

PPAT® Assessment

Library of Examples – Physical Education

Task 4, Step 3, Textbox 4.3.1: Understanding the Two Focus Students

Below are two examples of written responses to Textbox 4.3.1 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 Prompts for Task 4, Textbox 4.3.1

Focus Student 1

- Identify Focus Student 1's learning strengths and challenges.
- What data did you use to establish a baseline to measure this student's growth?
- What evidence will you collect to show his or her progress toward the learning goal(s)?

Focus Student 2

- Identify Focus Student 2's learning strengths and challenges.
- What data did you use to establish a baseline to measure this student's growth?
- What evidence will you collect to show his or her progress toward the learning goal(s)?

Example 1: Met/Exceeded Standards Level

- Focus Student 1's learning strengths would definitely be learning through action and learning through others. This student learns well when there is a hands-on approach to things. You show the student how to do something and let the student perform the task at hand. Walking the students through the steps really helps the student learn. The student has trouble with reading fluency and struggles with confidence when reading. The student's fitness level is at the low range and has trouble following directions leaving the student confused at times when it comes to the activity. This is one of the main reasons I chose this student. This activity requires reading, writing, and grouping. There are a lot of instructions to follow so I chose this student to see if I could find a solution to help this student with this lesson. When choosing focus student 2 it was based on how I would

group students. I grouped focus student 1 and 2 together so that focus student two could use his strengths to help her with some of the things she struggles with.

- b. I used pre-assessment through a short multiple choice/ true-false quiz that covered the five components of fitness. The same quiz was administered to every student to check for understanding. The student is always tested and assessed by the same measurement in classes to get baseline data so I used the same format for my class. I will use a post-assessment quiz that is like the pre-assessment to check for student growth. Based on the focus student's troubles on the pre-assessment I plan to give the student a different form by taking out one of the multiple-choice answers to each question.
- c. First, I am going to observe throughout the lesson. The students will have a worksheet to fill out. They perform an exercise and then they must write down what fitness component that exercise belongs to. This worksheet will show me how well the student is doing at putting two and two together. Then at the end of the lesson the students will have a post-test to check their progress. I will compare the pre-and post-assessments and that will give me a better idea of how the student progressed toward the learning goal.
- a. Focus Student 2 has a lot of strengths. The student is towards the top of the class as far as physical ability and is always taking in knowledge and answering questions. The student is towards the top of the class academically and always follows directions and ready/willing to learn anything. I would say the student's biggest weakness could be competitiveness. The student always wants to do the best at everything and gets upset when it does not work out the right way. The class is not an active/athletic class so he struggles at times when other students are not performing to this student's standards. I think this lesson will help the student with this because there is not a real competitive aspect to this lesson, it's more based on learning. I am going to use the student to help focus student 1 and the other students around him learn from this student's example. The student will be able to help others out because of the knowledge he has.
- b. I used pre- assessment through a short multiple choice/ true-false quiz that covered the five components of fitness. The same quiz was administered to every student to check for understanding, because it's tough to tell if a student needs more in depth assessment until you see what they already know. The student knew all the answers on the pre-assessment and I plan to give him a post assessment that will include more possible answers to each question just to give the student a little bit more of a challenge. If the student knows all the answers they are not going to learn anything if they don't have a challenge.
- c. First, I am going to observe throughout the lesson. The students will have a worksheet to fill out. They perform an exercise and then they must write down what fitness component that exercise belongs to, this will be a different way to check for the students understanding. This worksheet will show me how well the student is doing at putting two and two together. Then at the end of the lesson the students will have a post-test to check their progress. I will compare the pre-and post-assessments and that will give me a better idea of how the student progressed toward the learning goal. The pre-and post-tests will not have the same questions because students will be too familiar with the pre-test questions and make it too easy. I know after I take a test I review my study guides to see if I was right or wrong and they do the same as well I am sure. I also want to make sure that he is helping focus student one reach the learning goals throughout the lesson.

Refer to the [Task 4 Rubric](#) for Textbox 4.3.1 and ask yourself:

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student and how each student’s progress toward the learning goal(s) will be determined.
- What makes the evidence effective?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Focus Student 1 had his own strengths and weaknesses when it came to learning. A learning strength of Student 1 was his respectfulness and his ability to be taught in class. In the four lessons that his class was a part of I never had to use his name for discipline or for any negative reasons. This strength was also one of his weaknesses as well. See the student was not very social therefore, never spoke much and just stuck to staying on task. This was a plus when they were engaged in activity and I did not have to worry about keeping an eye on FS1 but during our discussion time, which I said was very important to the unit, he did not speak much. It was not until the final lesson until I had Focus Student 1 raise his hand to answer a question. Although this was a huge step for him, this was not a significant change because when I left the school this student was still very anti-social.
 - b. As I did for the rest of the class, I used a cognitive check-up in the beginning of the unit. This check-up was to see the initial knowledge of the students before going into the personal fitness unit.
 - c. At the end of the unit I used a final cognitive assessment to test all of the students; ability to retain the information from all of the lessons. This would show me what they still know four weeks later giving me a chance to give the students a final grade and to also show me what information they remembered or didn't. This assessment was for the cognitive domain but throughout the unit I used discussions to determine their knowledge as well as their affective value towards personal fitness.
- a. Focus Student 2 was an opposite of Focus Student 1. Where Focus Student 1 was very anti-social and easy to manage, Focus Student 2 was very outgoing and at time hard to handle. Throughout the four weeks of the unit Focus Student 2 was at times hard to manage because of their problem with talking. However this willingness to talk allowed me to see his knowledge in our class discussions. The focus students were actually opposite in their strengths and weaknesses but this allowed me to focus on the best of both worlds with the two different students.
 - b. The same as Focus Student one. Focus Student 2's baseline data can be seen here.
 - c. The same as Focus Student one.

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- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student and how each student’s progress toward the learning goal(s) will be determined.
- What makes the evidence cursory?

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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