

## PPAT® Assessment

### Library of Examples – Family and Consumer Science 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 guided me through this process was connectivism. Connectivism is the theory that internet technologies create opportunities for people to learn and share information they have learned. I know a wanted an activity where students grew in their learning by doing it themselves with the help of technology. I like the exploratory aspect of this type of learning. Students generally like taking ownership of the things they learn on their own and like using the internet. I think the information they learned stays with them longer, and they can connect to the concepts for own learning purposes. I also really wanted them to be able to use the information they were finding in the future lives. The students also get the chance to share with others what they have researched, and hopefully, teach others valuable information that they might need in the future.
- b. My main learning goal is that students are able to find out about more family resources, and how important they are to reaching different family's numerous needs. Another goal I want is for students to learn exactly what parent's responsibilities are. I can connect this to Maslow's Hierarchy of Needs in relation to parenting reasonability's, so I hope they will be able to explain the different stages in the triangle. FCS only uses national standards,

and the overall standard that was used for is this lesson was standard 15- evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals, families, and society. With the more specific standard being 15.3.1-Analyze community resources and service available to families. Both the learning goals and the standards really guided me into what my lesson plan came to be. My standards directly connect to my learning goals, and my activities help make that connection. My first activity is teaching students exactly what a parent's job is when it comes to their children. This will help them have background information on why family resources are so important to families. At the end of the lesson, my hope is that students can see how community resources aid the well-being of families. I choose this lesson because it is important for students to learn about resources that they might need to use later in life when they start to have families.

- c. The content focus of this particular lesson is parent roles and responsibilities as well as family resources. The different family resources vary from just about any program that provides support to families which students will have varying background information on. Most students should have some background information on what the parenting job entails. The parenting job description activity purpose is for students to understand the varying importance of each job. The lines are grey as well, so a people can differ on their opinion on the importance of each job.
- d. One difficult that I think will happen with the parenting job descriptions activity is that students will have a hard time accepting one correct order or rank of the statements. I made the order of the statements based on Maslow's hierarchy of needs, but even I can agree that there are some statements that could be rearranged one or two places because they both fall into one category of the triangle. I can explain to students that as long as the statement falls into the same area of the triangle as the other statement there could be some that aren't exactly right. I would then ask the student why they believe the that one should go above the other by using ques as an instructional strategy. I can imagine this help the students see that with parenting there are a lot of grey areas as well as differing opinions on what is the most important job a parent can do.

**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 rational 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. A few learning methods will be used in the lesson. One is visual- students will be able to watch first how to make different cuts with their knives. Another is physical- students can actually practice and use their hands to make different knife cuts.
- b. Standard 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.  
Learning goals: Students will be able to recognize specific vocabulary such as mince, slice, dice, pare, chop, identify basic knife cuts such as chop, slice, dice, pare, mince, and demonstrate professional skills in safe handling of knives, tools, and equipment. The standard and learning goals will guide the instruction but letting the students practice the different knife cuts while practicing safety skills in the kitchen.
- c. The content focus of the lesson is knife cuts. Content previously taught that will support the learning is safety and sanitation in the kitchen- students knowing how to keep kitchen clean and sanitary before, during, and after the preparation of food. Another content encountered was knife safety- how to properly handle, use and store knives in a safe manner.
- d. One difficulty could be that students may forget how to properly handle using knives such as cutting away from themselves and curling fingers in to avoid accidents. I would address this difficulty by reviewing the way to handle knives safely before students begin practicing knife cuts.

**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.