



# PPAT<sup>®</sup> 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  |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>an <i>ineffective</i> identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with a <i>disconnected</i> rationale</li> </ul>                      | <ul style="list-style-type: none"> <li>an <i>incomplete</i> identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with a <i>loosely connected</i> rationale</li> </ul>                   | <ul style="list-style-type: none"> <li>an <i>effective</i> identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with an <i>appropriate</i> rationale</li> </ul>                    | <ul style="list-style-type: none"> <li>a <i>detailed</i> identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with a <i>tightly connected</i> rationale</li> </ul>                       |
| <ul style="list-style-type: none"> <li>an <i>irrelevant</i> identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further student learning with a <i>disconnected</i> rationale</li> </ul> | <ul style="list-style-type: none"> <li>a <i>partial</i> identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further student learning with a <i>loosely connected</i> rationale</li> </ul> | <ul style="list-style-type: none"> <li>an <i>effective</i> identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further student learning with a <i>connected</i> rationale</li> </ul> | <ul style="list-style-type: none"> <li>a <i>thorough</i> identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further student learning with a <i>tightly connected</i> rationale</li> </ul> |

### Response for Textbox 1.1.2 – Available Resources to Enhance Student Learning

Response provides evidence that includes the following:

Subtotal Points \_\_\_\_/8

| Score of 1   | Score of 2  | Score of 3   | Score of 4   |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>an <i>inaccurate</i> description of how two resources would be used in the classroom to support student learning</li> </ul>                                   | <ul style="list-style-type: none"> <li>a <i>limited</i> description of how two resources would be used in the classroom to support student learning</li> </ul>                                  | <ul style="list-style-type: none"> <li>an <i>accurate</i> description of how two resources would be used in the classroom to support student learning</li> </ul>                                   | <ul style="list-style-type: none"> <li>an <i>extensive</i> description of how two resources would be used in the classroom to support student learning</li> </ul>                                  |
| <ul style="list-style-type: none"> <li>an <i>uninformed</i> explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning</li> </ul> | <ul style="list-style-type: none"> <li>a <i>global</i> explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning</li> </ul> | <ul style="list-style-type: none"> <li>an <i>informed</i> explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning</li> </ul> | <ul style="list-style-type: none"> <li>an <i>in-depth</i> explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning</li> </ul> |

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  |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>an <i>ineffective</i> explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> </ul>   | <ul style="list-style-type: none"> <li>a <i>limited</i> explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> </ul>  | <ul style="list-style-type: none"> <li>a <i>logical</i> explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> </ul>  | <ul style="list-style-type: none"> <li>a <i>detailed</i> explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> </ul>   |
| <ul style="list-style-type: none"> <li>an <i>unclear</i> explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> </ul>  | <ul style="list-style-type: none"> <li>an <i>incomplete</i> explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> </ul>   | <ul style="list-style-type: none"> <li>a <i>clear</i> explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> </ul>   | <ul style="list-style-type: none"> <li>a <i>thorough</i> explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> </ul>  |
| <ul style="list-style-type: none"> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>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</li> </ul> |

### Response for Textbox 1.2.1- Getting to Know Your Students

Response provides evidence that includes the following:

Subtotal Points \_\_\_\_/8

| Score of 1   | Score of 2   | Score of 3  | Score of 4   |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>an <i>ineffective</i> analysis of how the compilation of information from the results of a <i>Getting to Know Your Students</i> activity would influence a whole-class instructional decision with a <i>disconnected</i> rationale provided for the decision</li> </ul> | <ul style="list-style-type: none"> <li>a <i>partial</i> analysis of how the compilation of information from the results of a <i>Getting to Know Your Students</i> activity would influence a whole-class instructional decision with a <i>limited</i> rationale provided for the decision</li> </ul> | <ul style="list-style-type: none"> <li>an <i>informed</i> analysis of how the compilation of information from the results of a <i>Getting to Know Your Students</i> activity would influence a whole-class instructional decision with an <i>aligned</i> rationale provided for the decision</li> </ul> | <ul style="list-style-type: none"> <li>an <i>extensive</i> analysis of how the compilation of information from the results of a <i>Getting to Know Your Students</i> activity would influence a whole-class instructional decision with a <i>detailed</i> rationale provided for the decision</li> </ul> |
| <ul style="list-style-type: none"> <li>an <i>inaccurate</i> analysis of how one student's completed <i>Getting to Know Your Students</i> activity would influence an instructional decision made for the student with a <i>disconnected</i> rationale provided for the decision</li> </ul>                     | <ul style="list-style-type: none"> <li>a <i>partial</i> analysis of how one student's completed <i>Getting to Know Your Students</i> activity would influence an instructional decision made for the student with a <i>limited</i> rationale provided for the decision</li> </ul>                    | <ul style="list-style-type: none"> <li>an <i>informed</i> analysis of how one student's completed <i>Getting to Know Your Students</i> activity would influence an instructional decision made for the student with an <i>aligned</i> rationale provided for the decision</li> </ul>                    | <ul style="list-style-type: none"> <li>an <i>in-depth</i> analysis of how one student's completed <i>Getting to Know Your Students</i> activity would influence an instructional decision made for the student with a <i>detailed</i> rationale provided for the decision</li> </ul>                     |

### Response for Textbox 1.2.2- The Focus Students

Response provides evidence that includes the following:

Subtotal Points \_\_\_\_/8

| Score of 1  | Score of 2   | Score of 3  | Score of 4  |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>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</li> </ul>   | <ul style="list-style-type: none"> <li>a <i> cursory</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</li> </ul>   | <ul style="list-style-type: none"> <li>an <i>accurate</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</li> </ul>   | <ul style="list-style-type: none"> <li>a <i>significant</i> 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</li> </ul>  |
| <ul style="list-style-type: none"> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>a <i>thorough</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</li> </ul> |



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  |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>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 connected</i> examples from the communication for support</li> </ul> | <ul style="list-style-type: none"> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>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 connected</i> examples from the communication for support</li> </ul> |
| <ul style="list-style-type: none"> <li>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</li> </ul>                               | <ul style="list-style-type: none"> <li>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 connected</i> examples for support</li> </ul>                                     | <ul style="list-style-type: none"> <li>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</li> </ul>                               | <ul style="list-style-type: none"> <li>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 connected</i> examples for support</li> </ul>                                   |
| <ul style="list-style-type: none"> <li>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</li> </ul>         | <ul style="list-style-type: none"> <li>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</li> </ul>             | <ul style="list-style-type: none"> <li>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</li> </ul>     | <ul style="list-style-type: none"> <li>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</li> </ul>     |

**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.