

PPAT® Assessment

Library of Examples – Physical Education

Task 4, Step 1, Textbox 4.1.1: Goals and Student Background

Below are two examples of written responses to Textbox 4.1.1 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 Prompts for Task 4, Textbox 4.1.1

- What learning goal(s) and standards (state and/or national) did you identify for the class? Explain how they are appropriate for the lesson and your students' learning needs.
- What whole-class data did you use to establish a baseline to measure student growth?
- How did your students' prior knowledge and background information influence your planning process?

Example 1: Met/Exceeded Standards Level

- The learning goals were 1) Students will be able to dribble a soccer ball using proper technique, 2.) Students will be able to identify basic cues for dribbling a soccer ball, and 3) Students will demonstrate an understanding of the proper dribbling technique. It is appropriate that the students are able to dribble a soccer ball properly because that skill is required in order to succeed in the game. The reason why it is appropriate that the students understand how to identify soccer cues because students will have an easier time performing the skills if they know the necessary steps that are required to perform the skill proficiently. The NASPE standards that were identified for the class are Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness and standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others. NASPE standard 1 is appropriate because it's aligned with learning goal 1 and 2. NASPE

standard 2 is appropriate because it is aligned with learning goal 2 and 3. NASPE standard 3 is appropriate because it's aligned to all the learning goals; if the students know how to dribble the ball, they have knowledge and skills required to participate in a game of soccer. NASPE standard 4 is appropriate because if the students exhibit responsible personal and social behavior that respects self and others, then the student will be able to participate cooperatively and productively in group and individual physical activities pertaining to dribbling a soccer ball.

- b. The whole-class data I used to establish a baseline to measure student growth was a multiple choice/true or false pre-assessment on soccer skills and knowledge. The assessment consisted of what you should or should not do when you are performing skills or playing the game of soccer. I calculated the number and percentage of students that selected the correct answer on the pre-assessment. The reason I had the students take this pre-assessment is because I wanted to know how much prior knowledge they had about the game of soccer before performing and playing the game. Therefore, I could get a general idea on what I need to emphasize and cover during the lesson and what activities I should use in my lesson to help the students gain knowledge on what they know least about. The lesson is aligned to the assessment, therefore the increase in grade percentage between the first and second time taking the assessment will reflect student growth.
- c. On the pre-assessment, I was able to calculate the number and percentage of students that selected the correct answer. 81% of the students knew that you should dribble with the dominant foot, 47% of the students knew that you should dribble with your head up, and 90% of the students knew you should dribble the ball with the instep of the foot. 50% of the students knew that they should lean back a little while kicking the ball to keep their balance, 90% of the students knew that their dominant foot would give them the most accuracy while dribbling, 52% of the students knew that their non dominant foot should be next to the ball as the dominant foot is swinging forward to kick the ball, 62% of the students knew that you should tap the ball lightly when dribbling to keep the ball close to the body and away from defenders when dribbling forward, and 19% of the students knew what a follow through was. The students averaged a 46% on the multiple choice questions and true and false statements pertaining to dribbling. They averaged a 61% on the multiple choice questions and true and false statements pertaining to handling. Therefore, there was a great amount of students who lack knowledge in how to properly dribble and handle a soccer ball. In my lesson I decided to explain and demonstrate proper handling and dribbling technique. I also had the students participate in drills and skills that emphasized proper dribbling and handling technique such as teaching the students the "trophy pose", many basic touch drills to practice ball handling, and even practice games like "red light – green light" that required the students to dribble the soccer ball than stop the ball as quickly as possible, while gaining and keeping control of the ball until green light is given and they may move again.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence connected?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Each of the state standards was addressed in the particular unit that I taught. I expected my physically literate student to exploit basic knowledge of behavior and skills taught. The state standards are appropriate for the lesson in which they address skills and issues demonstrated in the particular lesson. My students learning needs are addressed previously in the semester. In our sports we cover, the learning goals are addressed previously so the students know what they're expected to complete in the unit. Most are basic skills as well as safety and sportsmanship issues. For whole class data I allowed students to choose their own partners in which they felt they would be most successful with in the unit. During skills and drills, I had the students assess each other on how they were able to demonstrate a particular skill taught. For example, the forehand and backhand toss in the sport of ultimate Frisbee.
- b. To establish a baseline for gameplay I used their assessments on each other to come up with teams that results proved would work best. This created a lot better circumstances in game play and made students participate in order to succeed and pass the skills for the unit. It also set a competitive tone for game play because not all of the better athletes in the class were on the same team. This allowed the students to grow socially in class and work together with others in which they may not get along with as well as make them work harder to win. Therefore, they address the skills as best as they possibly can. My students didn't really know all that much about the sport of ultimate Frisbees I addressed the sport with a day of notes on the history, rules, and strategies of the sport.
- c. As for background information, I didn't really have any but I asked my students if they had ever thrown a Frisbee or played a childhood game using one. For my planning process I started it off from the basics such as foot work and grip on the Frisbee. I then went to release point of the disc in order to guide the Frisbee to your target instead of releasing too early or late. After the students were able to get the throw down, I introduced leading the Frisbee to a partner and getting into open space. These are some of the basic skills in the sport of ultimate and I planned it like this because of the lack of knowledge of my class.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence 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.