

PPAT® Assessment

Score Report Feedback

Task 4: Implementing and Analyzing Instruction to Promote Student Learning

Score Level 4

Step 1: Planning

4.1.1. Your response at score level 4 on this step provides thorough, in-depth evidence of the selection of a meaningful lesson plan incorporating state and national standards that are tightly connected to student learning needs. Your explanation of the appropriateness of the lesson plan for student learning needs is highly developed. There is substantive evidence of the use of data from the whole class to establish a baseline to measure student growth, and you explain the relevance of the data in great detail. You provide evidence of a deep understanding of your students' prior knowledge and background information and thoroughly explain how it informed your planning process.

4.1.2. You provide highly effective evidence of planning for the use of appropriate academic content language, for engaging students in critical thinking, and for using questioning skills to promote student learning. Your plan also includes highly effective evidence that you will integrate appropriate reading materials into the content of the lesson. Your rationale for each of your choices extensively supports and explains your choices.

4.1.3. Your response identifies an impactful learning activity or activities that is (are) an integral part of the lesson plan, including an extensive, insightful explanation of how the activity or activities both anticipate and address student learning needs. Your commentary describes a highly effective plan for monitoring student learning while teaching the lesson. You also include an impactful plan for the submission of student work samples that were integrated into and/or resulted from the lesson. Your rationale for your choice of student work is persuasive and highly developed.

Step 2: Implementing the Plan

4.2.1. Your response at score level 4 on this step thoroughly demonstrates that use of appropriate academic content language to advance student learning of the concept taught. You also provide extensive evidence of engaging students in critical thinking, of using questioning skills to engage them, and of integrating literacy to promote student learning. Your analysis includes an extensive discussion of the connection between the instructional strategies you use in the video and student learning. Evidence and examples from the video are cited consistently and they fully and persuasively support your analysis of your choices and instructional practices.

4.2.2. You provide thorough evidence of closely monitoring student learning and using observations to inform your instruction while teaching the lesson. Your analysis demonstrates that you offered impactful feedback to individuals and the whole class that was highly effective in enhancing student learning. It also demonstrates that you used meaningful verbal and nonverbal communication techniques to foster student learning. Evidence and examples from the video are cited consistently and they fully and persuasively support your analysis of your instructional practices.

4.2.3. You consistently implemented appropriate classroom management strategies that were highly effective in engaging students in learning and promoting a positive learning environment. Your analysis of your instructional practices is thoroughly supported by compelling and persuasive examples from the video

Step 3: Understanding the Two Focus Students

4.3.1. Your response at score level 4 on this step provides a thorough analysis of the different learning strengths and challenges of each of the two Focus Students. You demonstrate that your data is meaningful and that you used the data skillfully to establish a baseline to measure the Focus Students' growth. You present a detailed and well-developed explanation of how the data provide evidence of the Focus Students' progress toward the learning goal(s).

Step 4: Reflecting

4.4.1. Your response at score level 4 on this step provides an extensive analysis of the extent to which students met the learning goals. You provide evidence that you reflected thoughtfully and insightfully on your instructional strategies, interactions with students, and classroom management strategies, and you tightly focus on what went well and on what needs revision. Your analysis of the effectiveness of the lesson plan is insightful and you provide a thorough and meaningful rationale for the revisions you intend to make when planning in the future. Evidence and examples from the lesson plan, video, and/or student work are cited consistently and fully and persuasively support your reflections.

4.4.2. You provide evidence that your analysis of the extent to which each Focus Student achieved the learning goal(s) of the lesson is well developed and tightly connected to the use of the baseline data and the student work samples. There is evidence of an insightful plan for future lessons for each of the two Focus Students that is meaningfully informed by the baseline data and the student work samples.

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 benefitted 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 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

4.1.1. Your response at score level 3 on this step provides complete evidence of the selection of an appropriate lesson plan and state and national standards that are connected to student learning needs. Your explanation of the appropriateness of the lesson plan for student learning needs is well developed. There is effective evidence of the use of data from the whole class to establish a baseline to measure student growth, and you explain the relevance of the data. You provide evidence of an appropriate understanding of your students' prior knowledge and background information and effectively explain how it informed your planning process.

