

PPAT® Assessment

Library of Examples – Family and Consumer Science

Task 4, Step 1, Textbox 4.1.3: Lesson Activity(ies)

Below are two examples of written responses to Textbox 4.1.3 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 4.1.3

- 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 first activity students will take part in is directing myself, the teacher, in the demonstration of measuring dry and wet ingredients. After viewing the teacher demonstration, students will then return to their kitchens to do the same measuring techniques for their pancakes recipes that will be made on the following school day. After students' measurements have been approved and students are done cleaning their kitchens, students will be asked to fill out an exit ticket that assess their learning of measuring. The main focus of this lesson plan is to demonstrate and have students practice measuring out ingredients to use in a food product. These activities will address the student learning needs by giving everyone the same chance to learn how to properly measure ingredients by watching it first. It then gives all students the ability to practice measuring ingredients in their smaller kitchen groups of two-to-three members.

b. I will monitor student learning during the course of this lesson by watching students participate in my demonstration. When it is time for the students to try out their measuring techniques, I will walk around and offer advice or help fix mistakes. This reduces the amount of ingredients that could be wasted in the family and consumer sciences room and also gives

students directions if they are unsure what to do when it is their turn to measure. At each kitchen, I will have an iPad for students to take pictures of their peers measuring. This allows me to see everyone's technique and participation if I am not able to see every student during the class period. I will also walk around with an iPad to take pictures of students that I see measuring. These are ways I will monitor student learning during the lesson. To conclude the class, I will give students exit tickets to complete that allows students to demonstrate their knowledge.

c. I will have students approve their ingredients of their pancake recipe with me before they store their dry ingredients away for the next day. This will be the first work sample I will collect of student's learning in the classroom. The second work example I will have students complete is taking pictures of each of the group members measuring a dry ingredient. Finally, I will have students fill out an exit ticket at the end of class describing the ingredients they just measured. These three items are how I will assess student's abilities and knowledge on measuring ingredients. It is important that these three items are checked to help students succeed at completing the pancake recipe given to them. I will check their ingredients, techniques, and knowledge in three different ways to makes sure these students are prepared for the next step of making pancakes. The responses of students exit tickets are very important for students to continue on advancing their cooking skills. Students will have their dry ingredients approved because dry ingredients are cheaper than the wet ingredients we will use in our pancake recipe. If something looks wrong, this is an easier and cost-efficient time to fix a problem rather than when the milk and butter ingredients are added in. Students will be asked to take pictures on an iPad during lab as their second work example. This allows me to see that all students are using the proper techniques to measure in case I miss a student when I am walking and helping others in the room. Using technology in this lesson, will help me record the moment so that I can go back later and correct the incorrect measuring techniques. This helps me address problems in the near future by recording what students are currently doing. There are six kitchens in the family and consumer sciences classroom, therefore it is simply hard to be in all six labs at once watching kids measure. Finally, the exit ticket will be distributed to test student's knowledge of the measuring we just discussed. It is important for students to know how to measure one cup of flour or any other measurement of an ingredient in the future. By asking for students to write it out on a piece of paper gives students the time to reflect if they know how to match words to their actions of measuring ingredients.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.3 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. There are two main focuses of this lesson. First, is a situational story on the effects of stressful situations on an adolescent and how it effects their healthy development. Every student will be given the same situation. In order to complete this situation, the students must identify the nonfictional, although relatable, stress. They must also analyze the effects this stress has on the student, give a healthy response to the stress and a way to prevent this stress from occurring again. I anticipate for most of the students to be able to complete this assignment fully. However, I will give those struggling to analyze the situation the option to work with a partner. I will also use reciprocal questioning as the students share their findings so that students are more inclined to share their information. Another activity that I want to focus on is having the students make a comic strip. The students will make a three-line comic strip that address a stressful situation of their choosing, how to handle the situation and the end result. I anticipate all students to be able to complete this assignment because at this point in the unit, we will have discussed many healthy ways to handle stressful situations. Also, I will give situations if they cannot come up with their own as they begin the comic strip.

b. During the lesson I will call on a variety of students to answer questions. I will also ask for hand signals such as a thumbs-up and thumbs-down approach to check for comprehension and understanding. Thumbs-up meaning the student is ready to move on and understanding while thumbs-down insinuates the student is not ready to move on to the next subject. I will ask students to put their pencils down on their paper to show they are complete with the question and ready to move on to the next.

c. To show mastery of student learning, students will turn in their pre-assessment quiz and comic strip as their exit ticket. Students will also turn in their stress management notes from the previous lesson. I want to see student progress from the beginning, throughout and the end. Having students turn all these things in will allow for me to see which assessment style helped the students best and will allow for me to check understanding throughout the lesson. All of these assignments will be integrated throughout the lesson as essential tools to the whole completion of the assignment.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.3 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 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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