

PPAT® Assessment

Library of Examples – Task 1 – Physical Education

Example Task 1, Step 2, Textbox 1.2.2

Below are two examples of written responses to Textbox 1.2.2 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 candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their 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.

Step 2: Resources and Procedures

Textbox 1.2.2: Student Interest Inventory

Met/Exceeded Standards Level

Based on information compiled from the class inventory, I was able to learn that ten of the students in my class do not participate in any extracurricular activities or sports outside of school. This information directly influences the way that I will present information on sports and physical skills during the physical education lessons because it is likely that these students will require more instruction in these units since they are not actively involved or may have never learned how to perform the skills. This same question was able to help me identify which students do participate in sports to identify who may already be proficient. By already knowing what the student's current physical participation outside of school is, this will help me to ensure that all of the levels of learning are addressed. Another student indicated that she would like to concentrate better. Although she was the only student to indicate this need, it is likely that other students struggle with concentration as well. We now know that physical activity can help improve a student's concentration, memory and behavior inside of the classroom.

B: The student's interest inventory that I analyzed was one in which the student responded to a question about setting a goal for the school year with indicating that she just wanted to make it through the school year because school tires her physically and mentally. In reviewing the survey I was able to learn that the student is not involved with any extracurricular activities outside of school that may be leaving the student tired and drained at school. This particular student states that she does not like sports, but does like to sing and enjoys her music class. In order to engage this particular student and facilitate her learning in class, I would plan activities that incorporate upbeat music on "Fitness Fridays". "Fitness Fridays" include fitness stations set up in a circuit form for the students to complete an exercise at each station prior to moving on to the next. By utilizing music during the fitness circuit, the activity may be more enjoyable to a student that does not particularly enjoy fitness, but enjoys music.

Refer to the Task 2 Rubric for Textbox 1.2.2 and ask yourself:

- Where does the candidate explain how the compilation of students’ interest inventories could be used to design instruction that helps them achieve learning goal(s)?
- Where does the candidate describe how the results of one student’s interest inventory could be used to promote that student’s engagement and learning?
- What evidence indicates that this candidate’s analysis of findings from the interest inventories and their impact on instructional decisions is effective?

Step 2: Resources and Procedures

Textbox 1.2.2: Student Interest Inventory

Did not Meet/Partially Met Standards Level

One example of how the student inventory would influence my instructional decisions would be that 10 out of 16 students voted Ultimate as their favorite outside activity. This would influence my decisions on instruction as I plan my Ultimate unit. I can plan Ultimate activities and challenges that can be done outside. I can plan to teach Ultimate during the warmer part of the year for more chances to go outside and teach without it being too cold.

B. One of the questions on the inventory is, “How do you prefer to make decisions in P.E. class?”

A) Majority Rule B) Teacher Chosen C) Students pick D) Equal Rotation

One of my students chose “Students Pick”.

From this answer, I can assume that if that certain student was in a class where the assignment required students to get in pairs, then that student would prefer to pick their partner instead of the teacher picking their partner for them. If that student got to pick their partner, it would promote student engagement because they would be engaged in activity with someone they liked and would want to participate more than if they were with a partner they didn't like.

Refer to the Task 2 Rubric for Textbox 1.2.2 and ask yourself:

- Where does the candidate explain how the compilation of students’ interest inventories could be used to design instruction that helps them achieve learning goal(s)?
- Where does the candidate describe how the results of one student’s interest inventory could be used to promote that student’s engagement and learning?
- What evidence indicates that this candidate’s analysis of findings from the interest inventories and their impact on instructional decisions is ineffective?

Suggestions for Use

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.