

PPAT® Assessment

Score Report Feedback

Task 4: Implementing and Analyzing Instruction to Promote Student Learning

Score Level 1

Step 1: Planning

There are three kinds of writing required in this task: descriptive, analytic, and reflective writing. Often, a response assigned a score at score level 1 provides little or no analysis and/or reflection. As you read through your submitted response, compare what you have written to the requirements of the guiding prompts. When a guiding prompt requests a rationale, think about the evidence you could submit to support your choices and/or decisions. Also consider the comments below.

Your response at score level 1 on this step may provide little or no evidence of the identification of learning goals and state and national standards. You may have failed to connect those goals and standards appropriately to the students' learning needs. Evidence of the use of data from the whole class to establish a baseline with which to measure student growth may be weak or missing. Evidence of how students' prior knowledge and background information influenced the planning process may be weak or missing. 4.1.1

There may be evidence of your planning for the use of academic content language, but the connection to the content being taught may not be clear. Evidence to show the planning or rationale for student engagement in critical thinking may be minimal—as is the evidence of your use of questioning skills. More evidence may be needed to show the integration of reading into the content area. 4.1.2

There may be evidence of an activity that is the focus of the lesson plan, but the evidence to show how the activity is designed to anticipate and address student learning may be minimal or missing. There may be some evidence of a plan to monitor student learning while you are teaching the lesson. There may be a student work sample used as part of the assessment of student learning for the lesson, but your analysis of it may be limited or the rationale for the choice of the sample(s) may be missing. This response may fail to show how these elements would be integrated into the lesson plan. 4.1.3

Step 2: Implementing the Plan

When you review your submitted response, consider the connection between the evidence you provided in the written commentary and the evidence seen on the video. Specifically, is what you wrote in your response what you see in the video? Have you consistently cited evidence from the video to show support for your analysis in your written commentary? (Do not rely on the reader to

see evidence; you need to cite details directly from the video to support your analysis.) Have you analyzed the significance of the evidence, or are you just describing what happened?

Your response at score level 1 on this step may provide little or no evidence from the video of the use of academic content language to advance understanding of the concept being taught in the lesson. The evidence of the engagement of students in critical thinking may be weak or missing. Evidence of your use of questioning skills to promote student learning may be minimal or missing. Evidence cited from the video may be minimal or missing, or if some evidence is cited from the video, the connections to support the analysis may be weak. Evidence of the integration of reading into the content of the lesson may be weak or missing. 4.2.1

There may be little evidence in the video that you monitored student learning, and evidence of the impact of your monitoring or instructional decision making during the lesson may be weak or missing. There may be evidence that feedback was given to students, but the analysis of the impact of that feedback on both individual students and the whole class may be either weak or missing. There may be evidence of the discussion of the use of verbal communication techniques, but there may be little analysis of the effectiveness of those techniques. The evidence related to nonverbal communication may be minimal. You may have cited evidence from the video only minimally or not at all, and the connections to support the analysis may be weak. 4.2.2

There may be little evidence of the use of classroom management strategies to promote a positive learning environment, and there may be a disconnect between the analysis of the effectiveness of those strategies and the evidence seen on the video. Little or no evidence from the video may be cited, and the connections to support the analysis may be weak. 4.2.3

Step 3: Understanding the Two Focus Students

Consider your choice of Focus Students. Notice that the descriptions of the activity and the guiding prompts make use of terminology such as “different learning needs.” Choosing different students allows you to show how you apply different strategies when working with different individuals. When you do not choose students with different challenges, you minimize your opportunity to show a variety of teaching skills. When you are reading your response, think about the different details you provided about each of the two Focus Students. Also consider the comments below.

Your response at score level 1 on this step may provide minimal evidence of your identifying appropriate learning strengths and challenges of the two Focus Students, although more evidence may be discussed for one of the students than for the other. Also, more detailed evidence reflecting the different learning needs of the two students may be needed. The data to establish a baseline to measure each Focus Student’s growth may be missing or minimal. The collection of evidence to show the students’ progress toward each of the learning goals may be missing or minimal. 4.3.1

Step 4: Reflecting

When you review your submitted response, consider the connection between the evidence you provided in the written commentary and the evidence seen on the video. Specifically, is what you wrote in your written response what you see in the video? Have you consistently cited evidence from the video to show support for your analysis in your written commentary? (Do not rely on the

reader to see evidence; you need to cite details directly from the video to support your analysis.) Have you analyzed the significance of the evidence, or are you just describing what happened?

