

PPAT® Assessment

Library of Examples – Spanish

Task 2, Step 1, Textbox 2.1.2: Preparing Learners for the Assessment

Below are two examples of written responses to Textbox 2.1.2 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 2, Textbox 2.1.2

- 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. A learning activity that students will do during the assessment is a matching portion with terms and definitions related to Colombian culture. The questions are designed as a term, such as "las arepas", and a sentence-long definition in Spanish. I picked this type of question in regards to culture because each definition I chose as part of the assessment is quite different, and students shouldn't have too hard of a time discerning the right answers if they are spending time trying to read and understand the definition. I also picked this activity because it will function as a type of reading activity. I would like them to read more, so by measuring how well they are reading, I can take into account their abilities in future lesson planning. The student grouping I chose is that students will take their assessment individually. I decided this because they often do group work in this class already, such as for speaking activities or mini writing projects. Because some students let others take the workload during group activities, I want to measure each student's knowledge and encourage them to participate by their own means. By working individually, I can get a much better idea of each student's level of understanding. It will be easier for me to look at their progress and see in what ways they got closer to reaching the learning goals.

b. Students will use technology because they will take the assessment using their school administered laptops. I chose this resource because students are familiar with their laptops and use them often to turn in their work and they are also used in other classes. The resource I am using to create the assessment will be on a course management system that the entire school uses. I chose this resource because students are very comfortable and familiar with this program and can find their assignments with ease. This familiarity eases the stress students might feel and helps them be more comfortable. This program will also be convenient because students will have automatic results regarding how they did. I like using technology to administer assessments because it facilitates how I design the assessment, and I can create it using a variety of types of questions, such as multiple choice, written response, matching, and more. It also facilitates gathering data surrounding my students' progress towards the learning goals.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.2 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. The study guides were printed out and completed in groups. Students were not allowed to use external resources, such as free online translation tools, unless they were translating sentences from Spanish to English on their alternative guide. I allowed students to work together but turn in their own work because I feel that is where they learn the best. According to Social Constructivist theory, what we experience in our environment forms what and how we learn. In essence, my students are also resources for learning. If all the students are confused, I step in to help. For the most part, the students worked independently or with each other.

b. To complete the assessment, students used laptops provided by the school. Students were not allowed to use free online translation tools or notes on the test. The rationale behind this assessment was to test their recall skills. It was also to evaluate how well the students work on their own and if this is an effective method to keep in the future for test preparation and performance.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.2 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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