

PPAT® Assessment

Library of Examples – Spanish

Task 4, Step 2, Textbox 4.2.1: Instructional Strategies

Below are two examples of written responses to Textbox 4.2.1 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 4, Textbox 4.2.1

- What learning activities and student groupings will you use during the assessment?
Provide a rationale for your choices.
- 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. At the very beginning of the video at 0:05-0:07 I started giving the directions in Spanish. You note that I said "Pensar en español y hablar en español" which I also used hand gestures to point to the head and mouth, which gives the learners clues as to what I am saying. Later, you can hear a student correct another student by saying the Spanish word to the English word he just said. At 0:53 one student exclaims "mi mochila," which shows speaking the TL to the students helps them speak it to each other. This is beneficial for their learning needs of repetition and practice. At 2:41 in the video, you see me explaining how the students will know if their speaking partner answered correctly. My explanation includes content language, or rules of Spanish that makes something grammatically correct. I asked the students about two verbs next to each other in a sentence, what happens. Then a student answers, and that was FS1 who answered and she answered correctly. This can be noted at 2:48-2:49 in the video. At the beginning of 2:56 you can see me ask another question, which I noticed previously during the presentations that the students were forgetting to agree nouns in number with possessive adjectives. I give an example, at 3:09. At 3:48 you hear all of the students speaking Spanish, this is the goal! The evidence of students practicing the TL is the SLO. At 4:10 until about 4:20, you hear me answering in the TL to my partner in the conga line (speaking activity). The video

advances to the second clip and at the beginning of that clip at 5:02 you hear me ask "¿Que mas?" because I was asking students about stem-changing verbs and "¿cuantos grupos de verbos que cambian en el raiz tenemos?" At 6:46, a student yells out "gringa" again showing students are using the TL. At 7:29 I ask for the step-by-step process to changing an infinitive to its conjugations. I gave the students a stem-changing verb and by using this type of content language, it advances student learning. FS1 tells me the steps to changing the verb. Later, she corrects herself. As noted in the video, when I said stem-changers, the students knew what I was talking about and could give me examples. This is the reason why it is so important to use the TL and content language in a world-language classroom.

b. A key moment of critical thinking can be seen when I ask how to change an infinitive verb into its conjugations when it is a stem-changer, like *almorzar*, at 7:29. At 8:30, I asked if it was correct based on the instructions the student gave. Noted by the student herself without prompt from me, she corrected herself, seen at 8:36. If a student can see their own mistake and change it, that is a sign of learning and understanding, which showcases critically thinking about your own thinking and learning. At 10:10, the video proceeds to the third segment, which was the last activity for the lesson, where the students had to match sentences together and then formulate a story, which is critical thinking. As noted at 10:16, a student thinks critically and logically about what must begin a sentence, which she tells us in the video, a capital letter. At 11:28 the students are trying to understand new words that they have not learned yet, like *paciente*, which is patient and I tell them that is a cognate, which fosters student thinking about words and their meanings, but also is a content language word noted.

c. Questioning skills that promote student learning, seen at 2:46, where I asked the students grammatical questions, which was then answered correctly. At 3:00 I purposefully said something incorrect to see if students are paying attention. This speaking activity consisted of questions, which can be noted at 3:48, when there is more noise. That noise is students utilizing the TL to promote learning. They practiced answering/asking questions in TL, which yields learning. Questions asked at 7:28 where the students need to explain how to conjugate an -ar, present-tense, stem-changing verb. The ironic thing is *almorzar* means to have lunch, which you then can see students getting excited, making sounds, etc. because my class is right before lunch. It is a long period before lunch, but each of the seven students is learning. Some were playing with the dry erase markers, others with soda bottles, some with paper, but as noticed throughout the video, each student is answering questions and is engaged in the activities, which shows to me as the teacher, I am promoting student learning. At 11:47 I went over to the second group and asked "¿Como estan?", in order to see how they were doing. I helped both groups, but I did not feed them the answers, rather facilitated through questioning.

d. Literacy was integrated into the content easily by prompting students to do various activities that relate to fluency. In the beginning of the video it is a speaking activity, in the middle it was stem-changing verbs, at the end it was piecing sentences together and creating a story, which each group read aloud at the end of class. At 13:22-13:26, a student and I worked through sentences to see if they make sense and where that sentence should go in the story. At 13:43 you can see that I tell the student that the two words she didn't know were cognates, which promotes fluency when the students can recognize that. Another way literacy was shown throughout the lesson was the student presentations. This part of the lesson was not part of the video clip; however, the students had to present their family tree in the TL, which promotes literacy. They had to think about the words, how to use them, does everything in the sentence agree in gender/number, and are the verbs conjugated/spelled correctly, also considering pronunciation. This is why I had the students do presentations in Spanish; it is a great way to

practice all of the four main skills, reading, writing, speaking, listening. They read some of their writing from the presentation slides, they spoke, they listened and answered questions. Literacy takes many steps and this lesson conquered that through these various activities.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.1 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. With the previously stated plan for academic content language, students were able to ask each other questions and answer them using *muy*, *bastante*, *un poco* in order to deepen detail, add corrections to sentences, and clarify characteristics. Students practiced understanding both in the FOUR CORNERS game, physically demonstrating their understanding of the individual words in syntactic context, and in their sentences and questions for the interview/biography activity.

B. In the pre-listening activity, we see students spend time brainstorming the different things that lend themselves to someone being considered "beautiful" or "ugly", beyond the point of just good looks. Specifically, I asked students why they think certain things lend to being a beautiful person or not, and if most people would think they are beautiful or not. As students brainstormed together what things make someone beautiful, there were of course answers relating to the surface things, like "how they smell", but students were allowed to think further, and decided that a person's attitude, their personality, and the way that they treat people are the most important things to determine someone's beauty.

C. Students were not only asked simple, one or two answer questions, but also challenged to answer open ended ideas - particularly during the listening activity portion of the lesson. I strayed from yes/no questions, which - while they serve a purpose for easy examining of understanding - fail to allow students the opportunity to continue in their thoughts or ponder further a particular topic. Instead, students were given the opportunity to listen and react to questions that challenged them to think of answers that were not given to them on a vocabulary sheet. Students were incredibly creative with their responses - notable in the video when a student declares that how someone smells is an indicator of their beauty or not - and also thoughtful, as seen with the students who decided that the way one treats others is most important to determine beauty.

D. Literacy was integrated through practice of writing - a large portion of literacy- based on what they heard from their partners during the interview/biography portion of the lesson. Students

were able to both read the questions they wrote down for their specific interviews, and to write down the responses from their partners in the correct tense.

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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.