

PPAT® Assessment

Library of Examples – Agriculture

Task 3, Step 1, Textbox 3.1.3: Learning Activities

Below are two examples of written responses to Textbox 3.1.3 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 3.1.3

- What learning activities do you plan to implement in this lesson? Provide a rationale for your choices.
- How will these learning activities address students' strengths and needs?
- How did your class demographics inform the design of the learning activities you chose?

Example 1: Met/Exceeded Standards Level

a. There are two learning activities I plan to implement in this lesson. The first is project-based and students will construct a pig out of classroom provided material, ear notch the ears, and then write the ear notch identification on the backside. When finished, the students will take the activity worksheet and go around the classroom identifying their peers' pigs. Students will have a hands-on learning opportunity to practice their ear notch identification calculations which will enhance their recall abilities with this learning goal. Once completed, I want to correct and go over student responses as a group so students have the opportunity to ask questions and we can recalculate identifications if students are having trouble. The second activity using an app to create a class quiz for the swine breeds lesson. Because this is a small class of only six students, I will have the class work together as one group to create their own quizzes to study from. The students will get to create their own questions, and then take their own quiz multiple times to improve their knowledge of the learning goals which will appear on the final assessment. To enhance student engagement further I will have students post their class study guide to an online learning platform, where students will get to compete in pairs to see who can answer the questions accurately in the shortest amount of time. This activity brings mild competition to the

lesson and can motivate students in their learning and once again, give them practice in recall of subject content.

b. The project-based activity is an opportunity for students to take what they learned from the lecture on ear notch identification and then create their own pig with it's own ear notch ID. Students will get to move around the classroom creating their own pigs and then they will go around and see if they can calculate the correct ear notch identification of their peers. For the students who have a hard time sitting through the long class periods and staying engaged, this is an opportunity for them to get up and move around while completing a learning activity that is connected to the learning goals. The Quizlet study guide activity addresses students needs by combining students who are at different academic levels to work together to achieve the same goals. This will allow students to share knowledge as they work to create a study guide that will benefit each of their learning.

c. This is an inclusive class with students at different levels who benefit from different kinds of instruction. I chose an independent project-based activity where students created their own pig and ear notch ID so students could incorporate their creativity with a hands-on learning strategy to aid them in processing and understanding swine ear notch identification. Because this is also a small inclusive class of only six students, I chose for the class to work together as one group to create a study guide for this lesson so no student will feel overwhelmed with the task. I will be available to the students during each task should they need assistance or guidance on how to go about finding information to complete each activity.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.3 and ask yourself:

- What rationale does the candidate provide for each learning activity included in the lesson?
- How does the candidate show that the learning activities address the students' strengths and needs and the class demographics?
- Why is the analysis of learning activities thorough?

Example 2: Did Not Meet/Partially Met Standards Level

a. Several learning activities are included in the lesson. The first is creating the market analysis survey to send out to teachers in the district. Another activity we do is taking a personal skill survey to understand their strengths and weaknesses when it comes to leadership and running a business. The final activity we do is researching advertisements and designing their own for their business to attract new customers. All of these activities are things a new business owner would have to take into consideration and create on their own. Again, this unit is focused on preparing them to run their own business someday.

b. The biggest strength I see come through with students in this lesson is their creativity. One boy loves radio broadcasting, so he created one for his advertisement. Others are really great with colors and design. The needs I see come through is that constant guidance. One thing we are always working towards is independence which is so important when they are going into a career.

c. We do not give any homework in class so the design of the lesson changes. Since so many kids do not have internet at home, we chose not to give homework because they cannot complete it. We have to give more time for classwork and they have to have time to work on

things. This changes how quickly we move, what we need to focus on for the day, and how everyone moves at different paces.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.3 and ask yourself:

- What rationale does the candidate provide for each learning activity included in the lesson?
- How does the candidate show that the learning activities address the students' strengths and needs and the class demographics?
- Why is the analysis of learning activities 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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