Your response at score level 1 on this step may provide little or no evidence from the lesson plan or video to demonstrate the extent to which the students achieved the learning goals. There may be evidence of a discussion of what went well during the implementation of the lesson and what areas need revision, but the discussion may not directly connect to instructional strategies and classroom management strategies or match what is seen in the video. There may be no examples cited to support your conclusions. There may be little or no evidence of any changes that could be made to the lesson plan if it were used again, or a rationale for the changes suggested may be missing or unrelated. Examples for those revisions from the lesson plan, video, or student work may be missing or minimal. 4.4.1

Little or no evidence of the extent to which each Focus Student achieved the learning goal(s) of the lesson is provided using the student work samples and a comparison to the baseline data. If such evidence is provided, it is weak, and your discussion of both the data and the work samples for both students is minimal. There may be evidence of the Focus Students' learning progress, but there is little or no analysis of the student work samples to show the extent of the students' learning or progress toward the learning goals. There may be little or no analysis of a plan for future lessons for each of the two Focus Students that is based on the baseline data and the student work samples. There may be some evidence of planning for future lessons, but there is little or no analysis of how the student work samples or baseline data connect to those plans. 4.4.2

Score Level 2

Step 1: Planning

There are three kinds of writing required in this task: descriptive, analytic, and reflective writing. Often, a response assigned a score at score level 2 emphasizes descriptive writing. As you read through your submitted response, consider how much analytic and reflective writing is present. Also consider the comments below.

Your response at score level 2 on this step may provide some evidence of a connection between the lesson and state and national standards and how they are appropriate considering the learning needs of the students. Evidence of the use of whole-class data to establish a baseline to measure student growth may be partial or loosely connected. There may be some evidence that the students' background and prior knowledge were considered, but evidence connecting students' background and prior knowledge to the lesson might make this a stronger response. 4.1.1

There may be evidence of your planning to engage students in critical thinking and evidence of your using academic content language to support the concept being taught. There may be evidence of your use of questioning skills and your plan to integrate reading into the content area. Some of the rationales for the choices of activities may need more detail, and some of the strategies may need to be more explicitly described and connected to the four topics. 4.1.2

There may be evidence of an activity that is the focus of the lesson, but the rationale for the choice of activity may need to be more robust and more closely linked to the anticipation of how students' learning needs will be addressed. There may be some evidence of a plan for monitoring student learning; more detail may be needed to make this a stronger response. A student work sample may have been part of the assessment of student learning for the lesson, but the rationale for the choice of this sample (or samples) may need more detail. This response may need to include more details regarding how these elements would be integrated into the lesson plan. 4.1.3

Step 2: Implementing the Plan

When you review your submitted response, consider the connection between the evidence you provided in the written commentary and the evidence seen on the video. Specifically, is what you wrote in your written response what you see in the video? Have you consistently cited evidence from the video to show support for your analysis in your written commentary? (Do not rely on the reader to see evidence; you need to cite details directly from the video to support your analysis.) Have you analyzed the significance of the evidence, or are you just describing what happened?

Your response at score level 2 on this step may provide some evidence from the video of the use of academic content language to advance understanding of the concept being taught in the lesson. The evidence of the engagement of students in critical thinking may need more detail or examples. Evidence of your use of questioning skills to promote student learning may need more detail or examples. Your citing of evidence from the video may be limited, or your rationales for your instructional choices may be only loosely connected. The evidence you provided may not demonstrate the integration of reading into the content of the lesson. 4.2.1

There may be some evidence in the video that you monitored student learning. Evidence of the impact of your monitoring or instructional decision making during the lesson may be lacking detail. There may be evidence that feedback was given to students, but the analysis of the impact of that feedback both on individual students and on the whole class may be weak. There may be discussion of the use of verbal communication techniques, but the analysis of the effectiveness of those techniques may be too general. The evidence related to nonverbal communication techniques may be lacking detail. Your citing of evidence from the video may be limited, and the connections made in your analysis may be overly broad. 4.2.2

There may be some evidence of the use of classroom management strategies to promote a positive learning environment; the analysis of the effectiveness of those strategies and the evidence seen on the video may be partially related. Partial evidence from the video may be cited, and the connections to support the analysis may be general. 4.2.3

Step 3: Understanding the Two Focus Students

Consider your choice of Focus Students. Notice that the descriptions of the activity and the guiding prompts make use of terminology such as “different learning needs.” Choosing different students allows you to show how you apply different strategies when working with different individuals. When you do not choose students with different challenges, you minimize your opportunity to show a variety of teaching skills. When you are reading your response, think about the different details of evidence you provided for each of the two Focus Students. Also consider the comments below.