4.1.2. You provide effective evidence of planning for including appropriate academic content language, engaging students in critical thinking, and using questioning skills to promote student learning. Your plan also includes effective evidence of how you plan to integrate literacy into the content of the lesson. Your rationale for each of your choices clearly supports and explains your choices.

4.1.3. Your response identifies an appropriate activity or activities that is (are) an integral part of the lesson plan, including a well-developed explanation of how the activity or activities both anticipate and address student learning needs. Your commentary describes a logical plan for monitoring student learning while teaching the lesson. You also include an effective plan for the submission of student work samples that were integrated into or resulted from the lesson. Your rationale for your choice of student work is appropriate and clear.

Step 2: Implementing the Plan

4.2.1. Your response at score level 3 on this step provides effective evidence demonstrating that you used appropriate academic content language to advance student learning of the concept you taught. You also provide evidence of appropriately and effectively engaging students in critical thinking, of using questioning skills to engage them, and of integrating literacy to promote student learning. Your analysis includes a complete discussion of the connections between the instructional strategies you use in the video and student learning. Evidence and examples from the video are cited appropriately and they effectively support your analysis of your choices and instructional practices.

4.2.2. You provide thorough evidence that you effectively monitored student learning and that you used your observations to inform your instruction while teaching the lesson. Your analysis of your instruction demonstrates that you provided logical feedback to individuals and the whole class and that your feedback was effective in advancing student learning. It also demonstrates that you used effective verbal and nonverbal communication techniques to foster student learning. Evidence and examples from the video are cited appropriately and they effectively support your analysis of your instructional practices.

4.2.3. There is evidence that you identified appropriate classroom management strategies and that you used them to engage students in learning and to promote a positive learning environment. Evidence and examples from the video are cited appropriately and they effectively support your analysis of your instructional practices.

Step 3: Understanding the Two Focus Students

4.3.1. Your response at score level 3 on this step provides a complete analysis of the different learning strengths and challenges of each of the two Focus Students. You demonstrate that your data is informed and that you used the data logically to establish a baseline to measure each Focus Student's growth. You present a clear explanation of how the data provide evidence of the Focus Students' progress toward the learning goal(s).

Step 4: Reflecting

4.4.1. Your response at score level 3 on this step provides a complete analysis of the extent to which students met the learning goals. You provide evidence that you reflected effectively on your instructional strategies, interactions with students, and classroom management strategies and that you clearly focus on what went well and on what needs revision. Your analysis of the effectiveness of the lesson plan is logical and completely developed, and you provide an informed rationale for the revisions you intend to make when using the plan in the future. Evidence and examples from the lesson plan, video, and/or student work are cited appropriately, and they effectively support your reflections.

4.4.2. You provide evidence that your analysis of the extent to which each Focus Student achieved the learning goal(s) of the lesson is informed and connected to the use of the baseline data and the student work samples. There is evidence of a logical plan for future lessons for each of the two Focus Students that is informed by the baseline data and the student work samples. Evidence and examples from the lesson plan, video, and/or student work are cited appropriately, and they effectively support your reflections.

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 the guiding prompts use terminology like “different learning needs” to emphasize the importance of this selection. By choosing students with varied learning needs, 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. 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

4.1.1. Your response at score level 2 on this step may provide some evidence of the selection of a lesson plan and state and national standards that are connected to student learning needs. However, your explanation of the use of whole-class data to establish a baseline to measure student growth may be partial or loosely connected. Your explanation of the appropriateness of the lesson plan may also be partial. There may be some evidence that the students’ background and prior knowledge were considered, but your explanation of the connection between this information and your planning process may be vague or limited.

4.1.2. There may be evidence that you planned for including appropriate academic content language, engaging students in critical thinking, and using questioning skills to promote student learning. Your plan may also include evidence of how you will integrate literacy into the content of the lesson. However, some or all of the rationales for your choices of activities may be confusing or vague, and/or some of your strategies may need to be more explicitly described and connected to the intended plan.

