

PPAT® Assessment

Library of Examples – Physical Education

Task 4, Step 1, Textbox 4.1.2: Instructional Strategies

Below are two examples of written responses to Textbox 4.1.2 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 Prompts for Task 4, Textbox 4.1.2

- a. How do you plan to use academic content language to advance the understanding of the concept being taught in this lesson? Provide a rationale.
- b. How do you plan to engage students in critical thinking to promote student learning? Provide a rationale.
- c. How do you plan to use questioning skills to promote student learning? Provide a rationale.
- d. How do you plan to integrate literacy into the content you will teach to promote student learning? Provide a rationale.

Example 1: Met/Exceeded Standards Level

- a. I plan to use academic content language to advance the understanding of the concepts being taught in my circuit training lesson by providing a rubric detailing out exactly what requirements I am looking for with the lunging movement. The students are introduced to this rubric on the first day of the unit when baseline data is taken. The rubric is continually used throughout the unit for periodic skill checks during the unit before their final demonstration of the skill at the end of the rubric. When the skill is being practiced in class and I am offering corrective feedback I will revert to the rubric expectations. For example, I may ask a student that is having difficulty with alignment to breakdown the rubric expectations. Is their weight centered, are their shoulders in line with their hips, is their spine neutral? Students also complete peer evaluations several times with partners throughout the unit. This helps them to analyze their partner and make cognitive

connections to the content language used within class, on the rubric, and when providing corrective feedback to their partners.

- b. I plan to engage students in critical thinking to promote students learning by making them a part of the assessment process. After baseline data is retrieved, I will have the students practice using the rubric while completing peer evaluations throughout the unit. By allowing the students to practice with the peer evaluations before the final it allows them to become familiar with the movement requirements. They have to tie the requirements to the visual demonstration, and then assess what level the skill was executed in accordance to the requirements. At the end of the circuit training unit the students will complete a self-evaluation where they will be recorded completing the lunging skill and will have to analyze their own performance in accordance to the rubric requirements.
- c. I plan to use questioning skills to promote students learning by having the students determine what corrections they need to make in order to be more successful. If a student is struggling with completing the lunges, instead of telling them what is wrong with their lunging form I will make them determine how to correct the skill by asking them various questions. For example, if a student is having issues with balance during lunging and keeps needing to use the floor for assistance and cannot seem to make progress I will ask them what the rubric requirements say about balance. What do their arms look like; are they bent to a 90-degree angle? Is something off in their alignment that could be throwing off their entire balance when executing the skill? I can also bring out their most recent assessment and ask them to look at the balance and alignment requirements and have them tell me what they plan to work on to help be more balanced and successful while lunging.
- d. I plan to integrate literacy into the content I teach in order to promote student learning by not only providing a hard copy of the rubric requirements in the gym and on blackboard, but also by using the terminology and content language from the rubric when providing feedback in class. The students will also integrate literacy by using the rubrics to perform peer and self-evaluations for the different skills throughout this unit. At the end of the unit when the students complete their video self-evaluation, they will have to write a justification for why they feel they received that score using the rubric requirements as examples.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.2 and ask yourself:

- Where is the rationale that supports the candidate's plan for using academic content language, engaging students in critical Thinking, using questioning skills, and integrating literacy?
- Why is the evidence clear?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Using the proper health terms will be important. Making sure the students know the proper health terms will help them on the test. ON the pre-test the students must be able to recognize the terms and be able to know the definitions. The students will see the terms again in the direct reading and will be expected to define and identify those terms.
- b. Provide scenarios for the students to think about the best way to enhance that health area. For example students will be given a scenario that allows them to think for a conclusion. They will be able to decipher the best way to improve social health by finding

ways to work on it during the scenario. They will be able to bounce ideas off of each other and come up with the best conclusion.

- c. I plan on asking the student's questions about each of the health topics and having them assess how they work on them in their lives. This allows them time to look on their own lives and see how they are bettering themselves. Asking for understanding about the health topics can make sure that they are assessing themselves properly.
- d. The students will have a direct reading activity in which they have read the questions and answer them using the book that is provided to them. They will have to read the question and read in the book to find the answer.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.2 and ask yourself:

- Where is the rationale that supports the candidate's plan for using academic content language, engaging students in critical Thinking, using questioning skills, and integrating literacy?
- Why is the evidence minimal?

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.