

PPAT® Assessment

Library of Examples – Spanish

Task 4, Step 1, Textbox 4.1.2: Instructional Strategies

Below are two examples of written responses to Textbox 4.1.2 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 4, Textbox 4.1.2

- How do you plan to use academic content language to advance the understanding of the concept being taught in this lesson? Provide a rationale.
- How do you plan to engage students in critical thinking to promote student learning? Provide a rationale.
- How do you plan to use questioning skills to promote student learning? Provide a rationale.
- How do you plan to integrate literacy into the content you will teach to promote student learning? Provide a rationale.

Example 1: Met/Exceeded Standards Level

a. I plan on using academic content language during this lesson to advance the students knowledge of the TL. The classroom setting is a foreign and unnatural way to learn a language. For this reason, I strive to re-create a real-life setting in the classroom where the students can be immersed in the language. Each level of Spanish classes receives different amounts of immersion depending on background knowledge. The class that I am showcasing for this Task is a Spanish one class, which will include some English and some Spanish. Most of my content language is simply speaking in the TL to the learners, which will assist them in learning how to listen, speak, and understand Spanish. However, I do have some content language vocabulary such as cognates, which are words in Spanish that look, sound, and mean the same in English. An example of a cognate is the adjective contento, which looks, sounds, and has a similar meaning to the English adjective content. There are also "falso amigos" or false cognates, which

are words that look and sound similar to the English word, but have a different meaning, such as the Spanish adjective *embarazado*, which might look and sound like the English word *embarrassed*, but it actually means *pregnant*. I use the words *cognates* and *false cognates* during the lesson so that students know what they mean and to be careful not to think all words with a similar sound will have a similar meaning. By showing the students about this feature in Spanish, it allows them to learn more about the meaning of words, which (a) fundamental learning block of mastering a new language. Some content language that I use all the time is to remind the students that nouns and adjectives must agree in gender and number in Spanish and to remember the conjugations of verbs. Gender in Spanish sometimes refers to the gender of the speaker and other times refers to the linguistic gender of a noun or adjective. Number means singular or plural. Conjugations of verbs shows who or what is doing the action. If a student wants to say that his mother runs, they need to use the verb *correr*, which means to run, (but) the student must conjugate this verb in the third person, singular form, which is *corre*. I want my learners to learn and understand Spanish, and teaching the why and the how things are done in this new language is importante! (cognate=important)

b. I plan to engage students in critical thinking during student-led presentations. Both the presenter and the audience members are engaged in critical thinking skills by assessing their own knowledge of Spanish by retaining and conveying information. The presenter and the audience members have to remember Spanish vocabulary, use correct Spanish sentence structure, and remember how to ask questions relating to family genealogy in Spanish. The students must reflect on his or her own knowledge, which they were taught all of the words and grammar necessary to complete this task and meet the SLO, which must be done in the TL, enforcing critical thinking in Spanish. This is a new language for all of the students, it is not easy to present or publically speak in one's native language, furthermore, in a brand new language. Simultaneously the presenter and the audience members must use metacognitive skills, by reflecting, analyzing, creating, and assessing their knowledge of Spanish. The students are critically engaging in the material and making sense of it. They must be thinking. This might seem simple, but remember it is all in the TL. Lastly, the audience will draw the presenter's family tree during the presentation, engaging the listeners while a student presents. The reason for drawing the presenter's family tree is because Bloom's taxonomy declares that representations and drawings of information is a higher-level thinking skill, which promotes critical thinking and engagement. If a student can explain their learning, they are reflecting, they show proof of analyzing and understanding, which is all critical thinking, also it shows engagement during the lesson. The students will also be engaged during the reading activity, where they must critically examine the sentences and create a logical story.

c. I plan to use questioning skills to promote student learning by asking each of the students about their presentation, asked and answered in Spanish. (The next student activity is where the students will be engaged in using questioning skills, speaking on the spot in the TL. Lastly, when I am teaching, I ask the learners questions to check for learning. I might write something on the board that is not fully correct and ask the students if the sentence is correct or incorrect and why or why not. If it is incorrect they have to change it, which demonstrates the learning of the students. I will ask the students questions like that which might have a correct answer, but I will also ask them open-ended questions that require more thinking on the student's part. Also, I will ask the students to teach me the process of conjugating a present-tense stem-changing verb. Questions promote student learning because I do not give out all of the answers without letting students think on their own first.

