ETS PPAT PPAT Assessment

Task 1: Knowledge of Students and the Learning Environment

Candidate:_____

BannerID:_____

Semester/Year_____

School:_____

Grade Level & Content: _____

Reviewer: _____

Response for Textbox 1.1.1- Understanding the Contextual Factors Influencing Instruction and Student Learning

Response provides evidence that includes the following:

Subtotal Points _____/8

Score of 1	Score of 2	Score of 3	Score of 4
• an <i>ineffective</i> identification	• an <i>incomplete</i> identification	• an <i>effective</i> identification	• a <i>detailed</i> identification of
of an instructional strategy	of an instructional strategy	of an instructional	an instructional strategy
and a learning activity that	and a learning activity that	strategy and a learning	and a learning activity that
are connected to the	are connected to the	activity that are connected	are connected to the
chosen community factor	chosen community factor	to the chosen community	chosen community factor
and could be used to	and could be used to	factor and could be used	and could be used to
further student learning	further student learning	to further student learning	further student learning
with a <i>disconnected</i>	with a <i>loosely connected</i>	with an <i>appropriate</i>	with a <i>tightly connected</i>
rationale	rationale	rationale	rationale
• an <i>irrelevant</i> identification	• a <i>partial</i> identification and	• an <i>effective</i> identification	• a <i>thorough</i> identification
and description of an	description of an	and description of an	and description of an
instructional strategy and	instructional strategy and a	instructional strategy and	instructional strategy and a
a learning activity that are	learning activity that are	a learning activity that are	learning activity that are
connected to the chosen	connected to the chosen	connected to the chosen	connected to the chosen
school/district factor and	school/district factor and	school/district factor and	school/district factor and
could be used to further	could be used to further	could be used to further	could be used to further
student learning with a	student learning with a	student learning with a	student learning with a
<i>disconnected</i> rationale	<i>loosely connected</i> rationale	<i>connected</i> rationale	<i>tightly connected</i> rationale

Response for Textbox 1.1.2 – Available Resources to Enhance Student Learning Response provides evidence that includes the following: Subto

Subtotal Points _____/8

Score of 1	Score of 2	Score of 3	Score of 4
• an <i>inaccurate</i> description of how two resources would be used in the classroom to support student learning	• a <i>limited</i> description of how two resources would be used in the classroom to support student learning	 an accurate description of how two resources would be used in the classroom to support student learning 	 an <i>extensive</i> description of how two resources would be used in the classroom to support student learning
 an uninformed explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning 	 a <i>global</i> explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning 	 an <i>informed</i> explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning 	 an <i>in-depth</i> explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning



Response for Textbox 1.1.3- Norms, Protocols, and Agreements Response provides evidence that includes the following:

Subtotal Points ____/12

	Score of 1	Score of 2		Score of 3		Score of 4
•	an <i>ineffective</i> explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment	• a <i>limited</i> explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment	•	a <i>logical</i> explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment	•	a <i>detailed</i> explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment
•	an <i>unclear</i> explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment	• an <i>incomplete</i> explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment	•	a <i>clear</i> explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment	•	a <i>thorough</i> explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment
•	an <i>uninformed</i> explanation of how a classroom norm, protocol, or agreement that could be created by the students and the candidate teacher would facilitate instruction, enhance student learning, and/or impact the learning environment	• a <i>partial</i> explanation of how a classroom norm, protocol, or agreement that could be created by the students and the teacher candidate would facilitate instruction, enhance student learning, and/or impact the learning environment	•	an <i>informed</i> explanation of how a classroom norm, protocol, or agreement that could be created by the students and the teacher candidate would facilitate instruction, enhance student learning, and/or impact the learning environment	•	an <i>insightful</i> explanation of how a classroom norm, protocol, or agreement that could be created by the students and the teacher candidate would facilitate instruction, enhance student learning, and/or impact the learning environment



Response for Textbox 1.2.1- Getting to Know Your Students Response provides evidence that includes the following:

