

PPAT® Assessment

Library of Examples – Physical Education

Task 4, Step 4, Textbox 4.4.2: Reflection on the Two Focus Students

Below are two examples of written responses to Textbox 4.4.2 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 4.4.2

- a. Based on the baseline data and student work samples, to what extent did each of the two Focus Students achieve the learning goal(s) of the lesson?
- b. How will your analysis of the baseline data and student work samples guide planning for future lessons for each of the two Focus Students?

Example 1: Met/Exceeded Standards Level

- a. Student 1: She initially scored a 25 on her first round, which was two shots below par and met the objective. In addition to that, she scored rounds of 19, 20 and 21 on the other additional rounds over the two days we spent playing the game. As expected, she has very mature motor skills and performed very well on the baseline. Her improvement was similar to other students in the class when evaluating her successive rounds. However, she still had lapses in focus, as her scores could have been some of the best in the entire school had she not swung and missed a few times. Although her average score per hole was just over 2, she took two 4's and one 5. I happened to see her score the 5, as she swung and missed the birdie twice on that hole. She was frustrated, and I used her knowledge and skills in basketball to help her settle back in. I told her she just needed to slow down and focus on each shot, just as if she was shooting free throws. Her last three holes after I said that were scores of 2, 1, and 2 respectively and was her best three-hole stretch she had in any round. She filled out her scoresheet successfully and added up all her scores, meeting the second objective, and her and her group all took turns hitting shots with the furthest away going first, meeting the third objective. Student 2: He first struggled a little with hitting the birdie and he still is well below average at badminton. I

initially asked him if he would feel more comfortable with a different racquet with a bigger face, to which he replied, "No." He wanted to perform the skill on his own with the regular equipment and I wanted to abide by his wishes and let him practice the skill like the other students. Although his scores were 35, 32, and 26 respectively, which was worse than the class averages of 29, 24, and 23, he steadily improved his scores and was making progress toward the class average. He met the first objective by improving his score by three shots. In the video, you can see me helping out his group, as it was the one that needed the most assistance. At the beginning, I reiterated to the group how the order went for taking turns and they played by that rule the rest of the way, so objective two was also met by student 2. Finally, objective three was met, as he successfully completed and added his scorecard for each round.

- b. I think for student 1, I need to work on her mental side of the games more. I need to take more time out of my lesson to lead her to understanding more of the strategies and lead her into more critical thinking. For student 2, he is well behind his peers in motor skills, so even though he declined to use adaptive equipment, I need to continue offering those alternatives for him so he can continue to be successful. I believe it will have to be on a case-by-case basis and may have to overrule him if he is falling too far behind. However, overall, I am all for him deciding on whether he wants or doesn't want assistive equipment.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.2 and ask yourself:

- How does the candidate use each Focus Student's work sample to indicate attainment of the learning goal(s) and to guide future planning?
- Why is the reflection effective?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Based on the baseline data and student work samples, the two Focus Students did reach the goal for the lesson because Focus Student 1 improved his grade from the pre-test and he also improved his dancing skills and Focus Student 2 also improved his grade on the test. He actually got a 100 on the final test, and he also improved his dancing skills and movements. Both of them participated in all the dances throughout the whole dance unit and tried hard to improve their skills.
- b. The analysis of the baseline data and student work samples showed me that both Focus Students met the learning goal for the lesson, which means all the learning activities and instructions were effective for them. For future lessons, I would try to do more Peer Feedback as a teaching style so both Focus Students could help each other meet the learning goal for the lesson and improve their athletic skills.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.2 and ask yourself:

- How does the candidate use each Focus Student's work sample to indicate attainment of the learning goal(s) and to guide future planning?
- Why is the reflection 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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