

PPAT® Assessment

Library of Examples – Physical Education

Task 2, Step 1, Textbox 2.1.3: The Two Focus Students

Below are two examples of written responses to Textbox 2.1.3 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 2.1.3

- Choose and describe two Focus Students who reflect different learning needs and for whom you will need to modify the assessment. Provide a rationale for selecting each of the students. Refer to them as Focus Student 1 and Focus Student 2 as you respond to the guiding prompts.
- What data did you use to establish a baseline for growth for these two Focus Students?
- Based on their specific learning needs, how will you modify the assessment for each of the two Focus Students? Provide a rationale for each decision.

Example 1: Met/Exceeded Standards Level

- Focus student 1 scored the lowest on the pre-assessment and is not physically active at all. Focus Student 1's learning strengths related to the learning goals would be that the student does not cause problems and does not distract other students which is important for other students in the classroom. The student does not talk out of line or touch others. The biggest challenge is that the student seems to be in a totally different world and cannot focus on anything. The focus student struggles to follow directions, and is behind his/her peers in gross motor skills, object control skills, participation, and knowledge of rules and procedures. I must have one on one talks with the student and go over the activity we are working on. It will be challenging for the student to properly perform and explain the fundamental skills at hand. The activities we work on will be difficult for the student and will need one on one attention/instruction for each activity that we perform. Focus Student 2 has a lot of learning strengths. The student is very athletic, picks up on things easy, can perform most skills with ease, is willing to learn, and willing to help. Some of the challenges for this focus student would be that the student is ahead of his peers as far as ability level. I don't want this student to have to wait behind and not

continue to improve upon ability level while waiting for the rest of the class. Another challenge may be a little bit of frustration and perhaps boredom waiting on peers in P.E.

- b. I used the same test for every student. On the first day of class the students were assigned to play catch 10 yards apart and throw the football how they know how. I used the 5 skill cues (non-dominant shoulder facing target, ball back (side of head), step w/ non-dominant foot, rotate mid-section/shoulders, and arm follows through to target) and then I added in hits target accurately at 10 yards. However this quickly changed as I saw the needs of these two students. Since focus student one scored a 1 on the rubric across all six skills (introductory level of understanding, teacher assistance necessary), I moved focus student one closer to the target 3 to 5 yards. And focus student 2 had to throw at a moving target running a ten yard out route. He scored all 3s across the six skills on the rubric (can apply skill or concept correctly). One was extremely high level and one was extremely low level in each category. For focus student one the growth we will be working on everything especially the skill cues or proper technique so the student can throw the ball. For focus student 2 we need to aim higher since the student has already passed all the parts being tested. So, we will add a new dimension into his assessment which is the moving target.
- c. I will need to modify the assessment for focus student 1 by moving the student in close to about 3 to 5 yards. And I will need to be sure to go over the skill cues continuously with the student and have the student's paraprofessional go over the cues with the student during free time. I think the student is capable of throwing and following the proper techniques it's just getting the student to focus and remember to follow the steps each time. When someone is struggling you don't want to continue to let them struggle so you must take a step back for some students. So, they can learn at their own pace and work their way up to that proficient level of 3 or 4. Focus Student 2 scored the highest out of all the baseline data so I incorporated a moving target for this student using two other students to run routes which we have worked on over the course of the unit. Since the student has shown they can perform ten accurate passes at a Level 4 I will see if the student can lead a receiver using 10 throws to a route runner accurately. This will advance the assessment and the student will be doing assessments that I some 4th and most 5th graders doing. The throws need to be in front of the receiver and the receivers will run the same ten yard and out route. The student will also need to use the skill cues properly. I think it's important to make sure you assess students with something that will be more challenging to them if they need that so they can continue to improve in their abilities. I think addressing both students' needs will help them both in the long run. The students have baseline data using both the ten yard pass and then the adjustment made.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.3 and ask yourself:

In the candidate's response, where is there evidence of the following?

- A description of Focus Student 1 and Focus Student 2
- The rationale for choosing Focus Student 1 and Focus Student 2
- A baseline for Focus Student 1 and Focus Student 2
- The modifications of the assessment for each focus student based on each focus student's particular needs
- A rationale for the modifications chosen for Focus Student 1 and Focus Student 2

Why is the candidate's analysis complete?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Focus Student 1 is a student who has problems focusing through class lectures. Moves around a lot and cannot keep still during a lessons. Focus student 1 attends assisted help classes in math and science. While in Physical Education, the sports lessons helps to focus FS1 because of the incorporated movement and interactive activity. Reasoning for selecting FS1 is the constant struggle to keep FS1 focused and on task. Focus Student 2 is a student who does not like to participate in any activities of the Physical Education class. There are no documented reason for the behavior but FS2 has a problem being engaged in activity and usually tries to find other things to do while the lesson is being delivered.
- b. I used both weaknesses as a baseline for growth. FS1 seeing how this student reacts to a lesson that does not ask for student interaction. Seeing what can make the student pay attention to a lesson when they are not moving as much as a sports lesson in Physical Ed. For FS2 I will use the more interactive lessons to get FS2 more prone to being interactive in sports lessons for Physical Ed.
- c. For both students I will structure lessons to be more engaging and create a non-threatening environment so that both students can work well without the pressure of the other students. Making sure that both students have ample opportunities to know what is expected of them.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.3 and ask yourself:

In the candidate's response, where is there evidence of the following?

- A description of Focus Student 1 and Focus Student 2
- The rationale for choosing Focus Student 1 and Focus Student 2
- A baseline for Focus Student 1 and Focus Student 2
- The modifications of the assessment for each focus student based on each focus student's particular needs
- A rationale for the modifications chosen for Focus Student 1 and Focus Student 2

Why is the candidate's response tangential?

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.