

# **PPAT® Assessment**

## **Score Report Feedback**

### **Task 3: Designing Instruction for Student Learning**

#### **Score Level 4**

##### ***Step 1: Planning the Lesson***

3.1.1. Your response at score level 4 on this step provides strong evidence that includes discussion of an impactful learning theory/method, as well as an extensive explanation of its application to your lesson planning process. In addition, your plan addresses meaningful learning goal(s), content standards, and a significant content focus, and it thoroughly details the connections between the learning activities, the learning goal(s), and your students' prior learning. Your plan is in-depth and effectively reflects your awareness of difficulties students may encounter with the content and your ability to plan for how to overcome those difficulties.

3.1.2. You provide thorough evidence that identifies a variety of significant instructional strategies as part of your plan to promote student engagement and enhance learning. In addition, the rationales you provide for your strategies are analytic and detailed. Your rationales articulate a tight connection between the learning goal(s) and your chosen instructional strategies. The evidence you provide also thoroughly explains your choice of grouping to facilitate student learning, and you insightfully support your choices.

3.1.3. Your response identifies significant learning activities that are an integral part of the lesson plan, and these activities are explained in great detail. The evidence you provide effectively demonstrates that the activities were chosen for worthwhile reasons, and that they are tightly connected to student strengths and needs, as well as to classroom demographics.

3.1.4. The evidence describes significant resources and materials to be used to support instruction; you have also supported your choices with insightful, in-depth reasons. The evidence you provide clearly and thoroughly explains the connection between the technology to be used, its enhancement of the instruction, and its potential impact on student learning.

## ***Step 2: The Focus Students***

3.2.1. Your response at score level 4 on this step provides strong evidence of a highly detailed consideration of the Focus Students' learning strengths and challenges related to the learning goal(s). You provide insightful evidence of how you differentiated specific parts of the lesson to help Focus Student 1 and Focus Student 2 meet the learning goals, explaining the reasons for the differentiation thoroughly. There is a highly developed plan in place to collect substantive evidence showing the learning progress of each Focus Student.

## ***Step 3: Analyzing the Instruction***

3.3.1. Your response at score level 4 on this step provides an analytic evaluation of how the lesson, including instructional strategies, learning activities, materials, resources, and technology, facilitated student learning for the whole class. The evidence supporting your analysis is tightly connected to student progress and the learning goal(s). You present extensive analysis of how the students demonstrated their understanding of the content included in the lesson, supporting your analysis with meaningful examples from the lesson and student work. The connections you discuss to student learning are insightful and well-defined. There is evidence that you made impactful adjustments to the lesson you implemented during instruction and that you support your choices with highly detailed examples. You demonstrate that you took carefully planned and substantial steps to foster teacher-to-student and student-to-student interactions to impact student engagement and learning. Your commentary shows that you provided in-depth and specific feedback during the lesson, using tightly connected examples of your interventions, and that the feedback had a positive impact on student learning.

3.3.2. Your response contains an in-depth analysis of the two Focus Students' achievement of the learning goal(s) of the lesson, which you support with highly detailed examples. You provide extensive evidence in your analysis of how you differentiated the lesson plan to help each of the two Focus Students meet the learning goal(s), using detailed examples to illustrate the impact. Your in-depth analysis shows the impact that differentiating the lesson had on the learning outcomes for the Focus Students. There is evidence of a tight connection between your differentiations and the learning outcomes for the Focus Students.

## ***Step 4: Reflecting***

3.4.1. Your response at score level 4 on this step provides significant evidence of comprehensive plans for the use of instructional strategies, learning activities, materials, resources, and technology to help students who did not achieve the learning goal(s); your plan is supported using highly detailed examples. There is evidence that you have insightfully reflected on the lesson and how its impact on student learning will inform future lesson planning for the whole class. Your analysis is supported with extensive examples that illustrate how learning outcomes will influence your future plans.

3.4.2. The evidence you provide insightfully analyzes the lesson plan and its impact on the learning outcomes for each of the two Focus Students, and you thoroughly demonstrate how this analysis will guide your instructional planning for them. Your reflection on the use of instructional strategies, learning activities, materials, resources, and technology to help the Focus Students in the future is supported with extensive examples.

## Score Level 3

There are three kinds of writing required in this task: descriptive, analytic, and reflective. A response assigned a score of 3 indicates that you clearly address the guiding prompts by providing evidence of appropriate rationales and explanations to support your choices and decisions. As you read through your submitted response, compare what you have written to the requirements of the guiding prompts and consider whether it might have benefited from providing more analytic and reflective writing. When a guiding prompt requests a rationale or an explanation, think about the evidence you could submit to support your choices and/or decisions.

