



# PPAT<sup>®</sup> Assessment

## Task 1: Knowledge of Students and the Learning Environment

Candidate: \_\_\_\_\_ BannerID: \_\_\_\_\_ Semester/Year \_\_\_\_\_

School: \_\_\_\_\_ Grade Level & Content: \_\_\_\_\_

Reviewer: \_\_\_\_\_

### Response for Textbox 1.1.1- Understanding the Contextual Factors Influencing Instruction and Student Learning

Response provides evidence that includes the following:

Subtotal Points \_\_\_\_/8

Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> <li>an <i>ineffective</i> identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with a <i>disconnected</i> rationale</li> </ul>	<ul style="list-style-type: none"> <li>an <i>incomplete</i> identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with a <i>loosely connected</i> rationale</li> </ul>	<ul style="list-style-type: none"> <li>an <i>effective</i> identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with an <i>appropriate</i> rationale</li> </ul>	<ul style="list-style-type: none"> <li>a <i>detailed</i> identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with a <i>tightly connected</i> rationale</li> </ul>
<ul style="list-style-type: none"> <li>an <i>irrelevant</i> identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further student learning with a <i>disconnected</i> rationale</li> </ul>	<ul style="list-style-type: none"> <li>a <i>partial</i> identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further student learning with a <i>loosely connected</i> rationale</li> </ul>	<ul style="list-style-type: none"> <li>an <i>effective</i> identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further student learning with a <i>connected</i> rationale</li> </ul>	<ul style="list-style-type: none"> <li>a <i>thorough</i> identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further student learning with a <i>tightly connected</i> rationale</li> </ul>

### Response for Textbox 1.1.2 – Available Resources to Enhance Student Learning

Response provides evidence that includes the following:

Subtotal Points \_\_\_\_/8

Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> <li>an <i>inaccurate</i> description of how two resources would be used in the classroom to support student learning</li> </ul>	<ul style="list-style-type: none"> <li>a <i>limited</i> description of how two resources would be used in the classroom to support student learning</li> </ul>	<ul style="list-style-type: none"> <li>an <i>accurate</i> description of how two resources would be used in the classroom to support student learning</li> </ul>	<ul style="list-style-type: none"> <li>an <i>extensive</i> description of how two resources would be used in the classroom to support student learning</li> </ul>
<ul style="list-style-type: none"> <li>an <i>uninformed</i> explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning</li> </ul>	<ul style="list-style-type: none"> <li>a <i>global</i> explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning</li> </ul>	<ul style="list-style-type: none"> <li>an <i>informed</i> explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning</li> </ul>	<ul style="list-style-type: none"> <li>an <i>in-depth</i> explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning</li> </ul>

Response for Textbox 1.1.3- Norms, Protocols, and Agreements

Response provides evidence that includes the following:

Subtotal Points \_\_\_\_/12

Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> <li>an <i>ineffective</i> explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>a <i>limited</i> explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>a <i>logical</i> explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>a <i>detailed</i> explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> </ul>
<ul style="list-style-type: none"> <li>an <i>unclear</i> explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>an <i>incomplete</i> explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>a <i>clear</i> explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>a <i>thorough</i> explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment</li> </ul>
<ul style="list-style-type: none"> <li>an <i>uninformed</i> explanation of how a classroom norm, protocol, or agreement that could be created by the students and the candidate teacher would facilitate instruction, enhance student learning, and/or impact the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>a <i>partial</i> explanation of how a classroom norm, protocol, or agreement that could be created by the students and the teacher candidate would facilitate instruction, enhance student learning, and/or impact the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>an <i>informed</i> explanation of how a classroom norm, protocol, or agreement that could be created by the students and the teacher candidate would facilitate instruction, enhance student learning, and/or impact the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>an <i>insightful</i> explanation of how a classroom norm, protocol, or agreement that could be created by the students and the teacher candidate would facilitate instruction, enhance student learning, and/or impact the learning environment</li> </ul>

Response for Textbox 1.2.1- Getting to Know Your Students

Response provides evidence that includes the following:

Subtotal Points \_\_\_\_/8

Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> <li>an <i>ineffective</i> analysis of how the compilation of information from the results of a <i>Getting to Know Your Students</i> activity would influence a whole-class instructional decision with a <i>disconnected</i> rationale provided for the decision</li> </ul>	<ul style="list-style-type: none"> <li>a <i>partial</i> analysis of how the compilation of information from the results of a <i>Getting to Know Your Students</i> activity would influence a whole-class instructional decision with a <i>limited</i> rationale provided for the decision</li> </ul>	<ul style="list-style-type: none"> <li>an <i>informed</i> analysis of how the compilation of information from the results of a <i>Getting to Know Your Students</i> activity would influence a whole-class instructional decision with an <i>aligned</i> rationale provided for the decision</li> </ul>	<ul style="list-style-type: none"> <li>an <i>extensive</i> analysis of how the compilation of information from the results of a <i>Getting to Know Your Students</i> activity would influence a whole-class instructional decision with a <i>detailed</i> rationale provided for the decision</li> </ul>
<ul style="list-style-type: none"> <li>an <i>inaccurate</i> analysis of how one student's completed <i>Getting to Know Your Students</i> activity would influence an instructional decision made for the student with a <i>disconnected</i> rationale provided for the decision</li> </ul>	<ul style="list-style-type: none"> <li>a <i>partial</i> analysis of how one student's completed <i>Getting to Know Your Students</i> activity would influence an instructional decision made for the student with a <i>limited</i> rationale provided for the decision</li> </ul>	<ul style="list-style-type: none"> <li>an <i>informed</i> analysis of how one student's completed <i>Getting to Know Your Students</i> activity would influence an instructional decision made for the student with an <i>aligned</i> rationale provided for the decision</li> </ul>	<ul style="list-style-type: none"> <li>an <i>in-depth</i> analysis of how one student's completed <i>Getting to Know Your Students</i> activity would influence an instructional decision made for the student with a <i>detailed</i> rationale provided for the decision</li> </ul>

