# Alignment of NCTM Standards (2020) to PPAT (Praxis Performance Assessment for Teachers)

Alignment is based on how well PPAT rubric criteria, rather than task directions, provide evidence supporting selected components of the NCTM Standards (2020) for Secondary/Middle Level.

## Definition of PPAT Rubric Level of Support

### Limited Alignment

The PPAT rubric provides partial evidence for the standard component. All parts of the component at the NCTM Reviewer Rubric Level 3 are not addressed in PPAT rubric Level 3.

### Moderate Alignment

The PPAT rubric provides sufficient evidence to meet the standard component. All parts of the component at the NCTM Reviewer Rubric Level 3 are addressed in PPAT rubric Level 3.

### Strong Alignment

The PPAT rubric provides strong evidence to meet the standard component. All parts of the component at the NCTM Reviewer Rubric Level 3 and/or 4 are addressed in PPAT rubric Level 3 and 4.

## Alignment Table

| **Standard Component** | **PPAT Task Number with Step Number and Level of Support** |
| --- | --- |
| **\*3a) Student Diversity.** Candidates identify and use students’ individual and group differences when planning rigorous and engaging mathematics instruction that supports students’ meaningful participation and learning. | **Task 1: Step 1 – Moderate**  **Task 1: Step 2 – Moderate**  Task 3: Step 1 – Limited  Task 3: Step 2 – Limited  **Task 4: Step 1 – Moderate** |
| **3b) Students’ Mathematical Strengths.** Candidates identify and use students’ mathematical strengths to plan rigorous and engaging mathematics instruction that supports students’ meaningful participation and learning. | Task 1: Step 2 – Limited  **Task 3: Step 1 – Moderate**  Task 3: Step 2 – Limited  **Task 4: Step 1 – Moderate** |
| **4a) Establish Rigorous Mathematics Learning Goals.** Candidates establish rigorous mathematics learning goals for students based on mathematics standards and practices. | **Task 4: Step 1 – Moderate** |
| **4e) Elicit and Use Student Responses**. Candidates use multiple student responses, potential challenges, and misconceptions, and they highlight students’ thinking as a central aspect of mathematics teaching and learning. | Task 4: Step 2 – Limited |
| **4g) Facilitate Discourse.** Candidates pose purposeful questions to facilitate discourse among students that ensures that each student learns rigorous mathematics and builds a shared understanding of mathematical ideas. | **Task 4: Step 2 – Moderate** |
| **5a) Assessing for Learning.** Candidates select, modify, or create both informal and formal assessments to elicit information on students’ progress toward rigorous mathematics learning goals. | Task 2: Step 1 – Limited  **Task 2: Step 2 – Moderate** |
| **5b) Analyze Assessment Data.** Candidates collect information on students’ progress and use data from informal and formal assessments to analyze progress of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories toward rigorous mathematics learning goals. | Task 2: Step 1 – Limited  **Task 2: Step 2 – Moderate**  Task 3: Step 3 – Limited |
| **5c) Modify Instruction.** Candidates use the evidence of student learning of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories to analyze the effectiveness of their instruction with respect to these groups. Candidates propose adjustments to instruction to improve student learning for each and every student based on the analysis. | **Task 2: Step 3 – Moderate**  **Task 3: Step 3 – Moderate**  **Task 3: Step 4 – Moderate**  **Task 4: Step 4 – Moderate** |