

PPAT® Assessment

Library of Examples – Physical Education

Task 3, Step 1, Textbox 3.1.4: Materials, Resources, and Technology

Below are two examples of written responses to Textbox 3.1.4 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 3.1.4

- What materials and resources will you use to support your instruction and student learning? Provide a rationale to support your choices.
- What types of technology do you plan to use in your instruction?
- How will your chosen technology enhance your instruction and student learning in the lesson?

Example 1: Met/Exceeded Standards Level

- The resources and materials that I used during this lesson were the v-sit machine, three push up machines, and five mats. The v-sit machine makes the v-sit easier to do and to score. This machine also allows for two students to go at the same time. There is a slider on it that the students push forward with their finger tips, where the slider stops is their number for how far they can stretch. The push up machines make it easier to count how many push ups the students do and make the students go all the way down for a push up. The students have to touch their chest to the red square on the device and then come off of the device for it to count one push up. This makes it easier for the students because they would sometimes lose count of how many push ups they do and their partners would lose count too because they weren't paying attention, so this way I know the students are giving honest numbers for their push ups. The mats are to help students when they do their crunches. The mats help protect the students' backs from the hard floor and also keeps them from sliding around and allowing them to get more repetitions instead of having to reset themselves every couple of reps. My rationale for using these resources and materials is because they all force the students to use the proper form with each

exercise. Having the students use proper form helps them identify the correct muscles being activated.

- b. For this lesson the technology that I used was my phone, my table, my speaker. My rationale for using these pieces of technology is because they were all used as stop and start indicators. I used my phone as a stopwatch to time my students for three of the five activities. I used my phone because I could keep it on me and then it would alert me when time was up if I wasn't paying attention because I was giving feedback to some students. I used my pad and my speaker together to play music for the students. I would play music for them because it is a good cue for the students to start or stop an activity. It's good workout music and if I have students not paying attention to when I say start or stop they know that when the music starts they start and when the music stops they stop.
- c. I used my phone as a stopwatch to time my students for three of the five activities. I used my phone because I could keep it on me and then it would alert me when time was up if I wasn't paying attention because I was giving feedback to some students. I used my tablet and my speaker to play music for the students. I would play music for them because it is a good cue for the students to start or stop an activity. It's good workout music and if I have students not paying attention to when I say start or stop they know that when the music starts they start and when the music stops they stop.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.4 and ask yourself:

- What rationale does the candidate provide for the use of materials and resources, including technology, to enhance instruction and student learning?
- Why is the analysis of materials, resources and technology effective?

Example 2: Did Not Meet/Partially Met Standards Level

- a. The only materials necessary for this lesson are cones and scooters. The gymnasium provides enough room for each student to complete his/her stretches. Setting up the cones in a way that defines scooter lanes helps to ensure that the students aren't running into each other thus, providing a level of safety.
- b. Technology is not needed for this activity. In the future I would like to be able play music during stretches to increase motivation and during post activity cool down to help my students relax.
- c. I am a music lover and prefer music to be playing in my classroom. Music may be a reward for good behavior. For example after a week of desired behavior music may be played during the lesson on Friday as a reward.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.4 and ask yourself:

- What rationale does the candidate provide for the use of materials and resources, including technology, to enhance instruction and student learning?
- Why is the analysis of materials, resources and technology effective?

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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