

PPAT® Assessment

Library of Examples – Physical Education

Task 3, Step 3, Textbox 3.3.2: Analyzing the Differentiated Instruction for Each of the Two Focus Students

Below are two examples of written responses to Textbox 3.3.2 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 Prompt for Task 3, Textbox 3.3.2

- a. To what extent did each of the two Focus Students achieve the learning goal(s) of the lesson? Cite examples to support your analysis.
- b. How did your differentiation of specific parts of the lesson help each of the two Focus Students meet the learning goal(s)? Cite examples to support your analysis.

Example 1: Met/Exceeded Standards Level

- a. Focus Student 1 achieved his personal learning goal of communicating with peers by practicing his feedback on me for his peers and understanding feedback he was given. He also corrected his technique and demonstrated it much better as class went on. For example, he accurately explained to me that his peer was facing his palms together for the chest press rather than forward like the demonstration and GIF show. He also took my feedback that for the bicep curl, the only thing moving in his body are his elbows as they bend to flex the biceps. According to FS1, he stated the following in his daily self-assessment (see Student Work Sample 1), "I got better at my bicep curl after Ms. B told me what I was doing wrong and let me practice. Next time I want to work on my bent over row again". Focus Student 2 achieved his goals of correctly taping targeted muscles for exercises listed by me as the teacher after only 2 prompts maximum. He was also successful in being a positive, collaborative teammate with his group by moving his weights out of the way for his peers to practice between sets. For example, when facing away from all material, I asked him to tape the muscle used for back row and he placed it on his lower back. After having him demonstrate the exercise and try to feel which muscle he was using, he determined that he needed to move the tape up more to his latissimus dorsi. When asking him what the muscle was called, he could not remember so I reminded him and let him work. When I saw him perform that exercise again, I asked him

again which muscle it was, and he correctly stated it. During his daily self-assessment (see Student Work Sample 2) he stated, "It got easier to show you what muscles I was working on for exercises. Next time I want to add more weight."

- b. My differentiation for Focus Student 1 helped him work on communication by taking turns writing on the assessment. During the main activity, the one on one instruction helped him build confidence in his form and in giving feedback to peers, especially when challenged to give so much during class time. Demonstrating exercises before and after feedback helped him connect what his body needed to do. FS1 said, "I told one of my partners how to hold their hands during the shoulder press." This student was more productive as class time went on. I reminded him to use my slides to help him and ask his peers to watch him for feedback if I am not there at the moment. My differentiation for Focus Student 2 was very successful. By letting his group walk and work on the assessment, he was able to stay on task much better. During the main activity, when I verbally tested his knowledge after demonstration and slide presentation, he could more easily tape his muscles with few prompts than I originally thought. He was very excited to demonstrate the exercises to me, especially since he had not done them before. He even said, "I really liked the chest press. I was really good at it." At the closing activity, it helped giving him the job to clean a certain number of items because it practiced accountability and responsibility. He was very willing to do this and understood that was a job we all have in the weight room.

Refer to the [Task 3 Rubric](#) for Textbox 3.3.2 and ask yourself:

- What evidence does the candidate provide to show the extent to which each Focus Student achieved the learning goal(s), including the impact of the differentiation(s) planned for each student?
- Why is the analysis of the differentiated instruction clear?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Both students met the learning goals. The first Focus Student could dribble correctly while running and passed the test over the rules. The second Focus Student passed the skill progression as well. They could not run while dribbling correctly but that is not required. They did all the things the rubric said if they took their time. They also passed the rules test. Focus Student one missed only one question but Focus Student 2 missed three.
- b. The smaller ball and spreading the cones out really helped the second Focus Student. That way the student could correctly dribble the ball while still doing the skill progression. The first Focus Student met the learning goals but I also pushed the student to advance their skill by running and performing various moves while dribbling.

Refer to the [Task 3 Rubric](#) for Textbox 3.3.2 and ask yourself:

- What evidence does the candidate provide to show the extent to which each Focus Student achieved the learning goal(s), including the impact of the differentiation(s) planned for each student?
- Why is the analysis of the differentiated instruction limited?

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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