

PPAT® Assessment

Library of Examples – Spanish

Task 3, Step 1, Textbox 3.1.2: Instructional Strategies

Below are two examples of written responses to Textbox 3.1.2 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 3.1.2

- 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. The different instructional strategies I plan to use to engage students in the lesson and to enhance their learning is primarily focused on the main strategy which is whole class instruction, then it transitions to Think-Pair-Share (in Spanish it is referred to as Te toca a ti). The rationale for the use of the instructional strategy, whole class instruction, is to first introduce to the entire class the concept of the informal vs. you form in Spanish. Once I introduce this new material, students are able to activate prior knowledge through a classroom discussion. A classroom discussion will be formed through the other instructional strategy, Think-Pair-Share. This instructional strategy allows students to share their knowledge, as well as receiving it from their classmates. Students are able to make important connections through Think-Pair-Share with their classmates by discussing their thoughts about the informal vs. formal with their partner, and then circling it back to the entire class by sharing what they discussed with their pair.
- b. The instructional strategies, whole class instruction and Think-Pair-Share, connect to the learning goals to facilitate student learning primarily through communication. Student learning is facilitated with the goal of communication. Students will be able to

communicate effectively in Spanish in order to function in a variety of situations, such as the informal vs formal setting. The specific learning goals are for students to have the ability to understand the difference between the informal vs formal you form in Spanish. This is implemented through whole class instruction. Students should be able to properly communicate this form in a conversation and determine when to use the informal and when to use the formal. This learning goal is put into effect through Think-Pair-Share.

- c. My decision to use whole-group instruction and Think-Pair-Share instruction to facilitate student learning are for several reasons. First, whole-group discussion can be an effective way to introduce the informal vs. formal use to the entire class because it helps me analyze as a group what the class recalls from the beginning of the semester. I am able to analyze this through feedback and how engaged students are with the topic. If the class is completely quiet, then that tells me they need to refresh their mind regarding this information. But if the class is engaging with me and answering questions easily or providing useful comments, then that tells me they are comfortable in activating prior knowledge enough to share it to the whole class. To also facilitate student learning, I incorporated Think-Pair-Share specifically for students who are not confident enough to speak in Spanish in front of the entire class, rather they prefer to discuss in a small group or with a partner. This allows students to think independently about the informal vs. formal, then share it with their partner, and lastly communicate it back to the entire class. Think-Pair-Share allows students to be prepared enough to engage and participate with the whole class.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.2 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

I plan on using the following strategies in the lesson:

Essential questions provide guidance for what information the students will be looking for during the activity, Direct instruction allows me as the teacher to share with students some of my culinary experiences while living abroad, Gallery Walk to display product is an opportunity to share with classmates in a low pressure way, and Interactive video allows students to engage with the information that they are receiving as they watch the video in the form of comprehension checks and overall understanding.

My desired outcome from this lesson is that students will be able to describe various dishes typically found throughout Spain. This will be accomplished by hearing me talk about food in Spain, seeing videos of Spanish cooks making food, and researching about different dishes.

I like to give the students a variety of interaction and instruction. Working on their own gives them time to focus, in small groups students have the opportunity to learn from their classmates, and we can share ideas and content as a whole class.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.2 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.