

PPAT® Assessment

Library of Examples – Spanish

Task 4, Step 1, Textbox 4.1.1: Goals and Student Background

Below are two examples of written responses to Textbox 4.1.1 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 4, Textbox 4.1.1

- What learning goal(s) and standards (state and/or national) did you identify for the class? Explain how they are appropriate for the lesson and your students' learning needs.
- What whole-class data did you use to establish a baseline to measure student growth?
- How did your students' prior knowledge and background information influence your planning process?

Example 1: Met/Exceeded Standards Level

a. I planned my lesson plan around the standards IM.INT.1 (I can read and interpret the healthy living of others e.g. what celebrities do to get healthy), IM.INT.3 (I can understand when others talk about their daily health choices), IM.IC.3 (I can talk about my daily routine of healthy living), and IM.IC.1 (I can make suggestions as to how to live a healthier life). These standards are appropriate ranging from for the lesson because students will use multiple domains of reading, writing, listening and speaking as they read about routines of celebrities, listen to a song about a daily routine, share their own routines, and make recommendations to a classmate and the teacher. These standards will address the class' learning needs for interpersonal conversation practice, mastery of the conditional tense for recommendations, and mastery of healthy living vocabulary in the current unit.

b. For whole-class baseline data, I used proficiency scores from a previous activity with the conditional tense called "Las Loncheras" in which students evaluated the contents of different lunchboxes and had to use the conditional tense to make recommendations for what foods they would change. Since this activity elicited the conditional tense required in this lesson, it was a

good baseline to gauge students' understanding of the conditional and identify areas of confusion. The baseline data showed that 25% of students exceeded expectations with a proficiency score of 4, 37.5% of students met expectations with a 3, and 37.5% of students did not meet expectations with a 2. The activity drew my attention to the 37.5% of students who were nearing proficiency with a 2 yet not quite meeting the standards. For this reason, I was able to provide additional instruction and review and identify room for growth in the conditional tense and writing about healthy living.

c. My students had prior knowledge of making recommendations with present tense. I knew that this background knowledge could be used as a scaffold for refining their recommendation skills to include conditional tense. My students also had studied healthy living vocabulary in depth, so I knew that I could activate this vocabulary in the lesson by eliciting conversations about habits in daily routines, habits of celebrities, etc. In addition, the students' background from the prior "Las Loncheras" activity connects to the lesson because we returned to a common mistake with *por/para* that was made on the previous activity and revisited the conditional tense and uses of *por/para*.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence connected?

Example 2: Did Not Meet/Partially Met Standards Level

a. My chosen state standard for this lesson is the state standard: "Use questions to exchange information in familiar situations." Throughout this lesson, students create, ask, and respond to peers' questions about their own opinion with relevant academic content language.

b. I used students' quizzes on the present subjunctive to establish a set of baseline data to measure their growth on the topic. The quiz focused primarily on form, rather than function, of the subjunctive mood. Students were assessed on the accuracy of the conjugations and ability to fulfill each step of forming each subject's conjugation. Both regular and irregular verbs were included on the assessment. Learning about the subjunctive contributes to the learning goal because, since the primary objective is to exchange information using questions, students can exchange more nuanced information that includes their own opinions (particularly feelings, hopes, and doubts) in various contexts.

c. Being that this class is the third level of Spanish, it is the first time students have been formally introduced to the subjunctive mood in an academic context. Therefore, instruction went at a slow, methodical pace, starting first with the technical formation followed by the function and application of the subjunctive mood. Students' minimal exposure to the concept of the subjunctive mood informed my planning in the sense that I planned instruction of the concept in a step-by-step, slowly paced approach.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence 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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