d. First, the students are practicing their literacy in Spanish through their presentations, questioning skills, and written responses. Second, the students will practice literacy by means of their fluency during the speaking activities, when the students will stand up and form two lines, and will switch partners as the activity progresses, which I call a conga line. It is a mingling activity where the students are taking turns asking and answering questions in Spanish. Third, the students will be practicing reading skills by creating a Spanish story. The students will be given strips of paper that have Spanish sentences on them that have been cut up in the middle of the sentence. The sentence strips have to be matched together to make a correct sentence. After the two halves of the sentence are matched together, the students have to put them in sequential order to make sense as if it was a written story. The story is about tia Elena, and they have to put it together, using the sentences they are given. For example one of the sentences in the story says "Para muchas personas, mi tia Elena no es guapa y no es fea; pero sus ojos son muy azules y brillantes." That sentence is written on two strips of paper. It is broken into two right after the semicolon. This sentence can be pieced together and then put toward the beginning of the story, since it is describing the aunt. The students will be split into two groups and each group will work together to complete that story. Fluency for a world language classroom might look different than other content areas, but the students will have had practice with each of the four major categories of fluency in the TL, which are reading (last activity with the story and the speaking activity, where they are reading questions to each other), writing (for their presentation and during the assessment after the lesson), speaking (during the presentations and speaking activity), and listening (during the presentations, speaking activity, and to each other and to me) after the lesson is completed.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.2 and ask yourself:

- Where is the rationale that supports the candidate's plan for using academic content language, engaging students in critical Thinking, using questioning skills, and integrating literacy?
- Why is the evidence clear?

Example 2: Did Not Meet/Partially Met Standards Level

a. For this day the students will conjugate verbs in the imperfect tense, instead of just conjugating verbs in the different form the student will be able to conjugate verbs using context. The student will be able to provide the context since each of them are explain a childhood friend. The students will say a different sentence, so the students are responsible to use the necessary language and conjugate the necessary language in into the correct tense. During the lesson I will be using context language at various times, this will allow the student to hear the language being used in context, and even while I explain the direction for the different activities. By using the language in context, the students will be able to hear multiple examples and of the imperfect, they can use these examples to advance their understanding and build a similar sentence.

b. For this activity, the student will have many opportunities for critical thinking. On the spot, the students will have to come up with a childhood friend or invent one. They will need to use critical thinking because the instructor will provide questions on the board in the target language. The will have to come up with answers to the questions. Another time the student will have to use critical thinking is in when the student review rules for the imperfect the student will be asked what they remember. The students will have to analyze how much they can remember and also what rules they have mastered and use to study and prepare for the assessment.

c. During various times during the day, I can use questioning skills with the students. One way I can use this is to implement accountable for the students. In the beginning, I state the objectives of the day and list all the activities the students will be doing. I can use questions skill by asking the student about and quizzes or home they may have in the future that they have been informed of, example "¿Cuándo es la CFA de hablar?". This will make the students aware of what is going around them. Another time I can use the questioning skills is by asking students about their day or when I am interacting with them. I can also use questioning when the students review the rules for the imperfect, by asking the students questions, the students are able to respond in their own words and demonstrate what they understood from previous lessons.

d. I will introduce literacy by having the students read a passage in the past tense. The passage will be in Spanish with many conjugations or words that they have seen before, a passage at their level. In the passage, I will leave verbs in the imperfect tense. The student will have the verbs in paraphyses, and the students will conjugate the verbs correctly to the imperfect tense. Not only will this passage promote learning, but I will also give the opportunity to conjugate verbs. Another way this will enhance learning is by having the student discuss the meaning of the passage.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.2 and ask yourself:

- Where is the rationale that supports the candidate's plan for using academic content language, engaging students in critical Thinking, using questioning skills, and integrating literacy?
- Why is the evidence minimal?

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.