

PPAT® Assessment

Library of Examples – Physical Education

Task 3, Step 2, Textbox 3.2.1: Understanding Each of the Two Focus Students and Differentiating Instruction

Below are two examples of written responses to Textbox 3.2.1 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 3.2.1

Focus Student 1:

- Identify Focus Student 1's learning strengths and challenges related to the learning goal(s) of the lesson.
- Describe how you will differentiate specific parts of your lesson plan to help Focus Student 1 meet the learning goal(s) of the lesson. Provide a rationale.
- What evidence will you collect to show the progress Focus Student 1 makes toward the learning goal(s)?

Focus Student 2:

- Identify Focus Student 2's learning strengths and challenges related to the learning goal(s) of the lesson.
- Describe how you will differentiate specific parts of your lesson plan to help Focus Student 2 meet the learning goal(s) of the lesson. Provide a rationale.
- What evidence will you collect to show the progress Focus Student 2 makes toward the learning goal(s)?

Example 1: Met/Exceeded Standards Level

- Focus Student 1 holds a high level of potential to be a very successful professional in his future, however he often finds himself distracted and off task. This focus student is a refugee from Liberia who has only lived in the United States for two years. He has quickly adapted to the culture of the school and the English language, which ultimately proves how truly intelligent he is. He is a very physically fit individual, therefore he scored very

high on his fitness tests and has displayed academic proficiency with the daily class workouts. When this student is interested in the lesson he will do an outstanding job at performing the exercises and raising his heart rate, however if he is uninterested he shuts down and tends to not participate at all. I'm aware of this student's intelligence and I know when his peers need repetition on lower level skills that triggers him to shut down and not participate.

- b. Mosston's Reciprocal instructional strategy will be used by Focus Student 1 to help motivate peers and count correct form repetitions of various exercises. This instructional technique will keep him engaged along with putting his knowledge to use for a positive cause. During the curl-up and push-up activities this student has an added role to perform. This student will receive an interactive worksheet that correlate to the presentation that has more blank spaces and requires more work to be completed. The student will understand and grasp the concepts in the presentation more quickly than the class average. Therefore he will have space and time to incorporate more literacy on their page and critically think through ideas to paraphrase definitions. This student will receive a rubric for the fitness tests similar to other students, however it will have specific outlines of my expectations and benchmarks I believe the student can achieve that are greater than outlined for the rest of the class.
- c. By collecting his personal fitness goal along with student interest survey it has significantly helped keep this student involved with class and his learning. I am able to link the class content to his fitness goal and I discuss that with him before the lesson and/or unit. The student soon began to rely on his own intrinsic motivation to achieve his goal and actively participate in class. On the student interest survey he informed me of his interest in basketball since moving to the U.S. He has very few basketball skills, but definitely has an athletic nature. I remind him that the workouts and development of skills and health that take place throughout my lessons will help him become an athlete. A specific example of this was linking a squat jump interval to the same major muscle groups used to perform a jump shot in basketball. To track progression of this student I will look at the "Personal & Social" and "Behavior & Engagement" components of the gradebook. These components are graded daily by educator observation, attendance, social interaction with peers and completion of formative assessments such as exit slips/reflections.
- a. Focus Student 2 displays a positive and eager attitude every day she attends class, yet is very difficult to keep her on pace with the class curriculum due to several factors. This student has an IEP that is highly restricted and spends a vast majority of her day in a special education classroom. Physical Education is the only class where she is mainstreamed. This student has a very low current level of fitness and health and does not engage in physical activity outside of class time. She has a personal goal to drop body fat percentage by the end of the semester. This student does an outstanding job of raising her heart rate and gaining muscular strength and endurance when considering her physical restrictions when she is in class. Due to this student's high restrictions and schedule, she is often absent from class because of the time she is allotted to complete assessments and assignments for other courses. Physical education tends to be put on the backburner by the Special Education Teacher for this student in order to catch up on work from her core classes.

- b. When students create their own health and fitness goals, Focus Student 2 will be taught in a Divergent Discovery instructional style rather than a Learner Designed style. During the SMART Goal activity this student will receive the same set of cognitive operations to reach the ultimate goal and with smaller perimeters and more guidance. This student's interactive worksheet will be completely filled in when she receives it. This will be a quality learning resource for the student to follow the presentation and alleviate pressure or distractions to learn at the same pace with other students in the class.
- c. I will track this student's progress by doing a body fat test with her once a month, by her choice. The student has already performed three body fat percentage tests and has made positive progress towards her goal. I will also track her attendance to research how fitness and self-confidence play an important role in this child's character and development to be successful in her core classes.

Refer to the [Task 3 Rubric](#) for Textbox 3.2.1 and ask yourself:

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student.
- How does the candidate plan to differentiate the lesson plan for each Focus Student and evaluate each student's progress toward the learning goal(s)?
- Why is the analysis of the plan to differentiate instruction effective?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Focus student #1 is very athletic and has great motor skills as her strength, her weakness is she gets bored and tends to wander around the gym unless I have extra for her to do. I will push her to get a perfect score on her serving test and encourage her to help the other students with their fundamentals.
- b. Focus student #2 strength is she is a very good listener, her weakness is she has weak motor skills, and she has an IEP for reading and speech impediment.
- c. I will differentiate by verbally asking vocab words to focus student 2 and verbally giving her tests as well as allowing her more time to complete tasks. She will also be able to move forward in serving drills and her evaluations will be based on being fundamentally sound. Focus student 2 will be asked to help other students on their serving technique as well as be asked to place her serves in different areas of the court. I will provide focus student 2 with an ultralight volleyball making the ball travel farther with less force therefore enhancing her likelihood for success.
- d. I will encourage her to move closer to the net so that she will too experience success and be able to build on her skills. I will look more for form on this student's serve rather than getting the ball over the net.

Refer to the [Task 3 Rubric](#) for Textbox 3.2.1 and ask yourself:

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student.
- How does the candidate plan to differentiate the lesson plan for each Focus Student and evaluate each student's progress toward the learning goal(s)?
- Why is the analysis of the plan to differentiate instruction 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.

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