4.1.3. There may be evidence of an activity that is the focus of the lesson plan, but the rationale for the choice of activity may need to be more robust and more closely linked to the anticipated outcome of how students’ learning needs will be addressed. Your commentary may describe a plan for monitoring student learning; however, your explanation may be partial or confusing. A student work sample or samples may have been part of the assessment of student learning, but your rationale for your choice(s) may lack detailed explanation. Your response may also need to include more details regarding how these elements would be integrated into the lesson plan.

Step 2: Implementing the Plan

When you review your submitted response, consider the connection between the evidence you provided in the written commentary and the evidence seen in the video. Specifically, is what you wrote in your response what you see in the video? Have you consistently cited evidence from the video to show support for your analysis in your written commentary? (Do not rely on the reader to see evidence; you need to cite details directly from the video to support your analysis.) Have you analyzed the significance of the evidence, or are you just describing what happened? Also consider the comments that follow.

4.2.1. Your response at score level 2 on this step may provide some evidence from the video that demonstrates that you used academic content language to advance student learning of the concept you taught, but your use may be limited, or the examples you use may be vague and/or incompletely explained. You may provide evidence of engaging students in critical thinking, of using questioning skills, and of integrating literacy, but your use of some or all of these aspects of your instruction may be limited or partially explained. Your analysis may include an incomplete discussion of the connections between the instructional strategies you use in the video and student learning. Evidence and examples from the video may not be cited appropriately and/or they may not effectively support your analysis of your choices and instructional practices.

4.2.2. There may be some evidence that you monitored student learning and that you used your observations to inform your instruction while teaching the lesson, but your adjustments may be limited, vague and/or incompletely explained. You may provide evidence that feedback was given to students, but your analysis of the impact of that feedback on both individual students and the whole class may be confusing. There may be discussion of the use of verbal and nonverbal communication techniques, but the analysis of the effectiveness of those techniques may be vague or tangential. Evidence and examples from the video may not be cited appropriately and/or they may not effectively support your analysis of your instructional practices.

4.2.3. There may be some evidence of the use of classroom management strategies to engage students and promote a positive learning environment; however, your use of such strategies may be limited and/or your analysis of the effectiveness of those strategies may be partial. Evidence and examples from the video may not be cited appropriately and/or they may not effectively support your analysis of your instructional practices.

Step 3: Understanding the Two Focus Students

4.3.1. Your response at score level 2 on this step may provide some evidence of an analysis of the different learning strengths and challenges of each of the two Focus Students, although you may inconsistently focus on both and/or their differences may be inadequately explained. You may provide some evidence of the use of baseline data to measure students' growth, but the connection between the data and the areas of growth measured may be unclear or not well supported. The data you collected may be inconsistent with your efforts to provide evidence of the progress each of the Focus Students made toward the learning goal(s).

Step 4: Reflecting

When you review your submitted response, consider the connection between the evidence you provided in the written commentary and the evidence seen in the video. Specifically, is what you describe in your written response what you see in the video? Have you consistently cited evidence from the video to show support for your analysis in your written commentary? (Do not rely on the reader to see evidence; you need to cite details directly from the video to support your analysis.) Have you analyzed the significance of the evidence, or are you just describing what happened? Also consider the comments that follow.

4.4.1. Your response at score level 2 on this step may provide some evidence of an analysis of the extent to which students met the learning goals, but your analysis that attempts to connect student learning to the learning goals may not be well supported. You may provide some evidence that you reflected on the effectiveness of your instructional strategies, interactions with students, and classroom management; however, your explanation of their impact may be limited. You may also need to provide more relevant evidence concerning areas of your instruction that need revision. There may be some evidence that supports your choice of possible revisions to the plan for future use, but the reasons may be vague or loosely connected to the lesson plan, video, and/or student work. Evidence and examples from the plan, video, and/or student work may not be cited appropriately and/or they may not effectively support your reflections.

