the subject matter because of the difference in their test scores between the two tests.

Refer to the [Task 4 Rubric](#) or [Textbox 4.1.3](#) and ask yourself:

- Where does the candidate explain how the activity anticipates and addresses student learning needs?
- Where does the candidate describe how he or she will monitor the students' learning?
- Where is the rationale for the choice of student work for assessment of student learning from the lesson?
- Why are the responses vague?

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.