PPAT® **Assessment**

Library of Examples – Physical Education

Task 2, Step 1, Textbox 2.1.2: Preparing Learners for the Assessment

Below are two examples of written responses to Textbox 2.1.2 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 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 Prompt for Task 2, Textbox 2.1.2

a. What learning activities and student groupings will you use during the assessment? Provide a rationale for your choices.

b. What materials, resources, and technology will you use to administer the assessment? Provide a rationale for your choices.

Example 1: Met/Exceeded Standards Level

a. During the assessment, students will be placed in pairs, given one assessment each and sent to poly spots set up 10 feet across from each other. The activity includes first practicing and getting accustomed to jump roping. During practice students may work on catching the rope with their feet and/or any of the jump roping skills listed in the assessment. Placing the students in pairs to observe and assess each other is a more effective way of grading students because, first of all, it ensures that there is time for everyone to be assessed and scored in one class period; and second, the learning activity allows students to grasp the jump roping skills that we will be working on after the pre assessment and also works as a culminating activity for the post assessment to measure growth made since the pre-assessment.

b. The materials, resources, and technology used to administer the assessment includes 1 assessment and pencil per student one jump rope per student music and one poly spot per student. The assessment and pencil will be used in order to receive data and scores for each student. Jump ropes will be used in order to take the assessment and assess jump roping skills. Poly spots will be used and set up before class begins so that each student has their own spot and knows where to stay throughout the activity rather than giving them the opportunity to move around throughout the gym. Giving each student a

specific spot during the assessment ensures safety for everyone as jump ropes are being used. Music used during the activities ensures an effective start and stop signal. Students will be administering the pre and posttest reciprocally to their partner. I chose a reciprocal assessment because this enables students to work on observing, communication skills, and allows students to view and think about the way their partner is jump roping compared to their approach. Reciprocal observation also ensures that the assessment will be completed by the end of class rather than myself trying to observe twenty students' performances.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.2 and ask yourself:

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rational for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response clear?

Example 2: Did Not Meet/Partially Met Standards Level

a. The type of learning activity that I will use with my students will be mostly classroom discussion and some grouping. This will get the students talking and engage in the lesson and also I can use the discussion as an assessment to see what prior knowledge the students may have. I feel like the students will feel more comfortable to participate in class if they can work in a group or talk as a class.

b. I will use a projector and a laptop to go over the assessment verbally and visually. This so the students could see what they were going to be tested on before the assessment.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.2 and ask yourself:

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rational for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response 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.