

PPAT® Assessment

Library of Examples – Art

Task 3, Step 4, Textbox 3.4.1: Reflecting on the Lesson for the Whole Class

Below are two examples of written responses to Textbox 3.4.1 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 3.4.1

- a. What specific instructional strategies, learning activities, materials, resources, and technology will you use to help students who did not achieve the learning goal(s)? Describe how these lesson components will help the students achieve the learning goal(s).
- b. How will you use your analysis of the lesson and the evidence of student learning to guide your planning of future lessons for the whole class? Provide specific examples.

Example 1: Met/Exceeded Standards Level

- a. To help students who did not achieve the learning goals I would have more examples of each contour line technique. I will incorporate one-on-one instructional strategies to talk about their strengths and struggles with the concepts to better reach all learners. I would also engage in personalized questioning to better understand the learning needs of the students. I will incorporate modeling in a comparable way as seen with focus student 2. I would model for each student by using their reference photo to help set the expectation for everyone. In addition, as I am modeling, I would have students who have yet to grasp the concept watch all modeling demonstrations until they felt comfortable trying it on their own. Lastly, I would have students who are finished and show a good understanding of the expectations paired with students who are struggling to help answer questions and involve peer-peer learning.
- b. In analyzing the lesson and student learning, I can see what each student struggled with and what they understood. Most students showed understanding of how to execute each line technique. Many students struggled with the rotation of their drawing paper before starting a new line technique. However, I knew that the rotation would be confusing but many students asked questions before starting which helped to combat the confusion. I

also found that they did not take the coloring in portion of the assignment seriously. Many students rushed this final coloring step. For the future, I will revise the lesson to further instruction about rotation to combat confusion for various learners and explain why coloring is a vital step in the design of their drawings.

Refer to the [Task 3 Rubric](#) for Textbox 3.4.1 and ask yourself:

- How does the candidate identify and plan to use specific lesson components to help students who did not achieve the learning goal(s)?
- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for the whole class?
- Why is the reflection on the lesson for the whole class clear?

Example 2: Did Not Meet/Partially Met Standards Level

- a. I observed some students struggling with manipulation the oil pastels in a successful way. Some students tried unsuccessfully to mix colors and the result was a muddy effect. I believe that receiving more instruction about oil pastels as medium and having a chance to practice before beginning their project would help students be use them more successfully.
- b. In the future, I will be more specific when introducing oil pastels. I will demonstrate how to use them properly as well as improperly. I will also give students a worksheet to practice manipulating oil pastels before starting on their self-portrait.

Refer to the [Task 3 Rubric](#) for Textbox 3.4.1 and ask yourself:

- How does the candidate identify and plan to use specific lesson components to help students who did not achieve the learning goal(s)?
- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for the whole class?
- Why is the reflection on the lesson for the whole class 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.