

## PPAT® Assessment

### Library of Examples – Business, Industrial, and/or Technical Education

#### Task 3, Step 1, Textbox 3.4.1: Reflecting on the Lesson for the Whole Class

Below are two examples of written responses to Textbox 3.4.1 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 3, Textbox 3.4.1

- a. What learning activities and student groupings will you use during the assessment?  
Provide a rationale for your choices.
- b. What materials, resources, and technology will you use to administer the assessment?  
Provide a rationale for your choices.

#### Example 1: Met/Exceeded Standards Level

a. If students did not reach the learning goals for this lesson, I will simply create video tutorials on this lesson and have them watch and perform these tasks after school or during a study hall period. Within these video tutorials, I will demonstrate how to download the a specific kind of CAD software onto a student's personal device or a different school computer, then go through the whole process of making a model and manufacturing process for this project. I will be sure to remind the students who watch these videos that they are not simply copying my design and they must produce their own design. These videos will help students reach the learning goals for the lesson due to the fact that they will be made in such a way that the student will feel as though they are in the class with me, following my instruction. In all actuality, these videos could help a student who was absent for the lesson, where the student could watch them, complete the activity just as those did in class, and be on track for the next lesson. Primarily speaking, if students do not reach the learning goals for this lesson, it is due to the lack of activity from them rather than the lack of understanding of the content. Due to how I structure

the lesson and the support that I give students, only a very small amount (1 or 2) students could fail to achieve the learning goals.

b. Based off of the evidence I collected of student learning towards the learning goal(s), I will move students into another lesson that is similar to this lesson, but producing a different product. After seeing students models, it is evident that students require a little more work on adding modifications to their designs. Much like FS1's design, a majority of students produced simple designs that were based off of shapes such as squares, circles, etc. Only a few (4) students used the "Polygon" function within sketch to produce more abstract designs such as hexagons, octagons, triangles, etc. I believe this is because I never outright showed students this function, but rather encouraged them to explore the options within the "Sketch" drop-down function. Another function that I only saw a few students use was the "Fillet" or "Chamfer" functions that would add curved edges or blocked off edges to their models. In the next lesson I want to include all of these options/functions because it is important to show students all of the tools that they have access to. The one area where all students were successful was in the "Extrude" function, where students take their 2D sketches and add depth to them. In the next lesson I want to continue this practice, as it is extremely crucial in the 3D modeling production, however, I may also introduce them to other ways of making 2D sketches 3-dimensional. One of these methods is through the "Revolve" feature, which can turn a rectangular sketch into a 3D cylinder. Finally, the last aspect of student learning that I want to advance is the aspect of students understanding how to produce a single 3D model. Due to the fact that every student was able to produce a model of their container in a single file, I will move students into an activity that requires them to produce multiple separate files rather than just one large file. This can be important for Engineering students to understand because most machines/buildings/models that engineers produce are not simply one part.

**Refer to the [Task 3 Rubric](#) for Textbox 3.4.1 and ask yourself:**

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response clear?

**Example 2: Did Not Meet/Partially Met Standards Level**

a. Any student who does not pass the practical assessment is corrected on the spot and given more chances to pass. If the student does not pass the second written assessment, then they can retake, ask questions, check the review video, or ask a neighbor for help on what they got wrong. This ensures students know the safety components of the lesson and have input on those incorrect answers for themselves so that I know that they know. This also ensures that they know the safety of the machinery and the proper PPE, usage, and procedures from the state

standards. b. If I have students that regularly miss the same question, then I should change the question or remove it if it's unnecessary. If I have common mistakes on the practical portion, then I know I need to adjust my demonstration so that I go over that mistake. I often had students misunderstand where to place the push stick in relation to the board while cutting. I had to correct many people on the practice cut and many once again missed it on the final exam. I later changed the question so that it was more specific and could be understood better.

**Refer to the [Task 3 Rubric](#) for Textbox 3.4.1 and ask yourself:**

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response 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.