

## PPAT® Assessment

### Library of Examples – Physical Education

#### Task 2, Step 3, Textbox 2.3.2: Reflecting on the Assessment for Each of the Two Focus Students

Below are two examples of written responses to Textbox 2.3.2 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 2.3.2

- Choose one successful aspect of the assessment for either Focus Student. Provide a rationale for your choice.
- How will your data analysis inform or guide future instruction for each of the two Focus Students?
- What modifications would you make to the assessment for future use for each of the two Focus Students? Provide a rationale.

#### Example 1: Met/Exceeded Standards Level

- One successful aspect of the assessment for focus student 1 was the demonstrations and pictures I showed to him. Because he can't speak English well, the pictures allowed him to see what I was looking for and he could match up his critical elements to the pictures I showed him to see if he is doing them the correct way. This helped him learn the critical elements and succeed in achieving the learning goals.
- My data analysis will guide any future instruction for focus student 1 by continuing to use extra demonstration and pictures to help him understand the skills that I teach. The pictures help him learn the critical elements of the skills because he is able to understand that he should look like the pictures whenever he does the skill. Because he understands that I assess what I am showing him in the pictures, he is able to practice correct technique that will help him succeed in achieving our class learning goals. Continuing to assess the psychomotor domain is crucial because the demonstrations and pictures are a learning tool used to communicate with each other. Data analysis will guide future instruction for focus student 2 because I will need to continue to give her extensions and

challenges. During these extensions, it is crucial that I make sure she understands that just because I am assessing product knowledge, the process is important in achieving a good product. If I continue to do this, she will become autonomous in a lot of the skills that I teach.

- c. Modifications that I would make to the assessment for focus student 1 is assessing him at another time with the Spanish Immersion teacher present. This way we can communicate orally while I am giving the assessment. The Immersion teacher will give the student instructions in his language so he can perform the task while I assess, if needed I can also give feedback on the spot through the translator. Modifications that I would make to the assessment for focus student 2 would be including both the critical elements and accuracy rubric in her assessment. Also, I need to spell it out that I am assessing both of these elements of the overhand throw. In doing this, she will be able to focus on both the critical elements, the original learning goal, and the accuracy of her throw, the new learning goal. Both students should benefit highly from these modifications to their assessments.

**Refer to the [Task 2 Rubric](#) for Textbox 2.3.2 and ask yourself:**

In the candidate's reflection on the assessment for the focus students, where is there evidence of the following?

- A successful aspect of the assessment for one of the focus students and a rationale for the success
- Modifications to be made for future use in the choice of student activities and groupings and/or materials, resources, and technology for each Focus Student.
- How data analysis will inform or guide the next steps for teaching each of the focus students

Why is the candidate's reflection analytic?

**Example 2: Did Not Meet/Partially Met Standards Level**

- a. By creating a larger boundary, allowing Focus Student 2 to move in closer and grouping him with certain people on the court, his behavioral outburst did not occur or affect his assessment. Because of these modifications Focus Student 2 was able participate and have success in the assessment. If some of these modifications were not made to help increase the chance of Focus Student 2 success, I am positive he would have had some behavioral outburst and caused distractions for the rest of the class. But because the right modifications were taken, this did not happen and the student made progress through the assessment and had fun while doing it.
- b. The modifications and comments on the rubric and post-test from this assessment will help me with these 2 Focus Students when I instruct them with different activities in the future by looking at what was successful and helped them and what didn't. This way I know in the future what will help each student be successful and what went such as modifying their equipment, boundaries, or by grouping them.
- c. After these students got through the pre-test and had lots of practice, seeing if they are comfortable going from tennis to badminton racquet or for Focus Student 2 maybe making his boundary smaller and backing him up and if they are not comfortable doing so are want to go back to normal modifications after they try it, that is fine. I feel like after a couple of days and practicing with the modifications, the focus students could have the

same success without some of the modifications but if they try, and don't have any success they will go back.

**Refer to the [Task 2 Rubric](#) for Textbox 2.3.2 and ask yourself:**

In the candidate's reflection on the assessment for the focus students, where is there evidence of the following?

- A successful aspect of the assessment for one of the focus students and a rationale for the success
- Modifications to be made for future use in the choice of student activities and groupings and/or materials, resources, and technology for each Focus Student.
- How data analysis will inform or guide the next steps for teaching each of the focus students

Why is the candidate's reflection incomplete?

**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.