

PPAT® Assessment

Library of Examples – Physical Education

Task 2, Step 2, Textbox 2.2.2: Analysis of the Assessment Data and Student Learning for Each of the Two Focus Students

Below are two examples of written responses to Textbox 2.2.2 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 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 2.2.2

- a. What did you learn overall about the progress of each of the two Focus Students toward achieving the learning goal(s)? Cite evidence from each of the two Focus Students' completed assessment and any other related data to support your analysis.
- b. Based on the assessment data, both baseline and graphic, what impact did your modification(s) of the assessment have on the demonstration of learning from each of the two Focus Students? Cite examples to support your analysis.
- c. Describe how you engaged each of the two Focus Students in analyzing his or her own assessment results to help understand progress made toward the learning goal(s).

Example 1: Met/Exceeded Standards Level

- a. What I learned about Focus student 1 was that even though she was already placed in the master skill category during the pre-assessment she improved the amount of consecutive jumps she performed in the post assessment. Focus student 1 had experience in jump roping prior to the unit and the unit helped her improve and refine her jump roping skills. Focus student 2 improved from his pre-assessment after going through activities in which live demonstrations and task cards with pictures of different jump roping skills were given. This allowed Focus student 2 to learn in a different way rather than trying to read different instructions. Focus student 2 was also placed in a group of 3 during the post assessment so that he would have someone to discuss the skills they were observing while the third partner performed. Focus student 2 went from being placed in the amateur skill category in the pre-assessment to being the master skill category in the post assessment. This student exceeded the goal I had set for him by a landslide. A great deal of it had to do

with the way that the lessons and activities were presented to him after the pre-assessment because of his reading disability.

- b. The impact my modifications of the assessment had on the demonstration of learning from both Focus students was beneficial. Focus Student 1 achieved a total for her short rope jumps of 45. For Focus Student 1, creating a new skill category for this student allowed her to receive a higher skill placement than she already had received in the pre-assessment. I also used the inclusion style of teaching during learning activities so that this student was provided a number of extensions in order to progress forward rather than stay behind with most of the other students. Focus Student 2 was provided the post assessment in a group of 3 rather than in a pair so that he and another student could discuss what they were supposed to be observing and looking for rather than him struggling to read the assessment as he was trying to observe the student performing. With having a total of 42 short rope jumps, Focus student two went from skill level 2 after the pretest to skill level 5 after the post test.
- c. With both of the focus students, I privately reviewed their results of the post assessment. I asked what changed in their results in the post assessment compared to the pre assessment. I then asked them questions such as "Did you score higher or lower?" "What do you think helped you during the unit to achieve higher scores in the post test?" "What was the most frustrating thing about the task or lesson for you to complete?" "What did your classmates or I do during the unit that helped you the most?" "What did you change about how you jump roped during the unit?". Both students answered differently. Focus student 1 said that she felt she stayed at mostly the same skill level but she liked that she had choices of what to do during the activities and liked moving from station to station. Focus student 2 stated that trying to read the reciprocal assessment made it hard for him to score his partner and he didn't like that activity. He also stated that he liked the task cards with picture demonstrations because he didn't have to spend the whole activity trying to read and getting upset. These responses showed me that the extensions really helped for Focus student 1 while the simplifications provided helped for Focus student 2.

Refer to the [Task 2 Rubric](#) for Textbox 2.2.2 and ask yourself:

In the candidate's response, where is there evidence of the following?

- An analysis of the progress of Focus Student 1 and Focus Student 2
- An example of the progress of Focus Student 1 and Focus Student 2
- An analysis of the impact of the assessment modifications made for Focus Student 1 and Focus Student 2
- An example of the impact of the assessment modifications made for Focus Student 1 and Focus Student 2
- The engagement of Focus Student 1 in reviewing the assessment results for understanding of his or her particular progress
- The engagement of Focus Student 2 in reviewing the assessment results for understanding of his or her particular progress

Why is the candidate's analysis substantive?

Example 2: Did Not Meet/Partially Met Standards Level

- a. I learned that Focus Student 1 had very little motivation to improve his skills. He is not competitive and does not find sports fun. He has a happy personality but has accepted the fact that he will not be any sort of an athlete. I found that by giving positive feedback instead of trying to correct his form all of the time he showed more interest and gave more effort. Therefore, I made sure to give more positive feedback with a few performance feedback comments here and there. I learned that it was going to be more difficult for Focus Student 2 than I thought. The only softer, lighter ball I could find was a little smaller than the normal volleyball which made it difficult for him to overhead set at first. Once he figured it out he caught on very quickly but it was not "pretty" at first. Therefore, he scored lower on the first test because he wasn't very consistent in his pre-test.
- b. For Focus Student 1 I learned to build up his confidence with positive feedback before giving any performance feedback. During the assessment I said nothing about performance feedback and just gave him positive feedback. He started out rough but when he got his confidence built up he was then able to do the overhead setting more successfully. For Focus Student 2 the softer, lighter ball was more challenging at first and therefore the modification put him at a disadvantage. It took a few practices for him to get it figured out. When I told him it was a slightly smaller ball and to bring his hands closer together he became successful and the modification was no longer a disadvantage. He became quite skilled with the smaller ball which helped his hurt arm and also will help him when he can take his brace off because it will be easier to set the bigger ball.
- c. I will engage the students in analyzing their own assessment results by leaving feedback on their rubrics and addressing their skill issues in class by giving them feedback, tips, and tricks to accomplishing the goals of setting. I will also emphasize the skill cues by going over them every day in class and before they can leave the gym they will tell me three main cues as an exit slip.

Refer to the [Task 2 Rubric](#) for Textbox 2.2.2 and ask yourself:

In the candidate's response, where is there evidence of the following?

- An analysis of the progress of Focus Student 1 and Focus Student 2
- An example of the progress of Focus Student 1 and Focus Student 2
- An analysis of the impact of the assessment modifications made for Focus Student 1 and Focus Student 2
- An example of the impact of the assessment modifications made for Focus Student 1 and Focus Student 2
- The engagement of Focus Student 1 in reviewing the assessment results for understanding of his or her particular progress
- The engagement of Focus Student 2 in reviewing the assessment results for understanding of his or her particular progress

Why is the candidate's analysis uneven?

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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