

PPAT® Assessment

Library of Examples – Physical Education

Task 3, Step 4, Textbox 3.4.1: Reflecting on the Lesson for the Whole Class

Below are two examples of written responses to Textbox 3.4.1 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 3.4.1

- a. What specific instructional strategies, learning activities, materials, resources, and technology will you use to help students who did not achieve the learning goal(s)? Describe how these lesson components will help the students achieve the learning goal(s).
- b. How will you use your analysis of the lesson and the evidence of student learning to guide your planning of future lessons for the whole class? Provide specific examples.

Example 1: Met/Exceeded Standards Level

- a. After my assessment 6 of the students did not meet the learning standards. Since six of the students did not meet the learning standards we are going to be doing more skill related activities in order to get those students to reach the learning standards. Even the students who passed the learning standards are still going to work on those same skills again but I will make the drills more difficult for those students. I will be using cooperative learning by having the students get into small groups of three. The students are all going to grab a lacrosse stick and one ball for the three of them. The first learning activity that we are going to do as a class is triangle passing with the underhand technique. I will make sure the students who did not meet the learning goals are in the same two groups of three. The students who have meet the learning goals will also be in a triangle and practice underhand throwing to each other but I am going to be having them move while they throw. They are going to be doing a weave movement while they are passing the ball to each other. This will simulate a game like motion and pass. The next thing we are going to do is work on overhead throwing. The six students will stay in their triangle but spread out and practice overhead throwing. I will be watching closely giving them advice and helping them fix their errors that they had last time. The rest of the groups will also

spread out and do the same weave movement pattern while throwing the ball to their partner overhanded. I understand that all students are not going to be able to accomplish the skills at the same pace. This is why it is important for me to allow the students who need more practice to practice the fundamental skills but also challenge the students in the same drill that have mastered the skill.

- b. This lesson was a hard lesson for the students because most of the students have never played or even seen lacrosse. I had the class pair up and work on the fundamental skills of underhand/overhand passing and catching with their partner. I know that some of the students picked up the skill fast and the drills I had them doing were getting boring to them. I know that the whole class was not ready to move on from practicing these skills but next time I will make sure to add in some challenges for the students who are more proficient at the skill. I do know that having the students work in pairs and get a lot of repetitions in worked because of my pre and post assessment. I will use this instructional strategy for my future lessons.

Refer to the [Task 3 Rubric](#) for Textbox 3.4.1 and ask yourself:

- How does the candidate identify and plan to use specific lesson components to help students who did not achieve the learning goal(s)?
- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for the whole class?
- Why is the reflection on the lesson for the whole class clear?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Learning activities and instructional strategies will be changed for those students who did not reach the learning goals. For example, I could implement a station where I work with the student one on one. This will allow the student to gain feedback immediately. The learning activities will be reduced to basic skills and the activity will be less challenging. For example making the target bigger, or shortening the distance of the throw. By working one on one and making the station easier students will become more successful. Once they have reached the learning goals, the skills and difficulty will increase.
- b. The analysis and evidence of the lesson will show if the lesson was a success or do adjustments have to be made. If the analysis shows failure, the desired learning goals will change. This is also the case if everyone is successful. Seeing the results allows you to make simple changes. If students are successful, increase the difficulty and vice versa.

Refer to the [Task 3 Rubric](#) for Textbox 3.4.1 and ask yourself:

- How does the candidate identify and plan to use specific lesson components to help students who did not achieve the learning goal(s)?
- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for the whole class?
- Why is the reflection on the lesson for the whole class 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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