When selecting your Focus Students, be sure to carefully consider their individual learning needs. The activity descriptions and guiding prompts use terminology like "different learning needs" to emphasize the importance of this selection. By choosing students with varied learning challenges, you can demonstrate your ability to apply appropriate strategies tailored to each student's specific needs. If you select students with similar learning needs, you minimize your opportunity to demonstrate your command of a variety of teaching skills. As you review your response, ensure that the learning needs of your Focus Students are sufficiently distinct and supported by the evidence you provide. Also consider the comments that follow.

### ***Step 1: Planning the Lesson***

3.1.1. Your response at score level 3 on this step provides evidence that includes a logical discussion of a viable learning theory/method, as well as a relevant explanation of its application to your lesson planning process. In addition, your plan addresses appropriate learning goal(s), content standards, content focus, and provides an informed discussion of the connections between the learning activities, the learning goal(s), and your students' prior learning. Your plan is clear and reflects your awareness of difficulties students may encounter with the content and your ability to plan for how to overcome those difficulties.

3.1.2. You provide evidence that identifies a number of appropriate instructional strategies as part of your plan to promote student engagement and enhance learning. In addition, the rationales you provide for your strategies are clear. Your rationales articulate an effective connection between the learning goal(s) and your chosen instructional strategies. The evidence you provide also explains your choice of instructional grouping to facilitate student learning, providing logical reasons for your choices.

3.1.3. Your response identifies appropriate learning activities that are connected to the lesson plan, and these activities are clearly explained. The evidence you provide shows that the activities were chosen for appropriate reasons and that they are connected to student strengths and needs, as well as to classroom demographics.

3.1.4. The evidence describes appropriate resources and materials to be used to support instruction; you have also supported your choices with effective reasons. The evidence you provide effectively explains the connection between the technology to be used, its enhancement of the instruction, and its potential impact on student learning.

## ***Step 2: The Focus Students***

3.2.1. Your response at score level 3 on this step provides evidence that clearly shows accurate knowledge of each Focus Student's learning strengths and challenges related to the learning goal(s) of the lesson. You identify effective differentiation of specific parts of the lesson to help Focus Student 1 and Focus Student 2 meet the learning goals and explain the reasons for the differentiation appropriately. There is a logical plan in place to collect appropriate evidence showing the learning progress of each Focus Student.

## ***Step 3: Analyzing the Instruction***

3.3.1. Your response at score level 3 on this step provides an informed and developed evaluation of how the lesson, including instructional strategies, learning activities, materials, resources, and technology, facilitated student learning for the whole class. The evidence supporting your analysis is connected to student progress and the learning goal(s). You present a complete analysis of how the students demonstrated their understanding of the content included in the lesson, supporting your analysis with examples from the lesson and student work. The connections you discuss to student learning are clear and defined. There is evidence that you made relevant adjustments to the lesson you implemented during instruction and that you support your choices with detailed examples. You demonstrate that you took appropriate steps to foster teacher-to-student and student-to-student interactions to impact student engagement and learning. Your commentary shows that you provided effective feedback during the lesson, using connected examples of your interventions, and that the feedback had a positive impact on student learning.

3.3.2. Your response contains a complete analysis of how you differentiated the lesson plan to help each of the two Focus Students meet the learning goal(s), which you support with appropriate examples. Your analysis is appropriate and clearly illustrates the impact that differentiating the lesson plan had on the learning outcomes for the Focus Students. There is also evidence of an informed connection between your differentiations and the learning outcomes.

## ***Step 4: Reflecting***

3.4.1. Your response at score level 3 on this step provides evidence of a clear plan for the use of instructional strategies, learning activities, materials, resources, and technology to help students who did not achieve the learning goal(s); your plan is supported with effective details. There is evidence that you have appropriately reflected on the lesson and how its impact on student learning will guide future lesson planning for the whole class. Your analysis is supported with relevant examples that illustrate how learning outcomes will impact your future plans.

3.4.2. There is evidence that you provide a complete analysis of the lesson plan and its impact on the learning outcomes for each of the two Focus Students. You present an informed discussion of how this analysis will impact your instructional planning for them. Your reflection on the use of instructional strategies, learning activities, materials, resources, and technology to help the Focus Students in the future is supported with clear examples.

