

## PPAT® Assessment

### Library of Examples – Agriculture

#### Task 3, Step 1, Textbox 3.1.1: Standards and Learning Goals

Below are two examples of written responses to Textbox 3.1.1 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 3, Textbox 3.1.1

- 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. The learning theory that will guide my planning process is Kolb's Experiential Learning Cycle. This cycle consists of four parts: concrete experience, reflective observation, abstract conceptualization, and active experimentation. This cycle will be exhibited as students work through the posters their classmates made. They will have the experience as they match the structure names to the places on the animal's body. They will reflect as they double check their answers and begin to compare with the key for the poster. While making changes to their answers, they will be engaged in the abstract conceptualization, as they will be learning from their mistakes and correctly placing any mismatched structures. Finally, when they continue to take multiple turns at each poster matching up structures, they will try out what they have learned and ultimately be better each time they practice. A key piece to Kolb's Experiential Learning Cycle is the active experimentation. Experiential learning is most effective when students are able to repeat an activity, lab, etc. multiple times in order to apply what they learned through the reflection and abstract conceptualization processes.

- b. The learning goals for this lesson are: 1) Students will create a poster of external anatomy of a livestock or companion animal for other students to engage and study with; 2) Students will study and learn basic external anatomical structures of different livestock and companion animal species. The content standards for this lesson align with the AFNR (Agriculture, Food and Natural Resources) Career Cluster Content Standards. The lesson aligns with standard AS.06: "Classify, evaluate and select animals based on anatomical and physiological characteristics." It also aligns with the performance indicator AS.06.02: "Apply principles of comparative anatomy and physiology to uses within various animal systems." The lesson aligns with the learning goals and the national standards by having students engaging with multiple livestock species to see how anatomical structures differ from one to the other. They are able to do this because of their initial work of creating the poster for their fellow classmates to utilize for said activity.
- c. The content focus of this lesson is livestock and companion animal anatomy. The class will specifically be looking at hogs, cattle, sheep, goats, horses, dogs, and chickens. This lesson is in the middle of a unit focus around animals in agriculture. The students have learned about the main species of animals in production agriculture and different terms that are associated with each species, such as terms for young, immature females, castrated males, and mature females. They have also engaged in lessons about internal systems, their functions, and how they work together in livestock animals' bodies. This knowledge of terminology and other anatomical structures assist in creating a solid foundation of animal science and livestock terminology. These students have also been in an introduction level agriculture class for over six and a half months and have gained an understanding of basic agricultural concepts.
- d. Some difficulties students might encounter with the content include not being familiar with the multiple species of animals and encountering words with difficult pronunciations. There are some students in the class who have experience with some livestock, but no students have experience with all; a majority of students have little to no experience with livestock. I plan to address this difficulty by pairing up the students who have livestock background with those who do not. This provides some guidance to the novice students without me having to be involved and it also provides the experienced students with an opportunity to show off their knowledge and teach some of their classmates. The issue of pronunciation of words will be addressed by talking through difficult words at the beginning of the lesson. I will have students look through their lists and write any problem words on the board, then as a class, we will work through the list and give a pronunciation for each. This gets the students hearing and saying the correct pronunciation of the terms and allows them to help each other if someone forgets how to say one of the terms during the activity.

**Refer to the [Task 3 Rubric](#) for Textbox 3.1.1 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

- The learning theory that will guide my planning process is Social and Contextual theory. This theory relates to students learning from working together and stimulating each other's development. This theory will help me guide my planning process because this group of students prefers to work together to understand new content and reflect on previous knowledge they may have. These students enjoy working together and building off of what each person thinks to come to a conclusion. I will utilize this theory by having allotted time for the students to work together to find the information more efficiently, and then be able to hold a discussion about the importance of the information they had found.
- The learning goals for this lesson related to understanding the different components and concepts within Horticulture, and being able to identify and label different parts of a flower. The standards that I identified for this lesson is to identify and summarize the components of a flower, the functions of a flower and the functions of flower components. The learning goals and standard will guide the learning activities because by knowing what the students are supposed to obtain by the end of the lesson, I can gauge what each activity is teaching the students and if it is appropriate to reach the end goal and be proficient for the standard.
- The content focus of the lesson is plant structure and reproduction. The students have previously learned about the seven basic requirements a plant needs to grow, photosynthesis, and what specific parts of the plants do. By understanding each of the above concepts students will be able to understand the reproduction side of a flower, and how the specific components of the flower are related.
- Some difficulties that students might encounter with the content is remembering the names of the specific terms related to the flower. When breaking down the flower and looking at the reproductive parts, students can mix up the names even if they understand the functions. I will address the difficulties by facilitating different learning activities that allow the students to have repetition to learn the terms for the different flower parts.

### Refer to the [Task 3 Rubric](#) for Textbox 3.1.1 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.

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