PPAT® Assessment

Library of Examples – Spanish
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 Prompt for Task 4, Textbox 4.1.3

a. 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.

b. Describe how you will monitor student learning during the course of the lesson.

c. 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

a. The activity that is the main focus of the lesson plan is the "Que te gusta" handout in the lesson plan because it will help the students to communicate and practice the vocabulary and formation of sentences to tell each other what they like and do not like to do in their free time. I designed the activity to anticipate and address student learning needs by giving them the opportunity to move around, talk with other students in the class, and practice their speaking skills. From my student interest survey at the beginning of the year, I have learned that many of the students love to work in group settings with their classmates. They also love to get out of their seats and get moving. One student I have has severe ADHD and it becomes really hard for him to be sitting and staring all class period. Many of the students have a hard time speaking Spanish mainly out of fear. However, I like to use activities like these so that the students feel more comfortable talking in front of just one student instead of the whole class. Also, through

this activity, I am able to walk around and listen to the conversations to give immediate feedback if something is being said incorrectly.

b. I will monitor student learning during the course of the lesson by walking around during our communicative activity and listening to their conversations to make sure that they are pronouncing things correctly and doing what they should be, like speaking in Spanish. I will ask them questions as individual students to make sure they understand the formation of sentences and what is being asked of them. I will also give them a quiz on Canvas that needs to be filled out while watching the video about the interviews on the streets in Spain. This will help them to listen more intently and gauge their level of understanding when listening to a native speaker.

c. The student work samples I will require my students to submit as part of my assessment of student learning resulting from the lesson are the "Que te gusta" handout, "el tiempo libre" assignment, and "los pasatiempos" homework assignment. Everything will be located on Canvas (online) except for the "Que te gusta" handout. We will first do the handout after we have gone over all of the new vocabulary slides. This assignment will encourage the students to talk amongst their classmates and practice vocabulary and sentence structure. We will then use the Canvas assignment "el tiempo libre" to listen to the Spanish To Go video and hear about what people in Spain like to do in their free time. During this video the students are to match the activities with the people's pictures by what activity they say they like to do in their free time. Lastly, "los pasatiempos" homework assignment that is also located on Canvas will be a small quiz where they need to match the picture with the vocabulary word to show understanding and meaning with each new vocabulary word. These responses will be integrated into the lesson plan by using printouts and handing them out to each individual student. They will also use their laptops. I chose to do it this way because the students work very well with technology and it becomes very convenient for the students to easily submit things. The best part about the technology for myself and the students is getting immediate feedback on the assignments, which is one of the main reasons I chose to do these assignments on Canvas. Getting immediate feedback during the lesson helps us to know what needs to be practiced a little more or what could be better explained, as well as bringing up any questions from the students. The handout was very helpful because they can carry the paper with them around the classroom to converse with their peers, write down their answers, and easily refer to what needs to be said if they forget.

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. The close reading activity is the main focus of my lesson. Students will do three read-throughs of the text with a different focus each time. First, they will be looking for words that they know and they will list and translate them. I will expect certain words to show up in this section and will be skeptical if words are listed here that we do not use regularly in class. Second, they will use cognates, word stems, and context to make educated guesses about other

vocabulary which they will list and translate. Again, I will have an exemplar for myself and will have an expectation of what they should be able to guess by using those tools. On the last read-through students will turn their attention to verbs, specifically looking at the verb endings. As they encounter each verb they will sort it into one of three categories. I will begin this task with them to give them a framework of what the categories will look like. Once the verbs are sorted we will co-construct a definition of each category and I will introduce the past tenses, preterito and imperfecto. The design of the close reading naturally scaffolds the text for students and also gives me time to help individuals throughout the lesson who are struggling with more basic vocabulary. Once we move to chapter 2, small group work will allow students to work together and use each other as a resource to complete the activity.

b. One way I will monitor student learning is by moving through the room during the lesson so I can see what students are working on. Since I have an expectation of the words I'm expecting to see listed I can easily see if students are reaching that expectation. I will also view and give feedback on the chapter 1 activity before beginning the chapter 2 close reading.

c. Students will submit a chapter 1 worksheet which will allow me to give feedback prior to having them complete the chapter 2 worksheet as a group. I will also have students submit the chapter 2 worksheet, with each student submitting it separately as a way for me to see how well the groups worked together. Having this physical artifact for the close reading activities is the best way for me to see how students are understanding. The work I'm asking them for requires comprehension and would be hard to fake or guess at like a multiple choice quiz.

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 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.