

PPAT® Assessment

Library of Examples – Agriculture

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

- 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

a. One way I would like to summarize this lesson would be 'discover, draw, discuss'. I put the class into two groups (there are only eight students total so two groups of four students) and assigned them a type of digestive system, either monogastric or ruminant. I gave the students a list of parts of their digestive system that they need to research to find the function of. Once they had all the functions to the parts that they were assigned, they are to go to the whiteboard and draw a diagram of their system. They need to label each part of the diagram and provide the function that they found for it. When both teams complete these tasks, I will look over them to see if there needs to be any major corrections of misrepresentation or information. I have the students look over the other group's diagram then I ask if there are any questions. I will not have them write down what is on the board because they may have too much information and I do not want to overwhelm them. I will begin weeding out the information that I want them to focus on for each part. We will start with the anatomical parts that both, monogastric and ruminants, have within their system in order to build their understandings then move onto the differences. I will provide guided notes for select students and provide the option of guided

notes for others. I have found that some students are not able to soak in the information while taking extensive notes. Most of the time they give up and stop listening to the lesson all together. Guided notes keep these students involved and active while avoiding a sense of overwhelm on their cognitive load. Lastly, we will discuss the functions of the parts of the two digestive systems then relate them to other systems. This will help the students connect the different systems and better identify the differences between the two types of digestive systems. The research allows the students to see the information and process it on their own. Writing it on the board (either writing or drawing) provides them with a second exposure. A third exposure while taking notes and then a fourth exposure through discussion and connecting the ideas together.

b. Student learning will be monitored through the questions they ask when they get started and if those questions are repeated by the same student later on in the lesson. Another way student learning will be monitored is through the content that they put onto the board and how they read it. If their tone of voice sounds rehearsed, high pitched, and/or unsure then they probably do not really understand what they are processing. If their tone of voice relaxed, slow, and/or confident then they are probably comfortable with the content that they are processing in their brains. This group is very responsive when they do not understand an idea or a concept, they are very good about asking questions and seeking help. I can trust these students to help me get an honest measurement of their understanding. The last way to monitor their learning will be through their discussion answers and participation. When I ask for examples or 'why' questions that shows mistakes and misunderstandings clearly for me. The students either look at me funny and/or try to make up an answer that is usually very off from the answer I was looking for.

c. To assess the students' learning, I will provide some with guided notes while others may prefer to keep their notes together in a notebook. Either way, before the class ends, I will ask to look at their notes so I can evaluate their understanding as well as if the guided notes were efficient. Their notes should be taken while I help them weed out the most important information that I want them to be focused on. With notes, you can get an idea of where students are understanding the information and where they are not. They may be taking more notes or their notes are sporadic. Their notes may have words just put together because they are unsure of how to summarize the content since they do not understand it.

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 "formulate a growing medium" is the main activity of this lesson. To implement this activity, I had to incorporate whole class discussion, group work, and independent work. To meet every student's need, I made sure that they had time to discuss the required information and that every student was assigned a group. I broke down this activity by having the class

choose what additives can be put into a growing media, showing them an example of how to complete the activity, and explaining it step by step.

b. To monitor student learning, I will answer any questions they have and walk around the classroom to ensure that all students are on task.

c. I will submit a completed sample of a student's work to show the results of student learning. The sample will show the growing medium that the student planned that is a total volume of 2.8 (ft³) cubic feet. The student work sample will show that they completed the activity using the example that I used, the additives that the class agreed on, and the values of each additive that they choose.

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.