PPAT® Assessment

Library of Examples – Physical Education

Task 2, Step 1, Textbox 2.1.1: Selecting a Single Assessment

Below are two examples of written responses to Textbox 2.1.1 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 2, Textbox 2.1.1

a. Provide an in-depth description of the assessment. Provide a rationale for choosing or designing the assessment based on its alignment with the standards and learning goal(s) that meet the students' needs.

b. What data did you use to establish a baseline for student growth related to this lesson's learning goal(s)?

c. Describe the rubric or scoring guide you have selected or designed. How does it align to your learning goal(s)? How will you communicate its use to your students?

d. What evidence of student learning do you plan to collect from the assessment? How will you collect the data? Provide a rationale for your data-collection process.

Example 1: Met/Exceeded Standards Level

a. The learning goals for this assessment are aligned with the National Standards for PE (NASPE Standards). The assessment tests the students' understanding of a sport and how to perform a fundamental movement/sport skill. The learning goals are 1.) The students can state a rule in a sport, 2.) The students can choose and know what a fundamental movement/sport skill is, 3.) The students can explain the role of a position in hockey, and 4.) The students can define sport terminology and history. The reason I chose this assessment is because it can help the students with meeting NASPE standards. For example, the assessment can help students with competency in motor skills and movement patterns needed to perform a variety of physical activities, applying movement principles and concepts to learning and developing motor skills and specialized movement forms, and achieve and maintain a health-enhancing level of personal fitness. The more students understand the concept of how to perform a fundamental movement/sport skill, the better they will be at performing it. The better the students are at a fundamental

movement/sport skill, the more likely they are to participate in sports and physical activity. In this assessment, I am testing my students' understanding in floor hockey and fundamental movement/sport skills. Each question in the assessment is a true/false, multiple choice, fill in the blank, with one short answer question pertaining a rule, sport terminology, or fundamental sport/skill in floor hockey. The assessment necessitates that the students use knowledge that involves one of the learning goals for the assessment. On the assessment, question #1, #2, #3, #4, #6, #8, #11, #12 and #13 are aligned with learning goal #1.Question #4, #6, #8, #11, #14, and #15 are aligned with learning goal #2. Question #14 and #15 are aligned with learning goal #3. Question #5, #7, #9, #10, #16 is aligned with learning goal #4. Each question on the assessment correlates to something that was taught in the sport lesson. At the beginning of the floor hockey unit, I assess their prior knowledge by giving this assessment with no prior teaching, this way I can see from the beginning what the students know and don't know. For example, I give this assessment on the first day of the unit to all the students. I then grade the pre assessment and get the data that will tell me what questions the students know and don't know. This will then help me decide what to teach and how much time I should spend on each aspect of the sport of hockey.

b. I used the students' answers from the pre-assessment to establish a baseline for student growth related to the lesson's learning goals. During the students' pre assessment, students are asked a list of about 20 questions pertaining to the sport of floor hockey. These questions ask about rules, terminology and even include diagrams of the court and asked students to label the indicated areas in the correct manor. Therefore, I was able to immediately see whether or not students were able to understand the sport of floor hockey based on their answer. For the first 9 questions that were true and false statements, 5 of the 9 questions achieved the majority of the correct answers. Question 4 about the job of a defenseman fell into the 23% range of knowing the correct answer; where hockey originated fell into the 27% range of knowing; and, question #7, knowing the name for the trophy won in the NHL was low with only 27% knowing the answer. For the five Multiple Choice questions, one question received a 100% in knowing what "offsides" meant; and one fell below the 50% range of knowing when asked about the original name for hockey. The final portion of this pre-assessment in labeling position of hockey players correctly the majority of the students could label five oppositions correctly. The final question asked students to give a brief history of hockey. 23% of the students received 0 points (showing no knowledge of hockey or it incorrectly stated); 73% fell into the 2 point range of the rubric with minimal knowledge; and only 4% fell into the 5 point range of the rubric showing most or all of history knowledge.