## Score Level 2

There are three kinds of writing required in this task: descriptive, analytic, and reflective. Often, a response assigned a score of 2 emphasizes descriptive writing. As you read through your submitted response, compare what you have written to the requirements of the guiding prompts and consider how much analytic and reflective writing is present. When a guiding prompt requests a rationale or an explanation, think about the evidence you could submit to support your choices and/or decisions.

When selecting your Focus Students, be sure to carefully consider their individual learning needs. The activity descriptions and guiding prompts use terminology like "different learning needs" to emphasize the importance of this selection. By choosing students with varied learning challenges, you can demonstrate your ability to apply appropriate strategies tailored to each student's specific needs. If you select students with similar learning needs, you minimize your opportunity to demonstrate your command of a variety of teaching skills. As you review your response, ensure that the learning needs of your Focus Students are sufficiently distinct and supported by the evidence you provide. Also consider the comments that follow.

### ***Step 1: Planning the Lesson***

3.1.1. Your response at score level 2 on this step may provide some evidence that you identified a learning theory/method to guide the planning process and/or how you will make use of it. However, more detail describing the impact of the learning theory/method on the development of the lesson plan may be needed. In addition, your plan may only partially identify or address learning goal(s), content standards, and/or the connection between them and the planned learning activities. Two other areas may be partial and in need of greater explanation: (1) the impact of prior learning on the content being taught for this task; and (2) your awareness of and planning for the difficulties students might encounter with the content. Make sure you provide evidence that your plan is directly connected to the difficulties you expect students to have with the content.

3.1.2. Although you may have referenced the instructional strategies as part of your plan to promote student engagement, the rationale provided for each selection may need to be clearer and/or more closely connected to each strategy. There may be evidence of the grouping you will use to facilitate student learning, but the reasons for that grouping may need a clearer and/or more logical explanation.

3.1.3. Your response may include learning activities, but your rationales for choosing them may be partial. The activities may be loosely connected to the learning goal(s). You may need to reconsider whether the chosen activities align with the students' strengths, needs and class demographics, or whether those connections need to be more fully explained and developed.

3.1.4. There may be evidence that you chose materials or resources to support instruction, but your choices may be confusing or vague. Your rationales for your choices may also be partially developed or inconsistent. Your choice of the technology to be used during the lesson may not be well thought out, and/or your explanation of how it will enhance instruction and student learning may need to be clearer and more fully developed.

## ***Step 2: The Focus Students***

3.2.1. Your response at score level 2 on this step may provide some evidence of your knowledge of each Focus Students' strengths and challenges related to the learning goal(s) of the lesson, but your explanation of their needs may be vague or incomplete. Your evidence of how you differentiate the lesson to help each Focus Student meet their goals may lack detail, clarity, and/or may be inappropriate. Your rationales for your choices may need to be more focused and/or fully developed. There may be evidence of a plan to collect data to show the progress toward the learning goal(s) of each Focus Student, but the plan may be confusing and/or not well-defined.

## ***Step 3: Analyzing the Instruction***

There are three kinds of writing required in this task: descriptive, analytic, and reflective. Often, a response assigned a score at score level 2 emphasizes descriptive writing. As you read through your submitted response, compare what you have written to the requirements of the guiding prompts and consider how much analytic and reflective writing is present. When a guiding prompt requests a rationale or an explanation, think about the evidence you could submit to support your choices and/or decisions. Also consider the comments that follow.

3.3.1. Your response at score level 2 on this step may provide some evidence that you evaluated how the use of instructional strategies, learning activities, materials, resources, and technology facilitated student learning for the whole class, but your explanation may be confusing and/or the evidence supporting your analysis may be incomplete. The evidence supporting your analysis may not be entirely connected to student progress and the learning goal(s). There may be some evidence of an analysis of how the students demonstrated their understanding of the content included in the lesson, but your support may be limited and/or your examples from the lesson and student work may be loosely connected to your analysis. You may need to bolster your analysis of the effectiveness of the lesson and its connection to student learning. There may be evidence that you made adjustments to the lesson you implemented during instruction, but those adjustments may be inconsequential, vague, or confusing, and/or your examples may offer limited support. You may demonstrate that you took steps to foster teacher-to-student and student-to-student interactions to impact student engagement and learning, but your explanations about the choices you made may be unclear or tangential.

3.3.2. Your response may provide some evidence of an analysis of how you differentiated the lesson plan to help each of the two Focus Students meet the learning goal(s); however, your analysis may be limited and/or your supporting examples or reasons may be only partially developed or lack clarity. Your analysis may be limited in its development and/or your examples may not clearly illustrate the impact that differentiating the lesson had on the learning outcomes for the Focus Students. The connections between your differentiations and the learning outcomes for the Focus Students may not be clearly developed.

