

PPAT® Assessment

Library of Examples – Physical Education

Task 4, Step 1, Textbox 4.1.3: Lesson Activity(ies)

Below are two examples of written responses to Textbox 4.1.3 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 Prompts for Task 4, Textbox 4.1.3

- Describe the activity or activities that is (are) the main focus of the lesson plan. Explain how you designed the activity(ies) to anticipate **and** address student learning needs.
- Describe how you will monitor student learning during the course of the lesson.
- What student work samples will you require the students to submit as part of your assessment of student learning resulting from the lesson? (The work can be created either during or after the lesson.) How will these responses be integrated into the lesson plan? Provide a rationale for your choice of student work samples.

Example 1: Met/Exceeded Standards Level

- The activities that I have students participating in are dribbling relays, a passing/trapping activity, and game-play. For dribbling relays students will remain in their assigned squad lines and each line will get a soccer ball. First, students will dribble from one end of the gym to the opposite end and back using just their right foot. The same will go for dribbling with their left foot and alternating between both feet. The passing and trapping activity that I have designed is a partner activity that requires students to pass the ball to their partner and trap the ball when the ball is passed back to them, using the correct part of their foot for each skill. I designed these activities to anticipate and address student learning needs by thinking about the class as a whole. My students benefit from partner activities and being able to work with each other. These activities also allow me to go around and give individual feedback to students who may need it and address any learning needs that my students may have. The mini-game that I have students participating in will be played 6v6, with one player from each team playing goalie, two players from each team playing defense and 3 players from each team playing offense.

The game will begin by the goalie rolling the ball into play and I will facilitate substitutions because there are more than 6 players on each team. I designed this activity to anticipate and address student learning needs by creating a game play situation that will allow all students to be successful. By only allowing 6 players per team on the floor at a time it minimizes the risk of injury. This also allows me to reasonably observe and facilitate the game and address students' needs as well.

- b. I will monitor student learning during the course of the lesson through observations. Since this lesson is focused on skill performance I will watch to see what progress students have made towards the learning goals. During the dribbling relays I will check that students are utilizing the correct parts of their feet, that they are keeping the ball close and that they are maintaining control of the ball. For the passing and trapping activity I will also check that students are using the correct parts of their feet for each skill and checking that their partners are paying attention before passing the ball. For the mini-game I will check for proper dribbling, passing and trapping techniques and I will check that students are playing respectfully towards each other and equipment. I will correct students who are not meeting the learning goals so that they can continue making progress by the end of the lesson.
- c. Work samples that I will require students to submit as part of my assessment of student learning resulting from the lesson will be a post-assessment. The post-assessment will be the same as the pre-assessment given to students prior to the introduction of the lesson. It will be fill-in the blank with a word bank and one open-ended response. This will allow me to see what questions and concepts students understood and acquired knowledge about and what questions and concepts students still need help on. This way I can get an accurate result of student learning progress. Work samples will be given to them following the lesson. I chose to give it to students at this time rather than stopping in between drills and activities to do written work because I find that this way is much more ideal and realistic for a P.E class setting. Therefore, I will integrate student responses from the post-assessment into the follow up lesson for our soccer unit. I will determine what my students need more understanding of and develop learning activities around those specific needs.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.3 and ask yourself:

- Where does the candidate explain how the activity anticipates and addresses student learning needs?
- Where does the candidate describe how he or she will monitor the students' learning?
- Where is the rationale for the choice of student work for assessment of student learning from the lesson?
- Why are the responses appropriate?

Example 2: Did Not Meet/Partially Met Standards Level

- a. The learning activities that are the main focus for this lesson are the ball control activities. Knowing that most of the students had never played tennis before I knew that it would be important to start with the fundamentals. Controlling the ball is something that needs to be done before allowing students to get into hitting, serving, etc. so that they know how much power to put into the ball and where it needs to be hit on the racket. With most students having not played before it was important to have them start stationary with the

drills and then graduate to being mobile afterwards. The ball control activities chosen were good ways for the students to get a feel for the racket, the wrist movements, and most importantly ball control.

- b. I will be in front of all the students and working with them as a class. I will be instructing them when they are to start the activity and when to stop. This will allow me to see which students need the most help and which students are doing well. I will also be walking around when students get into their pairs to do some partnered skill work. This will allow me to get a more individual look at the students and will allow for more one on one work as well as student modeling.
- c. Student learning will be shown with the data collected from the students' ball control activities. Students will be scored with an initial test and then they will be given a similar test later to show the growth that they developed in between the two assessments.

Refer to the [Task 4 Rubric](#) or [Textbox 4.1.3](#) and ask yourself:

- Where does the candidate explain how the activity anticipates and addresses student learning needs?
- Where does the candidate describe how he or she will monitor the students' learning?
- Where is the rationale for the choice of student work for assessment of student learning from the lesson?
- Why are the responses vague?

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.