

PPAT® Assessment

Library of Examples – Business, Industrial, and/or Technical Education

Task 3, Step 1, Textbox 3.1.1: Reflecting on the Assessment for Each of the Two Focus Students

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. I plan on using the Constructivism learning theory. I chose this theory because it is a learner-based theory, requiring the students to acquire the information by a hands-on application. This theory is based on the belief that we build knowledge and meaning from experiences. Having a lesson plan that requires students to complete a hands-on project will allow for deeper meaning and connection from the activity, and thus build their knowledge. I will make use of the theory by having the students complete a research project on a career of their choice that falls within the Health Sciences career cluster. The students will be given some background information in regards to what is involved in the cluster to help aid their selection of a career. The goal is to have them choose one that they are interested in to deepen their engagement with the activity, and then present their findings to the class, enabling their classmates can learn about the career as well.

- b. Four specific learning goals were identified for the health sciences career cluster lesson and noted on the lesson plan. First, students will be able to identify careers in the health sciences career cluster. Second, students will be able to effectively describe a health sciences career and what it entails. Third, students will be able to explore and discuss traits and skills required for a health sciences career. Fourth, students will be able to define the education required for a health sciences career. The national standards that this lesson covers are the following:

- National Business Education Association (NBEA) Career Development Standard I. Self-Awareness: Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.
- NBEA Career Development Standard II. Career Research: Utilize career resources to develop a career information database.
- NBEA Career Development Standard IV. Lifelong Learning: Relate the importance of lifelong learning to career success.
- NBEA Communications Standard I. Foundations of Communication: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.
- NBEA Communication Standard II. Societal Communication: Apply basic social communication skills in personal and professional settings.

The state standards that this lesson covers falls under the Employability Skills portion of the Iowa Core 21st Century Skills and include the following:

- 21.9.12-ES.2: Adapt to varied roles, responsibilities and expectations by working independently, continuously monitoring the success of a project or task, and remaining composed and focused even under stress
- 21.9.12.ES.4: Performing work without oversight, using time efficiently to manage workload, and assessing one's own master of skills by understanding the task and identifying the depth and breadth of knowledge to be successful at the task. The lesson's activities are guided by these standards in a number of ways.

The major assessment at the end of the lesson is a career research project, which is conducted after a base knowledge of the career cluster is established. The only prior knowledge on the career cluster is what they bring in from their own personal experiences with the health care field. We began with several skills and interest assessments to see where their interests lie, falling in the Self-Awareness standard. The project itself is doing career research, which falls in the Career Research standard. The health sciences field includes many careers that require continuing education, so we discussed the importance of lifelong learning, falling in the Lifelong Learning standard. Through the presentation aspect of the project we cover two of the NBEA's Communication standards of Foundations of Communication for the delivery of the project to the class and the Societal Communication standard by way of a peer review of the presentations provided to the students by their classmates. The Iowa Core 21st

Century Skills are identified through the students' independent work on the project, having a list of items they must accomplish under a time stressor, and using their work time efficiently to complete the project by the deadline.

- c. The content focus of the lesson is on investigating careers in the health sciences career cluster. Throughout the lesson students were introduced to the health sciences career cluster and given a broad overview of what it entails. We examined each pathway and careers that fall under them. Students were then to complete a project to further study a career they wanted to know more about to present to the class. Since there are over 300 careers in the health sciences umbrella, it was impossible for us to cover every one of them, as this is one of the 16 career clusters that we are exploring in the semester course. This is new information to them, so the only related content the students have is based on their own personal experiences, such as doctor appointments.
- d. A difficulty my students might encounter is choosing a career they want to research. With so many possibilities available, it may be overwhelming for some to choose one. To address this I have provided students a sheet listing several careers that fall under each of the five different pathways in the health sciences cluster. This can help the students who get overwhelmed with too many options a way to narrow them down. Students could discover some difficulties understanding what some of the careers do based on the medical language used to describe parts of the field. This may require additional research and individualized support from me to help them gain a better understanding of what the career they are researching entails. A difficulty that may arise for the students is how they can go about gathering the required information. To help them get started with this I will go over some websites that could be good resources for them to utilize. Another difficulty the students may struggle with is time management. They are required to choose a career, conduct research on it, and create a presentation piece over a period of two days. It is a short turn around, but is doable as long as the students use their time efficiently. They will be given class time to work where I can be there as a resource to assist them, and anything they don't finish in class will need to be done at home so they are prepared on presentation day.

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

- a. I would use the humanism learning theory by providing a safe and comfortable place to learn and the support they need to succeed. The humanism theory is based on the idea of self-actualization and where you feel your needs are being met. This will be implemented through support and encouragement. This theory is beneficial for the students to build a positive relationship with woodworking and possibly build a passion for building.
- b. The standards that I am using for my class are the standards set by the state of Kansas by the Department of Education in the Career Clusters for Architecture and Design. I used the advanced materials technology strand on using advanced machines in the classroom with the laser engraver. The students will use the Corel Draw software to design a clock face that the students will laser engrave on wood on the laser engraver for a clock that the students will build next semester.
- c. The content focus of the lesson will be on how to operate and use Corel Draw for the students' clock faces. We will focus on designing the clock face on Corel Draw and laser engrave the students' designed clock face on the laser engraver. The students have already been introduced to Corel Draw and the laser engraver by having the students design and make a coaster out of ¼" cherry wood.
- d. Some difficulties that the students might encounter would be on deciding on how the students will design the clock face. The only limitations the students have on the clockface are their creativity. The students can pick an image from the internet and incorporate that image on their clock face to be laser engraved. I will address these difficulties by giving the students ideas while also not making the students do the design, I give them. I will let them be as creative as each student wants to be but also limit the difficulty of the design so the students can get the project done on time.

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
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- 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.

