

PPAT[®] Assessment

Library of Examples – Physical Education

Task 4, Step 3, Textbox 4.3.1: Understanding the Two Focus Students

Below are two examples of written responses to Textbox 4.3.1 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 4.3.1

Focus Student 1

- Identify Focus Student 1's learning strengths and challenges.
- What data did you use to establish a baseline to measure this student's growth?
- What evidence will you collect to show his or her progress toward the learning goal(s)?

Focus Student 2

- Identify Focus Student 2's learning strengths and challenges.
- What data did you use to establish a baseline to measure this student's growth?
- What evidence will you collect to show his or her progress toward the learning goal(s)?

Example 1: Met/Exceeded Standards Level

Focus Student 1

A. Focus student 1's learning strengths include the ability to pick up physical tasks very quickly, tasks such as running, jumping, throwing, shooting, passing, dribbling, and defense. Other learning strengths include understanding the rules of games during gameplay, and she is good at helping other students during gameplay by assisting with skills and the understanding of rules. Out of all of her strengths, Focus student 1's greatest strength is the ability to lead, she is a leader amongst her peers, especially in the Physical Education setting. I have observed her assisting and encouraging some of the students in her class that have special needs and seeing her do so has shown other students good leadership qualities. Focus student 1's learning challenges are more on the academic side of things instead of the physical side. She struggles

with written rules and assessments even though she excels with physical skills and assessments. After observing her take the pre-tests for this lesson, she struggles with fully comprehending everything that she is reading, but I think that is because she is impatient during written assignments. She rushes through them and does not fully read the instructions.

B. To establish a baseline for growth for focus student 1, I took the scores from the pre-test and then observed them in team handball gameplay. Focus student 1 scored two out of seven on the pre-test, but physically picked up the gameplay fairly quickly. Pretest Question 4) Are you allowed to tackle opponents for the ball? Focus Student 1 answered this question correctly. Question 5) Is a goalkeeper allowed? Focus Student 1 also answered this question correctly; therefore, only getting 28% of the questions correct and 72% wrong. This shows that she knows very little about team handball. After adjusting to the students' needs for the rest of the lessons, at the end of the team handball unit, I took the student's score from the post test and compared it to the pre-test to gauge the level of growth made throughout the unit.

C. For focus student 1 I will observe her play during team handball game play and take her score from the post-test and compare it to the pre-test. After the pretest and the first set of team handball gameplay, I adjusted the learning goals to slowing down and focusing on the pre-test, and to continue to participate in team handball gameplay with confidence.

Focus Student 2

A. Focus student 2's learning strengths is his ability to make adjustments, happy to be coached, and he is a careful reader. Throughout the lesson, and even in the video, he shows that he will work on correcting movements and skills when he is shown how and why. His greatest strength is that he wants to learn and be better at things. During the pre-test, he took his time and read through the instructions and even though not all of his answers were correct, I could tell that he understood the directions. His learning challenges are his lack of confidence, nervousness, and sometimes he takes too much time on assignments causing them to only be partially completed. His lack of confidence and nervousness go hand in hand, he gets in his own head and being worried he'll mess up and that causes him to get really nervous but after spending a little extra time with him on tasks he starts to seem much more comfortable and willing to learn.

B. To establish a baseline for growth for focus student 2, I took the scores from the pre-test and then observed them in team handball gameplay. Focus student 2 scored a 3 out of 7 on the pre-test, or 57% correct. Question 1) On a scale of 1-5, 1 not being confident at all and 5 being very confident, how well do you understand the rules of team handball? Focus Student 2 answered this correctly. The way to answer this question incorrectly is to give a response that is not 1-5. Incorrectly answering this question shows the students inability to follow instructions and to take the time to pay attention. Pretest Question 4) Are you allowed to tackle opponents for the ball? was also answered correctly. Question 5) Is a goalkeeper allowed? Focus Student 2 also answered this question correctly. And, Question 7) How many players are on the court for each team? was answered correctly. He started out really struggling during team handball gameplay. After adjusting to the students learning needs for the rest of the lessons, at the end of the unit I will take the student's scores from the post test and compare them with the pre-test scores to establish the level of growth shown throughout the unit.

C. For focus student 2, I will observe how he performs on each skill during the skills activities, as well as how well he does on the post test. Given extra time, I think his post test will improve from a score of 2 to a 3. With more time to focus on the specific skills of team handball, focus student 2 will hopefully feel much more comfortable participating.

Refer to the [Task 4 Rubric](#) for Textbox 4.3.1 and ask yourself:

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student and how each student's progress toward the learning goal(s) will be determined.
- What makes the evidence effective?

Example 2: Did Not Meet/Partially Met Standards Level

- Focus Student 1 had his own strengths and weaknesses when it came to learning. A learning strength of Student 1 was his respectfulness and his ability to be taught in class. In the four lessons that his class was a part of I never had to use his name for discipline or for any negative reasons. This strength was also one of his weaknesses as well. See the student was not very social therefore, never spoke much and just stuck to staying on task. This was a plus when they were engaged in activity and I did not have to worry about keeping an eye on FS1 but during our discussion time, which I said was very important to the unit, he did not speak much. It was not until the final lesson until I had Focus Student 1 raise his hand to answer a question. Although this was a huge step for him, this was not a significant change because when I left the school this student was still very anti-social.
 - As I did for the rest of the class, I used a cognitive check-up in the beginning of the unit. This check-up was to see the initial knowledge of the students before going into the personal fitness unit.
 - At the end of the unit I used a final cognitive assessment to test all of the students; ability to retain the information from all of the lessons. This would show me what they still know four weeks later giving me a chance to give the students a final grade and to also show me what information they remembered or didn't. This assessment was for the cognitive domain but throughout the unit I used discussions to determine their knowledge as well as their affective value towards personal fitness.
- Focus Student 2 was an opposite of Focus Student 1. Where Focus Student 1 was very anti-social and easy to manage, Focus Student 2 was very outgoing and at time hard to handle. Throughout the four weeks of the unit Focus Student 2 was at times hard to manage because of their problem with talking. However this willingness to talk allowed me to see his knowledge in our class discussions. The focus students were actually opposite in their strengths and weaknesses but this allowed me to focus on the best of both worlds with the two different students.
 - The same as Focus Student one. Focus Student 2's baseline data can be seen here.
 - The same as Focus Student one.

Refer to the [Task 4 Rubric](#) for Textbox 4.3.1 and ask yourself:

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student and how each student's progress toward the learning goal(s) will be determined.
- What makes the evidence cursory?

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.

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