

PPAT® Assessment

Library of Examples – Agriculture

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

- 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.
- What whole-class data did you use to establish a baseline to measure student growth?
- How did your students' prior knowledge and background information influence your planning process?

Example 1: Met/Exceeded Standards Level

a. I had a variety of different learning goals and content standards identified in this lesson. To start, students will know and understand the value humans place on live animals based on beliefs and experiences. Students will also compare and contrast animal welfare and animal rights perspectives, being able to assess and identify which philosophy their own beliefs and values of animals fall under. Students will recognize different issues in animal agriculture and discuss the positive and negative impacts of each issue. My lesson also includes standards from the National AFNR Career Cluster Content. These include CS.01, CS.06, CS.09, and AS.01. In addition, I included a few Common Core State Standards for English and Language Arts that would be met. These included, RST.9-10.5, RST.9-10.9, WHST.9-10.2.B, WHST.9-10.6, WHST.9-10.8, and WHST.9-10.9. This lesson is applicable to my students in many different ways. First, this lesson provides an opportunity for students to understand their own beliefs and how they came to those beliefs. Second, students will be able to know how to defend their beliefs. Third, students will be able to respectfully hear other beliefs and perspectives. All of these things, knowing ones beliefs and also respecting others beliefs is essential to any aspect of

life. Now days social media has driven a stark level of division among people. This lesson can help students on how to approach and overcome this challenge. In addition, the content discussed in this lesson is something students will come across as some point in their life if they have not already. Understanding feelings and values toward animals will help them be better informed consumers and be a better advocate for the agricultural industry. This lesson provides real life examples and gives students an opportunity to really understand all the elements in this lesson and how it applies to their own lives.

b. The data I used to establish a baseline for student growth related to this lesson's learning goals was fairly informal but greatly useful information. I started out by asking students some essential questions about the unit. The students were shown 9 questions they are to be able to answer by the end up the lesson. The question would be shown on my TV and students would have 30 seconds per questions to write down their answers on a scratch piece of paper. I was able to get a good idea of what students would know and what they would not know. This helped me later on to know what I needed to emphasize more and spend more time on to make sure they understood the content. The data includes each student and each essential question. A "yes" indicates the students correctly answered the question and a "no" meant the student did not correctly answer the question. The class average for correct answers was 2.8 questions or 22.87%. Some students did not get a single question right. My student with the highest score got 5 of the nine questions correct. This baseline data showed me that well more than the majority of the class did not know the answers to the questions and therefore could not meet the standards and learning objectives of the lesson. From a variety of different assessments, including exit tickets, activities, projects, and a formal test, I would be able to determine if the students could answer the questions and meet the learning objectives of the lesson. I am by no means expecting every student to get a 100% (although I do expect a few students to). However, I do expect every student to show an increase in score for answering these questions and an increase in the class average. This will show me that students are understanding the content of the lesson. Going further, some assessments will show if students can apply the skills necessary to complete a learning goal.

c. I knew that most of my students were familiar to some extent with animals. I knew they all had past experiences that influenced their beliefs, whether they realized this or not. For this reason I knew I needed to ask my students that would bring to mind their own experiences from the past. I then needed to utilize these experiences, especially as real life examples that apply to students, as I continue to teach this lesson. I also knew students would be familiar with the methods of putting information out into the world. In other words I knew the ways students get their information and where they would continue to see this content in the future. Social media has a profound impact on students in this day and age. It would be a poor decision of mine if I did not include social media into this lesson plan as it has a great influence on today's young people. I included various types of social media so they could get a broad scope of what the older generations and younger generations use. I knew some of the content language would be unfamiliar to some students. As stated earlier, many of the students had experiences with this lesson, but they need to connect their experiences to the lesson. For this reason I needed to go over a lot of the language around the subject. For instance, I needed to make sure students understood characteristics of an animal welfarist and an animal rightist. Most are familiar to some degree about this but I needed to give them a clear definition and examples of each.

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. In my Ag Science class the standards I use for the class are the ANFR national agricultural teaching standards. In this class activity I identified two standards that I felt were important in the grand idea of livestock evaluation. The first standard I chose is the CRP.01.02.01. c. Advanced Measurement: Make and defend personal decisions after analyzing their near- and long-term impacts on self and others. The reason I chose this standard is that in livestock evaluation the students need to be able to justify the reasons they chose the animal they did for the placings it received. The next standard I chose is CRP.04. Standard: Communicate clearly, effectively and with reason. In agriculture communication is a key skill needed not only to get a job but to get anywhere in life. My goal is for my students to be able to communicate there reasons so that everyone can understand what that may mean.

b. In this sunit we discussed what we look for in livestock in characteristics that they desire the most in livestock. The majority of my understanding comes from their ability to write their reasons down and explain their decision. Where I gain my baseline of understanding is in the placing scores of the livestock judging classes we use. In livestock evaluation there is an official placing by a judge on the source I use, with there placing there to create scores for how you place the classes based on how much you agreed with the judge.

c. In prior lessons we discussed animal terminology and what we raise these animals to do. We spent some time talking about what we look for in livestock when it comes to breeding and what the end product comes out to. With this information previously discussed in class I took that into consideration when planning out the daily activities for this lesson. Lesson Plan Class Baseline Information

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.