Response provides evidence that includes the following: Subtotal Points/8				
Score of 1	Score of 2	Score of 3	Score of 4	
• an <i>ineffective</i> analysis of	• a <i>partial</i> analysis of how	 an <i>informed</i> analysis of	• an <i>extensive</i> analysis of	
how the compilation of	the compilation of	how the compilation of	how the compilation of	
information from the	information from the	information from the	information from the	
results of a <i>Getting to</i>	results of a <i>Getting to</i>	results of a <i>Getting to</i>	results of a <i>Getting to</i>	
<i>Know Your Students</i>	<i>Know Your Students</i>	<i>Know Your Students</i>	<i>Know Your Students</i>	
activity would influence a	activity would influence a	activity would influence a	activity would influence a	
whole-class instructional	whole-class instructional	whole-class instructional	whole-class instructional	
decision with a	decision with a <i>limited</i>	decision with an <i>aligned</i>	decision with a <i>detailed</i>	
<i>disconnected</i> rationale	rationale provided for the	rationale provided for the	rationale provided for the	
provided for the decision	decision	decision	decision	
• an <i>inaccurate</i> analysis of	• a <i>partial</i> analysis of how	• an <i>informed</i> analysis of	 an <i>in-depth</i> analysis of	
how one student's	one student's completed	how one student's	how one student's	
completed <i>Getting to Know</i>	<i>Getting to Know Your</i>	completed <i>Getting to Know</i>	completed <i>Getting to</i>	
<i>Your Students</i> activity	<i>Students</i> activity would	<i>Your Students</i> activity	<i>Know Your Students</i>	
would influence an	influence an instructional	would influence an	activity would influence	
instructional decision made	decision made for the	instructional decision made	an instructional decision	
for the student with a	student with a <i>limited</i>	for the student with an	made for the student with	
<i>disconnected</i> rationale	rationale provided for the	<i>aligned</i> rationale provided	a <i>detailed</i> rationale	
provided for the decision	decision	for the decision	provided for the decision	

Response for Textbox 1.2.2- The Focus Students Response provides evidence that includes the following:

Response provides evidence	that includes the following:	Subtotal Points/8		
Score of 1	Score of 2	Score of 3	Score of 4	
• an <i>inaccurate</i> explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the learning environment of the classroom	 a cursory explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the learning environment of the classroom 	 an accurate explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the learning environment of the classroom 	 a significant explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences and academic strengths, and learning needs contribute to the learning environment of the classroom 	
• an <i>ineffective</i> explanation of how an identified instructional strategy and learning activity created with each Focus Student reflects the teacher candidate's understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs	 an <i>incomplete</i> explanation of how an identified instructional strategy and learning activity created with each Focus Student reflects the teacher candidate's understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths. and learning needs 	 an <i>effective</i> explanation of how an identified instructional strategy and learning activity created with each Focus Student reflects the teacher candidate's understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs 	 a thorough explanation of how an identified instructional strategy and learning activity created with each Focus Student reflects the teacher candidate's understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs 	



Response for Textbox 1.2.3- Communicating with Your Students' Families

Response provides evidence that includes the following:

Subtotal Points ____/12

	Score of 1		Score of 2		Score of 3		Score of 4
•	an <i>unclear</i> explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using <i>disconnected</i> examples from the communication for support	•	a <i>cursory</i> explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using <i>loosely</i> <i>connected</i> examples from the communication for support	•	a <i>clear</i> explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using <i>connected</i> examples from the communication for support	•	an <i>extensive</i> explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using <i>tightly</i> <i>connected</i> examples from the communication for support
•	an <i>ineffective</i> explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using <i>inappropriate</i> examples for support	•	a <i>global</i> explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using <i>loosely</i> <i>connected</i> examples for support	•	an <i>effective</i> explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using <i>connected</i> examples for support	•	an <i>insightful</i> explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using <i>tightly</i> <i>connected</i> examples for support
•	a <i>minimal</i> analysis of how an instructional decision in the classroom connects to the overall response received from the communication using <i>irrelevant</i> examples from the responses for support of the analysis	•	an <i>uneven</i> analysis of how an instructional decision in the classroom connects to the overall response received from the communication using <i>incomplete</i> examples from the responses for support of the analysis	•	a <i>logical</i> analysis of how an instructional decision in the classroom connects to the overall response received from the communication using <i>relevant</i> examples from the responses for support of the analysis	•	a <i>significant</i> analysis of how an instructional decision in the classroom connects to the overall response received from the communication using <i>tightly connected</i> examples from the responses for support of the analysis

Required Artifacts:

□ the Contextual Factors Chart (maximum of three pages)

□ the Instructional and Support Resources Chart (maximum of three pages)

one completed student sample from the Getting to Know Your Students activity (maximum of two pages)

□ your communication with students' families (maximum of one page)

Total: _____ / 56 points (You need a 45 or better to pass Task 1) One resubmission is allowed.

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