

PPAT® Assessment

Library of Examples – Agriculture

Task 3, Step 1, Textbox 3.1.4: Materials, Resources, and Technology

Below are two examples of written responses to Textbox 3.1.4 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 3, Textbox 3.1.4

- What materials and resources will you use to support your instruction and student learning? Provide a rationale to support your choices.
- What types of technology do you plan to use in your instruction?
- How will your chosen technology enhance your instruction and student learning in the lesson?

Example 1: Met/Exceeded Standards Level

a. Materials needed for this lesson include poster board, scissors, markers, pens, colored pencils, rulers, copy paper, printed copies of the anatomy structure cards, laptops, a projector, and student workbooks. A main resource I will utilize to support my instruction is Curriculum for Agricultural Science Education (CASE). I am choosing to utilize this resource because it is something the students are familiar with. Their student workbooks are comprised of different CASE lessons and it is predominately what their daily lessons are comprised of. With this, students know where to look when they have questions and have a standard of what a class period looks like. Playing into this instead of pushing against it keeps students in their routine and might ensure a higher quality of work throughout the lesson.

b. The technology I plan to use in my instruction relies heavily on student laptops. The students will use this look up their species, research the different structures and complete the exit ticket. This will happen through the use of on-line Forms on an on-line free learning management

system. I also plan to create a modification that will allow certain students to project an image of their animal onto their poster board so they can simply trace it instead of having to draw it by hand.

c. Allowing students to conduct their own research on their laptops for their species poster gives them full ownership of their learning and allows them to work at their own pace. The use of laptops also allows a mini lesson to happen on what a credible sources is depending on where the students end up getting their information from. The laptops also assist in visual learning as students can look from multiple labeled drawings of animal anatomy to help them learn the structures. The utilization of the projector for students to trace their animals is an easy, yet extremely effective modification for students that need it. Finally, using a free online learning management system and on-line Forms for the exit ticket allows data to be synthesized faster, in turn, allowing me to have more time to adjust the next day's lesson according to students' proficiency levels.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.4 and ask yourself:

- What rationale does the candidate provide for the use of materials and resources, including technology, to enhance instruction and student learning?
- Why is the analysis of materials, resources and technology effective?

Example 2: Did Not Meet/Partially Met Standards Level

a. Some materials and resources that are being used in this lesson is a career exploring website and some career cluster cards that help students understand the different careers in agriculture.

b. Each student is required to take an interest quiz on a website that will help each student identify different careers in agriculture based off of the interest that they students have. This helps to direct students down careers based off their interest and not off what they want to do. After all students have taken the quiz there are note cards provided that have career clusters on them that help explain what each students interest say about them. For the students that are more hands on and doers, they might be on the production side of the clusters, where a student that likes math and science may be in the side of agriculture research cluster. As I have talked about before each student will be taking a quiz on a laptop and that will help them further their research with trying to find careers that they want to do when they grow up.

c. This chosen technology with help enhance the instruction of the students learning in the lesson because each student will be able to take their own quiz instead of having me as the instructor what careers they will have to research and choose. If there was no technology the students would have limited resources to try to find and research careers that interest them the most and even then, some students would not find a career that interested them.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.4 and ask yourself:

- What rationale does the candidate provide for the use of materials and resources, including technology, to enhance instruction and student learning?
- Why is the analysis of materials, resources and technology ineffective?

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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