c. The rubric for my assessment rates the students' knowledge of basic floor hockey skills and rules with a score ranging from 0-30. With each score, there is a score description stating the level of understanding the students' response reflects; a score of 23-30: answers reflects the mastery or excellent understanding of a sport or how to perform a fundamental movement/sport skill, a score of 16-22: answers reflects an advanced understanding of a sport or how to perform a fundamental movement/sport skill but can be improved, a score of 8-15: answers reflects a general understanding of a sport or how to perform a fundamental movement/sport skill, and a score of 0-7: answers reflects an insufficient level of understanding of a sport or how to perform a fundamental movement/sport skill (response contains inaccurate information and is incomplete). The rubric aligns with my learning goals for the assessment because the students' are scored

based on the level of understanding they reflect in a response pertaining to floor hockey or how they perform a fundamental movement/ floor hockey skill. I will communicate the rubric's use to the students by passing out a copy of the rubric along with the assessment, going over it, and letting the students use their copy of the rubric as a guideline for how the responses will be graded.

d. The evidence of student learning from the assessment that I plan to collect is an increase in correct answers compared to the results from the pre-assessment. I will have the students take the same assessment to test their post hockey knowledge. Therefore, I will collect the data by averaging the class scores for each question from the pre-assessment and post-assessment and compare them. By averaging the scores of each question from the pre-assessment, this allows me to figure out which skills and concepts the students are most and least familiar with. Knowing which skills and concepts the students are most and least familiar with helps me determine my teaching approach. For example, in one of my classes, the students answers were mostly incorrect when labeling the court AFTER the face off, so this tells me that the students understand where to line up Before the face off, but not After, so I would spend more time explaining the face off alignment for after the face off than for before the face off.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.1 and ask yourself:

In the candidate's description of selecting the assessment, where is there evidence of the following?

- The standards, learning goals, and student needs
- The baseline date used
- The rubric or scoring guide and its alignment to the standards and learning goals
- Communication of the rubric to the students
- How the student learning will be collected
- The rationale for the data collection process

Why is the candidate's response detailed and tightly connected?

Example 2: Did Not Meet/Partially Met Standards Level

a. The assessment that I will be using is a pre and post assessment over a right and left handed basketball dribbling unit. The assessment determines a student's ability to dribble with their head up, low athletic stance, feet shoulder width apart, relaxed hands while dribbling, keeps the ball below their waist while dribbling, and uses fingertips to dribble, instead of palm. All six of those skills will be graded either with an N (Never), M (most of the time) or A (Always). The skills line up with the learning goal of the lesson, which is to perform all 6 skills with both hands while a partner "dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks" South Dakota Physical Education Standard 1 (S1.M8.7).

b. The data I used to establish a baseline for student growth related to this lesson's learning goals was the pre assessment on given at the beginning of the unit. Students broke into partners of two and one person observed the other dribbling in a straight line and then on different lines on the gym floor while changing speeds.

c. The assessment and the scoring guide/rubric are all combined into one, this is because the observer must know what to look for when assessing their partner and it allows the partner to view their score immediately afterwards. It aligns with the learning goals because every skill that is assessed is a component of dribbling. The rubric has been discussed with the students before the start of the unit and it will be reviewed a week before the final assessment so students know what to practice leading up to the assessment.

d. Evidence that progress has been made between tests is what I will look to collect from the assessment. I will compare the pre and post assessments from each student and evidence will be shown on whether the students made progress or not.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.1 and ask yourself:

In the candidate's description of selecting the assessment, where is there evidence of the following?

- The standards, learning goals, and student needs
- The baseline date used
- The rubric or scoring guide and its alignment to the standards and learning goals
- Communication of the rubric to the students
- How the student learning will be collected
- The rationale for the data collection process

Why is the candidate's response partial?

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.