4.4.2. You may provide evidence of an analysis of the extent to which each Focus Student achieved the learning goal(s) of the lesson, but your discussion may be incomplete and/or loosely connected to the use of the baseline data and the student work samples. The evidence may not address both sources of data and both students. There may be some analysis of a plan for future lessons for each of the two Focus Students; however, the plan may be loosely informed by the baseline data and the student work samples and/or it may not be effectively developed or supported. There may be some evidence of your planning for future lessons, but there is little or no analysis of how the student work samples or baseline data connect to the planning. Evidence and examples from the plan, video, and/or student work may not be cited appropriately and/or they may not effectively support your reflections.

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 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.

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.

Step 1: Planning

4.1.1. Your response at score level 1 on this step may provide little or no evidence of the identification of learning goals and state and national standards or your lesson may be inappropriate. You may have failed to connect those goals and standards correctly to the students' learning needs. Your explanation of the use of whole-class data to establish a baseline to measure student growth may be weak or missing. You may have provided little or no evidence of how students' prior knowledge and background information influenced your planning process.

4.1.2. There may be evidence that you planned for using academic content language, engaging students in critical thinking, and using questioning skills to promote student learning. Your plan may also include evidence that you will incorporate literacy; however, some or all of these plans may be inappropriate or disconnected from the content being taught. Some or all of the rationales for your choices of activities may be minimal, and/or some of your strategies may be poorly explained or disconnected from the intended plans.

4.1.3. There may be evidence of an activity that is the focus of the lesson plan, but the rationale for the choice of activity and how it is designed to anticipate and address student learning may be minimal or missing. Your rationale may describe a plan for monitoring student learning; your plan, however, may be inappropriate. A student work sample or samples may have been part of the assessment of student learning, but your rationale for the choice of the sample(s) may be ineffective or missing. Your response may fail to show how these elements would be integrated into the lesson plan.

Step 2: Implementing the Plan

4.2.1. Your response at score level 1 on this step may provide little or no evidence from the video that you used academic content language to advance student learning of the concept you taught. Evidence that you engaged students in critical thinking, that you used questioning skills, and/or that you integrated reading materials into your lesson may be weak or missing. Evidence cited from the video may be minimal or missing, or if some evidence is cited from the video, they may provide ineffective support for your analysis of your choices and instructional practices.

4.2.2. There may be little evidence that you monitored student learning and/or that you used your observations to inform your instruction while teaching the lesson. You may provide evidence that feedback was given to students, but the analysis of the impact of that feedback on both individual students and the whole class may be either weak or missing. There may be discussion of the use of verbal and nonverbal communication techniques, but there may be little or no analysis of the effectiveness of those techniques. The evidence related to nonverbal communication may be minimal. Evidence cited from the video may be minimal or missing, or if some evidence is cited from the video, it may provide ineffective support for your analysis of your choices and instructional practices.

4.2.3. There may be little evidence of the use of classroom management strategies to engage students and promote a positive learning environment, and/or the analysis of the effectiveness of those strategies may be disconnected from the evidence seen in the video. Evidence cited from the video may be minimal or missing, or if some evidence is cited from the video, it may provide ineffective support for your analysis of your choices and instructional practices.

Step 3: Understanding the Two Focus Students

4.3.1. Your response at score level 1 on this step may provide minimal evidence that you identified appropriate learning strengths and challenges of the two Focus Students and/or that you analyzed those differences. You may focus solely or mostly on just one of the students or their differences may be ineffectively explained. The data to establish a baseline to measure each Focus Student's growth may be missing or minimal. The data you collected may be disconnected from your efforts to provide evidence of the progress each of the Focus Students made toward the learning goals.

Step 4: Reflecting

When you review your submitted response, consider the connection between the evidence you provided in the written commentary and the evidence seen in the video. Specifically, is what you describe in your written response what you see in the video? Have you consistently cited evidence from the video to show support for your analysis in your written commentary? (Do not rely on the reader to see evidence; you need to cite details directly from the video to support your analysis.) Have you analyzed the significance of the evidence, or are you just describing what happened? Also consider the comments that follow.