### ***Step 4: Reflecting***

3.4.1. Your response at score level 2 on this step may provide some evidence that you identified instructional strategies, learning activities, materials, resources, and technology to be used to help students who did not achieve the learning goal(s), but you may not have clearly explained why you would incorporate them in future lesson plans. There may be evidence that you reflected on the lesson and how its impact on student learning will guide future lesson planning for the whole class; however, your explanation may be confusing and/or your supporting examples may be loosely connected.

3.4.2. There may be some evidence that you analyze the lesson plan and its impact on the learning outcomes for each of the two Focus Students; however, your discussion may demonstrate only a partial understanding of their different learning needs and/or how to address them through instructional modifications. Your plan to address their needs may be confusing or irrelevant, or your examples and reasons may provide limited support.

## Score Level 1

There are three kinds of writing required in this task: descriptive, analytic, and reflective. Often, a response assigned a score of 1 provides little or no analysis and/or reflection. As you read through your submitted response, compare what you have written to the requirements of the guiding prompts and consider how much analytic and reflective writing is present. When a guiding prompt requests a rationale or an explanation, think about the evidence you could submit to support your choices and/or decisions.

Be sure to carefully consider your choice of Focus Students. Notice that the descriptions of the activity and the guiding prompts make use of terminology such as “different learning needs.” Choosing students with differing needs allows you to show that you have the ability to apply appropriate strategies when working with individuals with particular needs. If you do not choose students with different learning needs, you minimize your opportunity to demonstrate your command of a variety of teaching skills. When you are reading your response, think about whether the learning needs of your Focus Students are sufficiently different. Also consider the comments that follow.

### ***Step 1: Planning the Lesson***

3.1.1. Your response at score level 1 on this step may provide little or no detail to support the choice of the learning theory/method for the planning process or how you would use it. Your choice or description may also be misinformed or irrelevant. While there may be evidence of identifying learning goal(s) and content standards, the connection to the planned activities may be weak, irrelevant, or missing. You may provide evidence of a content focus for the lesson, but the link to previously learned content may be unexplained. There may be little or no evidence of how you will address potential difficulties students may have with the content, or if there is evidence, it might be misguided or reflect a misconception.

3.1.2. There may be evidence of some discussion of instructional strategies to promote student engagement and enhance learning, but the explanation for your choices may be negligible. There may be only one strategy discussed, or there might be several very similar strategies discussed. The evidence that explains the connection between the strategies and student engagement in the learning may be minimal or missing; if the connection is there, it may link to only one strategy. Evidence of a connection between the strategies and learning goal(s) may also be weak or missing. You may provide scant explanations for your choice of individual, small-group, and/or whole-group instruction and of how it facilitates student learning.

3.1.3. There may be evidence of a discussion of learning activities; however, the reasons for the choice of activities may be unclear or unexplained, and/or the connections to students’ strengths and needs may be undeveloped. There may be little or no evidence of how the class demographics impacted the design of the learning activities.

3.1.4. There may be evidence that you planned for the use of resources and other materials to support the instruction; however, your reasons for making your choices may be minimally developed or illogical. You may discuss the technology planned for use in the lesson, but your choices may be misinformed. Your discussion of how that technology connects to the enhancement of instruction and student learning may be minimal or missing.



## ***Step 2: The Focus Students***

3.2.1. Your response at score level 1 on this step may provide very few details about the instructional strengths and challenges presented by both Focus Students as they relate to the goals of the lesson. You may have provided some details about one student, but the difference between the instructional challenges of the two students may be negligible or Your evidence of how you differentiated the lesson to help each Focus Student meet their learning goal(s) may be missing, or unclear, or may be irrelevant. Your response may offer little or no evidence of the work to be collected to show the progress of each Focus Student.

## ***Step 3: Analyzing the Instruction***

3.3.1. Your response at score level 1 on this step may provide little or no detail to support the evaluation of the effectiveness of the lesson, including the effectiveness of the instructional strategies, learning activities, materials, resources, and technology to facilitate student learning. There may be some evidence of how the students demonstrated their use of the content to demonstrate meaningful learning, but the evidence may be incomplete, unclear, or misinformed. The examples you use to demonstrate learning may provide little or no support. There may be evidence that you made adjustments to the lesson while teaching, but the adjustments may be trivial, and/or the evidence of adjustments may be minimal, and the connection to student engagement and learning may be weak. There may be evidence of steps taken to foster teacher-to-student interactions, but there may be little or no evidence that you fostered student-to-student interactions. An explanation of the impact that the interactions had on student engagement and learning may be minimal. You may discuss feedback provided during the lesson, but the amount of feedback may be minimal and/or the feedback may be ineffective, and the evidence about the impact the feedback had on student learning may be missing or illogical.

