

PPAT® Assessment

Library of Examples – Spanish

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. In this specific lesson, I plan to implement an information-gap activity that is similar to the "weather" starter from Task 2. Information-gap activities require the students to use Spanish concepts and vocabulary they know to extract information, allowing them to practice the language in a non-threatening way. They also help students work on cooperative learning, speak the language, and participate in a situation where they are receiving portions of the language that they cannot fully anticipate. Another type of learning activity I will implement is the interview-exchange activity. The students will ask 12 other students their opinions on information related to a party using the interrogative words learned during the vocabulary instruction. These types of questions require students to acquire information that can only be answered by talking to other individuals. Using this kind of information enhances learning because it requires students to be fully engaged in the conversation and it mimics the real-life situations where we ask about people's thoughts, opinions, and suggestions.

Lastly, these two types of activities culminate to complete the main Task-Based Activity. Just as most scenarios in real-life require the individuals involved to have some foreknowledge of the

task, the Task-Based Activities require the students to obtain specific information from their peers in order to complete the task. I use these types of activities because language is best learned when students are able to apply the language in situations where language is actually used, not on worksheets. Just as infants learn a language by hearing it applied to authentic situations, so should our students be learning a second language.

b. These activities help to address students' strengths and needs in multiple ways. In my class, there are roughly 20 students who feel very comfortable answering questions, volunteering for demonstrations, and talking with groups of students. The information-gap and interview-exchange activities can be directly tailored to this large portion of students who like to be physically involved in activities, thus addressing their strengths when it comes to social interaction. However, there is still a smaller portion of students who are not as outgoing. These types of activities also address the needs of those students who are not as vocal and willing to participate by requiring them to put forth some effort and speak the language. Opportunities to talk with another individual or with a smaller group are given to those shy students so that, if they don't want to participate in front of the entire class, they are still given the opportunity to practice their Spanish in a less-threatening environment.

c. My classroom demographics inform the design of my learning activities by directing me to make certain decisions about the activities. For example, since I have a larger percentage of students who are outgoing and talkative, interview-exchange activities would be more beneficial than information-gap activities because they allow the students to get out of their seats and talk with multiple people. Nonetheless, I still include the more individualized information-gap activities because it helps my shy students to enjoy being involved. Also, another demographic specific to my classroom is that 25% of my students are exposed to Spanish in their personal lives. I have those students who are more knowledgeable in Spanish divided up amongst the table teams to act as team leaders. By providing more interview-exchange activities, I give these higher-level students an opportunity to go and talk with other students at their same level. Likewise, students who are not as familiar with Spanish are able to go and talk with other students at their same level. This change for all of the students makes them more excited and willing to participate in the activities.

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. The learning activities I have chosen are group work, working on the app Duolingo, and playing the game Kahoot. I chose group work because it allows students to practice the skills they have learned and converse with their partner. I chose to use the technology activity of Duolingo, because the students enjoy using technology in the classroom and the app Duolingo is a good way for students to practice what they have learned. I chose to use the game Kahoot, because it turns learning into a competition and students strive to be the best in the class.

b. The game Kahoot is a way to gauge student learning without singling students out in front of the rest of the class. Students aren't able to see other student's responses or scores, but I as an

instructor am able to see them. This allows me to see who understands the concepts and who is struggling. I chose group work because it helps students work together to solve problems. It also teaches them to work as a team.

c. Since I have a couple students are extremely shy, using the game Kahoot will work well to help me gauge their progress. Students aren't able to see other student's responses or scores, but I as an instructor am able to see them. This allows me to see who understands the concepts and who is struggling. I have some students in class who love to work in groups and socialize with other students, so for that reason I chose to have them work in groups to complete tasks.

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.