4.4.1. Your response at score level 1 on this step may provide little or no evidence from the lesson plan or video to demonstrate the extent to which the students achieved the learning goals. You may provide some evidence that you reflected on the effectiveness of your instructional strategies, interactions with students, and classroom management, but your explanation of their impact may be minimal or missing or may not match what is seen in the video. There may be little or no evidence of any changes that could be made to the lesson plan if it were used again, or a rationale for the changes suggested may be missing or unrelated. Evidence and examples from the lesson plan, video, and/or student work may be minimal or missing and/or they may provide ineffective support for your reflections.

4.4.2. You may provide little or no evidence regarding how each Focus Student achieved the lesson's learning goal(s), or your analysis may be misinformed and/or disconnected from the baseline data and student work samples. Your discussion of both the data and the Focus Student work samples may be minimal. There may be evidence of the Focus Students' learning progress, but there is little or no analysis of the student work samples to show the extent of the students' learning or progress toward the learning goals. You may provide little or no analysis of a plan for future lessons for each of the two Focus Students that is based on the baseline data and the student work samples. There may be some evidence of planning for future lessons, but there is little or no analysis of how the student work samples or baseline data connect to those lesson plans. Evidence and examples from the lesson plan, video, and/or student work may be minimal or missing and/or they may provide ineffective support for your reflections.

Score Level 0

Step 1: Planning

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 4—Step 1 text boxes.
- The written response does not address any of the guiding prompts for Task 4—Step 1.
- The artifact attachments contain only hyperlinks.
- The video artifact did not come from one continuous lesson event on a single day during one class session, resulting in every step receiving a Zero.
- The video artifact was edited (e.g., eliminating unwanted sections within segments, adding footage, adding audio-recorded material from another device, fade-ins, and fade-outs), resulting in every step receiving a Zero.
- None of the following required artifacts are acceptable or attached to any of the Task 4 text boxes.
 - Representative pages of a standards-based lesson plan
 - Representative pages of the baseline data for the whole class

Step 2: Implementing the Plan

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 any of the Task 4—Step 2 text boxes.
- The written response does not address any of the guiding prompts for Task 4—Step 2.
- The video artifact is missing.
- The video artifact is corrupt or will not play.
- The video artifact is inaudible.
- There are fewer than two students receiving instruction in the video.
- The video does not meet the requirements for Task 4—Step 2 and is not acceptable.
- The video artifact did not come from one continuous lesson event on a single day during one class session, resulting in every step receiving a Zero.
- The video artifact was edited (e.g., eliminating unwanted sections within segments, adding footage, adding audio-recorded material from another device, fade-ins, and fade-outs), resulting in every step receiving a Zero.

Step 3: Understanding the Two 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 3 for at least one of the following reasons.

- No written response is in the Task 4—Step 3 text box.
- The written response does not address any of the guiding prompts for Task 4—Step 3.
- The artifact attachments contain only hyperlinks.
- The video artifact did not come from one continuous lesson event on a single day during one class session, resulting in every step receiving a Zero.
- The video artifact was edited (e.g., eliminating unwanted sections within segments, adding footage, adding audio-recorded material from another device, fade-ins, and fade-outs), resulting in every step receiving a Zero.
- None of the required artifacts are acceptable or attached to any of the Task 4 text boxes.
 - Representative page of the baseline data for at least one Focus Student

Step 4: Reflecting

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 4 for at least one of the following reasons.

- No written response is in any of the Task 4—Step 4 text boxes.
- The written response does not address any of the guiding prompts for Task 4—Step 4.
- The artifact attachments contain only hyperlinks.
- The video artifact did not come from one continuous lesson event on a single day during one class session, resulting in every step receiving a Zero.
- The video artifact was edited (e.g., eliminating unwanted sections within segments, adding footage, adding audio-recorded material from another device, fade-ins, and fade-outs), resulting in every step receiving a Zero.
- None of the required artifacts are acceptable or attached to any of the Task 4 text boxes.
 - A student work sample for Focus Student 1 or Focus Student 2