3.3.2. Your response may lack evidence of how you differentiated the lesson plan to help each of the two Focus Students meet the learning goals. Additionally, your analysis of how the differentiation impacted the Focus Students' learning outcomes may be trivial or misinformed. The examples you use to support your analysis of their achievements and/or the impact of the differentiation may be minimal.

### ***Step 4: Reflecting***

There are three kinds of writing required in this task: descriptive, analytic, and reflective. Often, a response assigned a score at score level 1 provides little or no analysis and/or reflection. As you read through your submitted response, compare what you have written to the requirements of the guiding prompts and consider how much analytic and reflective writing is present. When a guiding prompt requests a rationale or explanation, think about the evidence you could submit to support your choices and/or decisions. Also consider the comments that follow.

3.4.1. Your response at score level 1 on this step may provide little or no evidence of the identification of specific instructional strategies, learning activities, materials, resources, and technology for use in helping students who did not achieve the learning goal(s). You may discuss only one of the following topics – instructional strategies, learning activities, materials, resources, and technology. The examples used to illustrate these topics may be trivial or irrelevant. There may be little or no evidence that you reflected on the lesson and how its impact on student learning will guide future lesson planning for the whole class. You may provide trivial or irrelevant examples to illustrate your planning decisions for future lessons.

3.4.2. Your response may provide little or no evidence of an analysis of the lesson or of the extent to which the two Focus Students achieved the learning goal(s). Your analysis may ineffectively discuss how the learning outcomes will inform your planning of future lessons for each of the two Focus Students. There may be minimal evidence of a rationale for the instructional strategies, materials, resources, or technology that could be used to help each of the Focus Students in the future, and/or your examples may provide little or no support.

## **Score Level 0**

### ***Step 1: Planning the Lesson***

If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. Listed below are the reasons why the Step might have received a Zero. As you read through your submitted response, review your artifacts and think about what kind of evidence you need to submit to support the choices and/or decisions you described in your written commentary. Also, return to the Submission System to confirm that what you attached was legible and did not contain hyperlinks. A Zero is assigned to Step 1 for at least one of the following reasons.

- No written response is in any of the Task 3—Step 1 text boxes.
- The written response does not address any of the guiding prompts for Task 3—Step 1.
- The artifact attachments contain only hyperlinks.
- None of the required artifacts are acceptable or attached to any of the Task 3 text boxes.
  - Representative pages of a lesson plan for the whole class that includes the use of technology.

### ***Step 2: The Focus Students***

If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. Listed below are the reasons why the Step might have received a Zero. As you read through your submitted response, review your artifacts and think about what kind of evidence you need to submit to support the choices and/or decisions you described in your written commentary. Also, return to the Submission System to confirm that what you attached was legible and did not contain hyperlinks. A Zero is assigned to Step 2 for at least one of the following reasons.

- No written response is in the Task 3—Step 2 text box.
- The written response does not address any of the guiding prompts for Task 3—Step 2.
- The artifact attachments contain only hyperlinks.
- None of the required artifacts are acceptable or attached to any of the Task 3 text boxes.
  - Representative page of a differentiated plan for Focus Student 1 or Focus Student 2.

### ***Step 3: Analyzing the Instruction***

If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. Listed below are the reasons why the Step might have received a Zero. As you read through your submitted response, review your artifacts and think about what kind of evidence you need to submit to support the choices and/or decisions you described in your written commentary. Also, return to the Submission System to confirm that what you attached was legible and did not contain hyperlinks. A Zero is assigned to Step 3 for at least one of the following reasons.

- No written response is in any of the Task 3—Step 3 text boxes.
- The written response does not address any of the guiding prompts for Task 3—Step 3.
- The artifact attachments contain only hyperlinks.
- None of the required artifacts are acceptable or attached to any of the Task 3 text boxes.
  - A work sample from any class member other than the two Focus Students.
  - A work sample from Focus Student 1 or Focus Student 2

## ***Step 4: Reflecting***

If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. Step 4 does not require any artifacts, so this means that either you did not write anything in any of the Step 4 text boxes or your commentary did not address any of the guiding prompts for Task 3—Step 4. Please return to the Submission System to review what you submitted.