Your response at score level 2 on this step may provide some evidence of the learning strengths and challenges of the two Focus Students, although more evidence may be discussed for one of the students than for the other. There may be some evidence of the use of baseline data to measure students’ growth, but the connection between the data and the areas of growth measured may need to be stronger. The evidence collected to show the progress each of the Focus Students made toward the learning goals may be only loosely connected. 4.3.1

Step 4: Reflecting

When you review your submitted response, consider the connection between the evidence you provided in the written commentary and the evidence seen on the video. Specifically, is what you wrote in your written response what you see in the video? Have you consistently cited evidence from the video to show support for your analysis in your written commentary? (Do not rely on the reader to see evidence; you need to cite details directly from the video to support your analysis.) Have you analyzed the significance of the evidence, or are you just describing what happened?

Your response at score level 2 on this step may provide some evidence of an analysis of the extent of learning accomplished by the students. More detail that directly connects the extent of student learning to the learning goals may be needed. More evidence cited from the various sources (e.g., the video) may also strengthen the response. If there is some evidence of the positive impacts that your instructional strategies, interactions with students, and classroom management had on student learning, then more evidence concerning areas of revision for the future and greater use of supporting details may be needed. There may be some evidence that supports your choice of

possible revisions to the plan for future use, but the reasons may be too general or not tightly connected to the lesson plan, video, and/or student work. 4.4.1

Evidence of the extent to which each Focus Student achieved the learning goal(s) of the lesson, may be loosely connected to the use of the baseline data or the student work samples. The evidence may not address both sources and both students. There may be some analysis of a plan for future lessons for each of the two Focus Students; the plan is based on the baseline data and the student work samples. There may be some evidence of your planning for future lessons, but there is little or no analysis of how the student work samples or baseline data connect to the planning. 4.4.2

Score Level 3

Step 1: Planning

Your response at score level 3 on this step provides appropriate evidence of the selection of appropriate state and national standards that connect to student learning needs. Evidence of the use of data from the whole class to establish a baseline to measure student growth is sensible and connected. There is clear evidence that supports the appropriateness of the standards and learning goals for the students. There is evidence of the use of your students' prior knowledge and background information to inform the planning process. 4.1.1

You provide evidence of planning for the effective use of academic content language, for student engagement in critical thinking, for the use of questioning skills, and for the integration of reading into the content you will teach. The evidence supports each of your choices. 4.1.2

Your response identifies an appropriate activity or activities that is (are) an integral part of the lesson plan and designed to both anticipate and address student learning needs. There is logical evidence describing your plan for monitoring student learning while teaching the lesson. There is evidence that student work samples contributed to your assessment of student learning for the lesson. The rationale for the selection and integration of these samples into the lesson plan is appropriate. 4.1.3

Step 2: Implementing the Plan

Your response at score level 3 on this step provides evidence from the video demonstrating your use of academic content language to advance the concept being taught. The evidence also shows your analysis of the effectiveness of the engagement of students in critical thinking and the effectiveness of your use of questioning to promote student learning. You provided effective evidence from the video to support your analysis. The evidence you provided demonstrates your analysis of the connections between the instructional strategies you used during the video and student learning. Evidence from the video is clearly cited to support the analysis. You provided targeted evidence of your integration of reading into the content you taught and your analysis of the effectiveness of that integration. 4.2.1

You provided evidence of your monitoring of student learning while teaching the lesson; there is also evidence that the knowledge of student learning that you gathered from monitoring guided your decision making while teaching the lesson. There is evidence from the video of feedback you provided to individuals and the whole class as well as evidence of your analysis of the effectiveness of that feedback for advancing student learning. There is evidence of your use of both verbal and nonverbal communication techniques to foster student learning. You cite evidence from the video to support your analysis. 4.2.2