Response for Textbox 1.2.2- The Focus Students

Response provides evidence that includes the following:

Subtotal Points \_\_\_\_/12

Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> <li>an <i>inaccurate</i> explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the learning environment of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>a <i>cursory</i> explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the learning environment of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>an <i>accurate</i> explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the learning environment of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>a <i>significant</i> explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences and academic strengths, and learning needs contribute to the learning environment of the classroom</li> </ul>
<ul style="list-style-type: none"> <li>an <i>ineffective</i> explanation of how an identified instructional strategy and learning activity created with Focus Student #1 reflects the teacher candidate's understanding and appreciation of the Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs</li> </ul>	<ul style="list-style-type: none"> <li>an <i>incomplete</i> explanation of how an identified instructional strategy and learning activity created with Focus Student#1 reflects the teacher candidate's understanding and appreciation of the Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs</li> </ul>	<ul style="list-style-type: none"> <li>an <i>effective</i> explanation of how an identified instructional strategy and learning activity created with Focus Student #1 reflects the teacher candidate's understanding and appreciation of the Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs</li> </ul>	<ul style="list-style-type: none"> <li>a <i>thorough</i> explanation of how an identified instructional strategy and learning activity created with Focus Student #1 reflects the teacher candidate's understanding and appreciation of the Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs</li> </ul>
<ul style="list-style-type: none"> <li>an <i>ineffective</i> explanation of how an identified instructional strategy and learning activity created with Focus Student #2 reflects the teacher candidate's understanding and appreciation of the Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs</li> </ul>	<ul style="list-style-type: none"> <li>an <i>incomplete</i> explanation of how an identified instructional strategy and learning activity created with Focus Student#2 reflects the teacher candidate's understanding and appreciation of the Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs</li> </ul>	<ul style="list-style-type: none"> <li>an <i>effective</i> explanation of how an identified instructional strategy and learning activity created with Focus Student #2 reflects the teacher candidate's understanding and appreciation of the Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs</li> </ul>	<ul style="list-style-type: none"> <li>a <i>thorough</i> explanation of how an identified instructional strategy and learning activity created with Focus Student #2 reflects the teacher candidate's understanding and appreciation of the Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs</li> </ul>

Response for Textbox 1.2.3- Communicating with Your Students' Families

Response provides evidence that includes the following:

Subtotal Points \_\_\_\_/12

Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> <li>an <i>unclear</i> explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using <i>disconnected</i> examples from the communication for support</li> </ul>	<ul style="list-style-type: none"> <li>a <i> cursory</i> explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using <i>loosely connected</i> examples from the communication for support</li> </ul>	<ul style="list-style-type: none"> <li>a <i>clear</i> explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using <i>connected</i> examples from the communication for support</li> </ul>	<ul style="list-style-type: none"> <li>an <i>extensive</i> explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using <i>tightly connected</i> examples from the communication for support</li> </ul>
<ul style="list-style-type: none"> <li>an <i>ineffective</i> explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using <i>inappropriate</i> examples for support</li> </ul>	<ul style="list-style-type: none"> <li>a <i>global</i> explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using <i>loosely connected</i> examples for support</li> </ul>	<ul style="list-style-type: none"> <li>an <i>effective</i> explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using <i>connected</i> examples for support</li> </ul>	<ul style="list-style-type: none"> <li>an <i>insightful</i> explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using <i>tightly connected</i> examples for support</li> </ul>
<ul style="list-style-type: none"> <li>a <i>minimal</i> analysis of how an instructional decision in the classroom connects to the overall response received from the communication using <i>irrelevant</i> examples from the responses for support of the analysis</li> </ul>	<ul style="list-style-type: none"> <li>an <i>uneven</i> analysis of how an instructional decision in the classroom connects to the overall response received from the communication using <i>incomplete</i> examples from the responses for support of the analysis</li> </ul>	<ul style="list-style-type: none"> <li>a <i>logical</i> analysis of how an instructional decision in the classroom connects to the overall response received from the communication using <i>relevant</i> examples from the responses for support of the analysis</li> </ul>	<ul style="list-style-type: none"> <li>a <i>significant</i> analysis of how an instructional decision in the classroom connects to the overall response received from the communication using <i>tightly connected</i> examples from the responses for support of the analysis</li> </ul>

**Required Artifacts:**

- the Contextual Factors Chart (maximum of three pages)
- the Instructional and Support Resources Chart (maximum of three pages)
- one completed student sample from the Getting to Know Your Students activity (maximum of two pages)
- your communication with students' families (maximum of one page)

**Total:** \_\_\_\_\_ / 60 points (You need a 45 or better to pass Task 1)

**One resubmission is allowed.**