PPAT® Assessment

Library of Examples – Physical Education

Task 3, Step 3, Textbox 3.3.2: Analyzing the Differentiated Instruction for Each of the Two Focus Students

Below are two examples of written responses to Textbox 3.3.2 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 3, Textbox 3.3.2

a. To what extent did each of the two Focus Students achieve the learning goal(s) of the lesson? Cite examples to support your analysis.

b. How did your differentiation of specific parts of the lesson help each of the two Focus Students meet the learning goal(s)? Cite examples to support your analysis.

Example 1: Met/Exceeded Standards Level

a. Focus Student 1: Short term learning goals are created to motivate the student and set realistic expectations to meet. At the beginning of the lesson a baseline assessment was given to all students. The baseline was scored and documented and used to make goals and modifications based on previous knowledge. Focus Student 1 wrote a short response to the prompt which was evaluated and used to make strides toward the next progression of the learning goal. She met the expectations of the learning goal, but did not meet all the requirements of the activity. The student was 75% to her first goal. The authentic assessment journal was then collected to show spans of improvement over time. At this time, the student met 100% of the learning goal showing mastery of this lesson. Focus Student 2: The baseline was scored and documented, this data was used to make goals and modifications for future learning goals. During the discussion, the instructor moved around the room and gave feedback. At this time, Student 2's outcome was noted at 90% and progressed in the learning goal. The journal assessment was collected, but did not meet expectations based off the rubric an informal conversation. Focus Student 2 reached 60% of the learning goal. The teacher scheduled a review time so Focus Student 2 could verbally explain her experience and how to improve in the future.

b. Focus Student 1: Differentiation strategies were set into place to help not only the Focus Students but the entire class. Focus Student 1 excels in creative arts and individual work assignments. Allowing the Focus Student to write down her discussion responses eased anxiety and created a learning environment to continue work without a having a "meltdown". This supports her learning styles and creates opportunities for increased time spent on-task. Focus Student 1 responds well to verbal instruction and diagram models which were used during the interactive slide show presentation to connect the written materials with the aural instruction. Focus Student 2: Focus Student 2 works well when working on tasks in short time intervals. Reducing the number of days to journal log helped focus her efforts into the quality of the work versus the quantity. She also responds well to pictures, videos, and use of technology. Giving the student her own device at her desk enabled her individual work time and engagement in the learning activities. Giving Focus Student 2 appropriate time to be social with peers enhanced her attitudes toward the content and encouraged her to meet the desired learning goals.

Refer to the [Task 3 Rubric](#) for Textbox 3.3.2 and ask yourself:

- What evidence does the candidate provide to show the extent to which each Focus Student achieved the learning goal(s), including the impact of the differentiation(s) planned for each student?

- Why is the analysis of the differentiated instruction clear?

Example 2: Did Not Meet/Partially Met Standards Level

a. Both students met the learning goals. The first Focus Student could dribble correctly while running and passed the test over the rules. The second Focus Student passed the skill progression as well. They could not run while dribbling correctly but that is not required. They did all the things the rubric said if they took their time. They also passed the rules test. Focus Student one missed only one question but Focus Student 2 missed three.

b. The smaller ball and spreading the cones out really helped the second Focus Student. That way the student could correctly dribble the ball while still doing the skill progression. The first Focus Student met the learning goals but I also pushed the student to advance their skill by running and performing various moves while dribbling.

Refer to the [Task 3 Rubric](#) for Textbox 3.3.2 and ask yourself:

- What evidence does the candidate provide to show the extent to which each Focus Student achieved the learning goal(s), including the impact of the differentiation(s) planned for each student?

- Why is the analysis of the differentiated instruction limited?

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.