Your response provides evidence from the video that you used appropriate classroom management strategies to engage students in learning and to promote a positive learning environment. You cite evidence from the video to support your analysis. 4.2.3

Step 3: Understanding the Two Focus Students

Your response at score level 3 on this step provides an identification of your choice of two Focus Students who demonstrate different learning strengths and challenges. The data used to establish a baseline to measure each Focus Student's growth is logical. The response provides evidence to be collected to demonstrate progress toward the learning goal(s). 4.3.1

Step 4: Reflecting

Your response at score level 3 on this step provides evidence from the plan, the video, and/or the student work that demonstrates the extent to which students met the learning goals. You provide evidence of your effective reflection about your instructional strategies, interactions with students, and classroom management strategies. You effectively focus on what went well and on what needs revision. There is evidence that you evaluated the effectiveness of the lesson, and there is a rationale for the revisions you intend to make when using the plan in the future. You use evidence from the lesson plan and/or video to support your reflection. 4.4.1

Evidence of the extent to which each Focus Student achieved the learning goal(s) of the lesson is connected to the use of the baseline data and the student work samples. There is an analysis of a plan for future lessons for each of the two Focus Students based on the baseline data and the student work samples. 4.4.2

Score Level 4

Step 1: Planning

Your response at score level 4 on this step provides thorough evidence of the selection of worthwhile state and national standards and goals that connect to student learning needs. There is substantive evidence of the use of data from the whole class to establish a baseline to measure student growth. There is strong evidence of the use of your students' prior knowledge and background information to inform the planning process. 4.1.1

You provide highly effective evidence of your planning for the use of academic content language, for engaging students in critical thinking, and for using questioning skills to promote student learning. There is also highly effective evidence that you integrated reading into the content area. The evidence thoroughly supports each of your choices. 4.1.2

Your response identifies a worthwhile activity or activities that is (are) an integral part of the lesson plan and designed to both anticipate and address student learning needs. The evidence effectively describes your plan for monitoring student learning while teaching the lesson. There is clear evidence that the submitted student work samples were used as part of the assessment of student learning for the lesson. The rationale for the selection and integration of these samples into the lesson plan is strong. 4.1.3

Step 2: Implementing the Plan

Your response at score level 4 on this step provides thorough evidence from the video demonstrating your use of academic content language to advance the content you taught. The evidence also shows your insightful analysis of the engagement of students in critical thinking and demonstrates your use of effective questioning to promote student learning. The evidence provided thoroughly demonstrates your analysis of the connection between the instructional strategies you used in the video and student learning. Evidence from the video is cited consistently and fully supports the analysis. You provided significant evidence of your integration of reading into the content of the lesson and the analysis of the effectiveness of that integration. 4.2.1

You provided thorough evidence from the video of your monitoring of student learning; there is also evidence that you used that knowledge of student learning to inform your practice as you were teaching. There is rich evidence from the video of feedback you provided to individuals and to the whole class as well as evidence of your analysis of the effectiveness of that feedback to enhance student learning. There is significant evidence of your use of both verbal and nonverbal communication techniques to foster student learning. Evidence from the video is cited consistently and fully supports the analysis. 4.2.2

There is strong evidence in the video of the use of appropriate classroom management strategies that engaged students and promoted a positive learning environment. Evidence from the video is cited consistently and fully supports the analysis. 4.2.3

Step 3: Understanding the Two Focus Students

Your response at score level 4 on this step provides thorough evidence of your rationale for your choice of the two Focus Students who demonstrate different learning strengths and challenges. The data used to establish a baseline to measure student growth is clearly demonstrated. A means to collect evidence of the Focus Students' progress toward the learning goal(s) is well defined. 4.3.1

Step 4: Reflecting

Your response at score level 4 on this step provides strong evidence from the plan, video, and/or student work of the extent to which students met the learning goals. You provide insightful evidence of your reflection about your instructional strategies, interactions with students, and classroom management strategies, and you focus on what went well and on what needs revision. There is a thorough evaluation of the effectiveness of the lesson and a rationale for the revisions you intend to make when using the plan in the future. Evidence from the plan and/or video is thorough. 4.4.1

Evidence of the extent to which each Focus Student achieved the learning goal(s) of the lesson is strongly connected to the use of the baseline data and the student work samples. There is an insightful analysis of a plan for future lessons for each of the two Focus Students based on the baseline data and the student work samples. 4.4.2