

PPAT® Assessment

Library of Examples – Family and Consumer Science Task 2, Step 1, Textbox 2.1.2: Preparing Learners for the Assessment

Below are two examples of written responses to Textbox 2.1.2 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 2, Textbox 2.1.2

- What learning activities and student groupings will you use during the assessment?
Provide a rationale for your choices.
- What materials, resources, and technology will you use to administer the assessment?
Provide a rationale for your choices.

Example 1: Met/Exceeded Standards Level

a. The assessment learning activity first requires students to read through a client profile which introduces a client they will be designing a furniture arrangement for. Students will determine the needs of their client and what furniture to include in the home to meet those needs. They will also determine the traffic and circulation patterns throughout the floor plan and where to best place furniture to optimize the space and allow for clear and smooth traffic flow. Then students are required to draw the furniture arrangement onto a floor plan, applying the information about traffic and circulation patterns, clearances, focal point and balance. Then they will write a paragraph explaining and justifying their design and arrangement of furniture. In their paragraph they need to include who their client is, what their needs are, and how the furniture arrangement they created meets those needs. They also need to justify their choice of furniture arrangement and how it follows the guidelines they learned about conversation arrangement, major traffic paths, minor traffic paths, clearances, and circulation patterns. Additionally, they need to explain how they used the elements and principles of design to create balance in the room and how they used the furniture to emphasize or create a focal point. I have selected for students to perform the assessment activity individually. Since I am evaluating student progress and ability to demonstrate the skill of creating functional furniture arrangements, it is best for students to work alone to accurately assess their personal abilities

and skills. This allows for individual assessment of the learning goal, demonstrating a student's mastery of Utah Strand 6, Standard 4.

b. The materials I will use to administer this assessment will be a client profile, a floor plan, and a furniture template for each student. Each student will need a ruler, pencil, eraser, and fine tip sharpie marker to complete the assessment. The client profile will be used by the students to learn about the client they are designing for and what their needs and wants are. The completed floor plan with the furniture arrangement drawn on it will be used to obtain data and evaluate student learning, skill, and ability. The completed furniture arrangement from the pre and post assessment will be used in comparison to one another to judge student learning, progress, and development. Students will use the furniture templates and ruler to draw accurate, straight, clean, crisp lines on their floor plan that will be professional and aesthetically pleasing to their client. Students will first use the pencil to make a rough draft of their furniture arrangement. Once they have their furniture placed where they want it, they will go over their lines with a fine tip sharpie marker with the aid of a ruler to make dark, straight, professional lines. Another resource that I will have available to the students will be examples of digitalized, professional floor plans with complete furniture arrangements on them. These digitized furniture arrangements will have more detail than the furniture arrangements students are creating, however, they will provide students with a vision and example of what their work should look like. I chose to provide professional, digitized examples that are different from the hand drawn furniture arrangements students are creating so that the students use their own creativity and skill to create a unique furniture arrangement specific for their client. Additionally, this resource will aid the students in using the principles and elements of design in their work to create balance and emphasize a focal point in their arrangement.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.2 and ask yourself:

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used
- Why is the candidate's response clear?

Example 2: Did Not Meet/Partially Met Standards Level

a. Prior to the assessment, they did some group work and individual work. The group work was so that everyone got hands on experience with what we were doing but be able to discuss while doing it. The individual work was so that they formed their own research and present it to me. Since it is a test, they will work on their own, I want to know their understanding of the material we covered and see if there is anything that I need to touch on again if something was unclear.

b. They will be allowed to use their notes that were taken during class and will take the test on a lap top in a lockdown free learning platform Form. In this classroom, we have a set of laptops, so each student is assigned one specific to them at the beginning of the term, this is why I find

it as an efficient method for testing. They are allowed to use their notes because I do not want them to just memorize things, I want metacognition. This way it stays in their brain. I chose to use the lockdown free learning platform Form because it does not allow the students to get onto any other website except the free learning platform form they are supposed to be on, until they are done with the test.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.2 and ask yourself:

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used
- Why is the candidate's response limited?

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.