

PPAT® Assessment

Library of Examples – Physical Education

Task 2, Step 3, Textbox 2.3.1: Reflecting on the Assessment for the Whole Class

Below are two examples of written responses to Textbox 2.3.1 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 Prompt for Task 2, Textbox 2.3.1

- How will your data analysis inform or guide future instruction for the whole class?
- What modifications to the data-collection process would you make for future use? Provide a rationale.
- What modifications to the assessment would you make for future use? Provide a rationale.
- In what ways would an assessment that is different from the type used in this task allow students to further demonstrate their achievement of the learning goal(s)?

Example 1: Met/Exceeded Standards Level

- My data analysis shows me that my class needs more clarification on offensive and defensive strategies. Most of my students knew either one defensive strategy or one offensive strategy. However, my goal is for students to know all the strategies taught in class. This will guide my future instruction because as we move on into other net games such as tennis or pickle ball my students can use the same strategies and tactics taught in volleyball. I will use more demonstrations and verbal cues than I did in this unit because my class indicated that they learn best by visual/kinesthetic and this will help the students to understand more clearly.
- For my data collection process I would not make any modifications to it. Allowing the students to be spread out, working on the assessment individually allowed each student to show their own knowledge. Having the students work in groups or partner assessments would allow one or more students to potentially allow their partner or group to do all the work. If I did it this way, I would not know whether all the students made any progress toward my learning goal because the group would be collaborating.

- c. One modification I would make to my assessment for future use would be to add more questions. I only had a five-question quiz that equaled to 10 points. I asked one question related to defensive strategy and one to offensive strategy that was short answer. In the future, I would include more questions based on strategies and tactics rather than the rules of the game. At the grade level I was working at they should have prior knowledge of the rules rather than the tactics and strategies. My assessment had a stronger focus on rules rather than offensive and defensive strategies. Adding questions, would allow me to check and see whether students understood everything I taught to them, rather than just some of the basic concepts. I would also make the questions more in-depth, using questions that require students to explain their reasoning by using scenarios. My assessment just asked students for a description or a couple word answers. Forcing students to explain their answer lets me know if students understand why they are doing what they are doing rather than just knowing the broad concept for the assessment.
- d. I could also use a psychomotor assessment for these tasks rather than a cognitive assessment. Rather than have students write answers down on a piece of paper, I could group students up in a game and have them demonstrate the tactics and strategies I taught them. I could use a psychomotor assessment by using a checklist and allow them to play a game and check off when they demonstrate a certain strategy. Another way I could use a psychomotor assessment is that I could also ask students while they are playing a game what strategy they did and why they did it so that I know their understanding the process as well. Using the psychomotor assessment rather than a cognitive assessment would also allow me to see that the students can perform the strategy rather than just knowing that they can mentally explain it and write it down.

Refer to the [Task 2 Rubric](#) for Textbox 2.3.1 and ask yourself:

In the candidate's reflection on the assessment for the whole class, where is there evidence of the following?

- How the data analysis will inform future whole-class instruction
- A rationale for how the data analysis will inform future whole-class instruction
- Necessary modifications to the data-collection process in the event that the assessment is administered again
- A rationale for the modifications to the data-collection process
- Consideration of a different assessment that will allow students to demonstrate their achievement of the same learning goals

Why is the candidate's reflection substantive?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Trying to make it easy to remember the content by condensing the information so the students know exactly what it is they need to know. Making up different activities to help students learn different content know but also keeping the seriousness about the subject matter. For example I would incorporate a skit where students have to make up a scene for the given topic. I think the students will remember something that they helped to create.
- b. I would take into account of which questions most students missed so that I can go back over the content in that area. I would also see if there was a pattern of who failed or not

just to see if the seating chart needed to be altered so that the students will focus better when they are sitting by different people other than their friends.

- c. I would not change the assessment I would just change how the content is presented. The assessment was very self-explanatory. The questions were also easy to read and understand.

Refer to the [Task 2 Rubric](#) for Textbox 2.3.1 and ask yourself:

In the candidate's reflection on the assessment for the whole class, where is there evidence of the following?

- How the data analysis will inform future whole-class instruction
- A rationale for how the data analysis will inform future whole-class instruction
- Necessary modifications to the data-collection process in the event that the assessment is administered again
- A rationale for the modifications to the data-collection process
- Consideration of a different assessment that will allow students to demonstrate their achievement of the same learning goals

Why is the candidate's reflection 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.