

PPAT® Assessment

Library of Examples – Physical Education

Task 3, Step 1, Textbox 3.1.3: Learning Activities

Below are two examples of written responses to Textbox 3.1.3 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 Prompt for Task 3, Textbox 3.1.3

- What learning activities do you plan to implement in this lesson? Provide a rationale for your choices.
- How will these learning activities address students' strengths and needs?
- How did your class demographics inform the design of the learning activities you chose?

Example 1: Met/Exceeded Standards Level

- The learning activity I plan on utilizing will require the use of four stations/groups in floor hockey. These stations will require the students to engage in activities that allow them to practice the learning cues as well as have the ability of adding extensions to the lesson if necessary at a later time. Examples of the different stations that students will engage in include short distance (stationary) shooting, long distance (stationary) shooting, and two stations (one short and one long distance) that have a stationary defense in which the players have to shoot around. These stations not only allow the ample use of class time by actively having all of the students engaged, but also allow the students to scaffold their learning on their ability of shooting in the game of floor hockey.
- These stations that have been created will show the students their current skill levels and provide them with an opportunity to see how they can improve (if necessary). These stations give the students a firsthand experience in practicing their skills and how they may/may not implement them into actual floor hockey games. Extensions can also be implemented at each station for those students who are more advanced with their skill set. One example would pertain to the distance the stationary goals sit away from the shooter during the duration of the shot. For pre-control/control students a distance of 10ft would suffice, but for the advance students, the goal could be moved back to a distance of

15+ feet. The teacher is also able to provide quick and instant feedback as they look upon the students performing the tasks in groups as opposed to each individual student.

- c. The classroom demographics that formed the design of the lesson were class size. Because there are 24 students in the class, students will be placed in groups of 6 to go along with 4 stations to provide more opportunity for the students to practice their cues and make ample use of the time allotted. This allows the opportunity as well for the students to have an equal number of chances for repetitions at each station and visit each individual station that has been set up. The small group sizes would provide practice opportunities for all students.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.3 and ask yourself:

- What rationale does the candidate provide for each learning activity included in the lesson?
- How does the candidate show that the learning activities address the students' strengths and needs and the class demographics?
- Why is the analysis of learning activities thorough?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Prior to each lesson students will engage in a series of stretches including, arm circles, toe touches, hamstring stretches, quad stretches, butterflies, push-ups, sit-ups, jumping jacks, and running laps. The stretches provide the students the opportunity to get loose before the activity and by learning to correctly execute each stretch the students have the foundation to lifelong health. The activity for this lesson is scooters. Students will be expected to safely navigate a scooter across the gym floor, in his/her own lane in multiple fashions such as, sitting backwards, forwards, on bellies and on knees.
- b. The main goal of each lesson is to provide students the opportunity to be active and promote lifelong health in a safe and stress free environment. I must introduce lessons that can be successfully completed by all my students. Through assessment I will be able to see in what areas of fitness my students may be having a problem and what I can do to help.
- c. It is important to choose an activity that allows all students to participate in and achieve some level of success. The diversity in my class was such that through a little modification every student was able to complete the lesson safely and with some degree of success.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.3 and ask yourself:

- What rationale does the candidate provide for each learning activity included in the lesson?
- How does the candidate show that the learning activities address the students' strengths and needs and the class demographics?
- Why is the analysis of learning activities ineffective?

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.

Copyright © 2018 by Educational Testing Service. All rights reserved.
ETS, the ETS logo and PPAT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries.