Connecting Assessment with the Four Domains of Physical Education
Question 1: Why Assess in Physical Education?

- Forces teachers to look carefully at each student
- Determine if program is instructionally aligned
- Understand the progress students are making
- Accountability measure for students and teachers
What Purpose Does Assessment Serve?

- Guides and directs instruction.
- Provide students info on their progress.
- Motivate students to improve their performance.
- Collect objective information on students for grading purposes.
- Make judgment about the effectiveness of teaching.
- Evaluate the curriculum or program.
What is Assessment

○ The measurement or collection of information regarding the student performance of skills, knowledge, and attitudes taught in physical education classes

○ **Assessment should answer the questions:**
  ○ “What does this student value, understand and what are they able to do?”
  ○ Instructionally- assessment should answer the question “What does the student need to learn next?”
There are 2 types of assessment performed in Physical Education

**Informal assessments (formative)** - done to obtain knowledge about student performance - this should direct your teaching

**Formal assessment (summative)** - intent to affect grading procedures
What are we assessing???

As physical educators we are assessing in four domains

- Cognitive domain - what students know and understand
- Health-related physical fitness - improvements in fitness levels
- Psychomotor-skills - what students are able to do and perform
- Affective domain - attitudes and beliefs about the subject

List 2 assessment examples for each domain
<table>
<thead>
<tr>
<th>Standard 1</th>
<th>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2</td>
<td>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</td>
</tr>
<tr>
<td>Standard 3</td>
<td>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</td>
</tr>
<tr>
<td>Standard 4</td>
<td>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</td>
</tr>
<tr>
<td>Standard 5</td>
<td>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction</td>
</tr>
</tbody>
</table>
Two types: formative and summative
Is there a difference?

Formal assessment

This should assess daily lesson goals and drive your instruction.

*Formative assessment does the following:*

- Involves the students in the process of assessment and goal setting
- Motivates students to improve their performance
- Provides feedback for teaching effectiveness
- Provides teachers information on current student status in relation to learning objectives
- Places students in appropriate instructional groups
- Provides teachers with objective information for grading
- Maximizes probability of instructional alignments (SHAPE America)
Summative Assessment

This should reflect student achievement of unit goals. This is your end product.

- Post Skills Tests
- End of unit presentations
- Written Tests
- Portfolios
- Class Projects
- Journals
- Skill Labs
- Fitness Logs
Formative

1. Assessment *for* learning: These ongoing assessments help students learn by providing feedback that leads to goal setting and improvement. They also help you adjust instruction to meet the students’ needs. (Lund and Veal, 2013)

Assessment *for* learning falls into the **formative domain** because they help students review skills or concepts previously taught, by providing feedback about their progress in meeting the learning outcomes. This helps to put the ownership of individual and peer learning on the students, thereby making them accountable for their actions.

Most formative assessments are not graded because they are usually done by students as self-assessments or peer-assessments. Any formative assessments used for grading should be teacher-directed.

If the results of the assessment are used by the teacher to make instructional decisions or if the results are communicated to students to improve learning, formative assessment has occurred. (Lund and Veal, 2013)
2. Assessment of learning: These assessments are used for grading. They are final because there is no chance for the teacher to adjust for the learners to improve. (Lund and Veal, 2013)

This type of assessment falls into the **summative domain** because the students have been taught the skills during the lessons and have had plenty of opportunities to reflect upon their performance and practice the skills needed to improve upon their performance.

Summative assessments are used to determine each individual student’s growth by the end of the unit.
Why is affective assessment effective?
Affective assessment deals with students perceptions, values, interests, attitudes, feelings......

The affective domain encompasses the feelings, attitudes, and dispositions that students have toward something.

For physical educators that “something” involves participating in physical education while demonstrating responsible personal and social behavior (SHAPE America Standard 4) and understanding that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction (SHAPE America Standard 5).
- When the affective domain is assessed properly it measures the development of acceptable social and personal behaviors.

The affective domain allows you to have students self-assess to reflect upon their own behavior.

By doing this it becomes instant feedback for the students so that they can set goals for their own improvement.
Why should we assess in the affective domain?

1. Your students need to know what behaviors you consider important and that you will be holding them accountable for their actions.

   Common behavior traits include,
   - **Effort** (willingness to participate)
   - **Fair play** (sportsmanship)
   - **Willingness to cooperate** (teamwork)

These traits may represent different things to different people, therefore it is up to you to decide what the most important traits/behaviors are for your classes.
2. If students care about others and act in ways to show that they care then the class will function more efficiently and effectively.

When affective temperaments are assessed you will be able to direct your students towards becoming more responsible young adults therefore improving the emotional climate of your classes.

“When educating the minds of our youth, we must not forget to educate their hearts.”

Dalai Lama
How do we assess in the affective domain?

**First**, you need to define the behavior.

**Next**, identify the actions that are acceptable indicators of students meeting your expectations for the trait/behavior being assessed.

Once you have the behaviors and acceptable indicators you can utilize checklists, rating scales, rubrics, journals, event recording, exit slips, anecdotal records and written tests.

The next few slides will show some examples* of these types of affective assessments.

(* All examples of assessments are from; Assessment-Driven Instruction in Physical Education by Jacalyn Lund and Mary Lou Veal *)
Levels of Responsibility Checklist

Name: _____________________   Date: ____________         Class period:___________________

Directions:  Check each of the behaviors you used in today’s class.

My respect:
_____ I did not make fun of others.
_____ I did not hog the equipment.
_____ I did not interfere with others.
_____ I did not interrupt when someone was talking.

My participation:
_____ I followed all directions.
_____ I tried my best.
_____ I avoided people who were trying to cause trouble.
_____ I let others participate.

My self-direction:
_____ I encouraged others.
_____ My teacher did not need to remind me to keep practicing.
_____ Even though I saw someone doing something wrong, I chose to mind my own business.

My caring:
_____ I tried to help others.
_____ I helped my teacher.
_____ I gave someone a compliment.

My improvement goal is:
___________________________________________________________________________
**Badminton Peer Assessment**

Your name: __________________________          Opponent's name: __________________________

Use this form to assess the etiquette of your opponent's. Circle 1 if the statement is not at all true, 2 if it is true some of the time, or 3 if it’s true most of the time. Please answer each question fairly and accurately. This assessment is not part of the grade.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never true</th>
<th>Sometimes true</th>
<th>True most of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourages others (says things like “nice shot”, “good hustle”, and so on)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Wins or loses gracefully (doesn't throw temper tantrums)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Both partners on the other team played equally (the person being rated by you did not hog the court and try to dominate the play)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Correct calls were made; they didn't try to cheat.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Courteous to others (We really enjoyed playing the other team because they were so nice)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Behavior</td>
<td>Unacceptable</td>
<td>Passing</td>
<td>Target</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Safety</td>
<td>Is aware of or ignores potentially dangerous situations: participates recklessly with little concern for others</td>
<td>Is cautious while participating; when learning something new, waits for assistance when appropriate; avoids getting hurt or using behaviors that could harm others</td>
<td>Uses equipment in a safe conscientious manner; stops participating if there is potential danger and tells others so that the situation can be corrected.</td>
</tr>
<tr>
<td>On task behavior</td>
<td>Constantly modifies a task and does not practice as the teacher instructs; talks with friends instead of participating; moves to the end of the line to avoid taking turns.</td>
<td>Stays on task usually without a reminder or prompt from the teacher or another person.</td>
<td>Practices tasks that the teacher specifies; continues to practice even when having limited success.</td>
</tr>
<tr>
<td>Effort</td>
<td>Completes task with little personal exertion or enthusiasm.</td>
<td>Completes tasks in a satisfactory manner; does activities expected by teacher.</td>
<td>Is engaged in all activities mentally and physically; others can count on this students performance; gives one's best performance; shows persistence when task is difficult.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Hogs the ball; fails to support others; seeks to dominate play.</td>
<td>Works with others to achieve success for the team; communicates with others to ensure group success.</td>
<td>Encourages goo play by others; allows others to experience success.</td>
</tr>
</tbody>
</table>
Journal (Prompts)

Name: ______________________________________   Date:__________________

1. Did all members of your team have a chance to be successful? Explain your role in making that happen. If it did not happen, what could you have done to change things?

2. How did you help or encourage someone else today?

3. What skills do you feel confident about and which ones do you struggle doing?

4. How could someone help you participate at a more competent level?

5. If you had someone on your team who wasn’t very skilled, how could you make this person feel welcomed?

6. What was your favorite part of the unit?
# Event Recording

## Behavioral Recording Sheet

<table>
<thead>
<tr>
<th>Names</th>
<th>Unsafe behavior</th>
<th>Helped others</th>
<th>Complimented others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sue</td>
<td>XXX</td>
<td>XX</td>
<td>XXXX</td>
</tr>
<tr>
<td>Darius</td>
<td>XXXX</td>
<td>XX</td>
<td>X</td>
</tr>
<tr>
<td>Jamillah</td>
<td>X</td>
<td>XXXXXXX</td>
<td>XXX</td>
</tr>
<tr>
<td>Maria</td>
<td>XXXX</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Yuan</td>
<td>XX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>Dwayne</td>
<td>XXXXX</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

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## T-Chart Template for Recording Behaviors

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Compliments Seen</th>
<th>Compliments Heard</th>
</tr>
</thead>
<tbody>
<tr>
<td>This would be a full page.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Anecdotal Records

Name of Student:  Julie Snow

Class period:  2^{nd}  Semester/marking period:  3^{rd} quarter 2012

Comments:

3-1:  Julie assisted a special needs student in class today; after her help, others in class started helping as well; demonstrated good leadership.

3-15:  Julie refused to participate; she was placed on a team with students that she did not like and opted to sit out; I tried to encourage her, but she refused to participate.
1. You are practicing hitting with a 5-iron with your physical education class. You have hit your allotment of balls. The best thing to do is:
   a. Help your neighbor hit any remaining balls.
   b. Move around class and give feedback to others.
   c. Remain at your designated spot and wait for others to finish.
   d. Go to the bulletin board to check the elements of correct form for your swing and do some practice swings.

2. You are still practicing with your 5-iron. Following one of your swings, it slips out of your hands, landing on the hitting range. You should:
   a. Yell at others to stop hitting and run out to retrieve your club.
   b. Run out and quickly retrieve your club.
   c. Move around class to give feedback to others.
   d. Wait until everyone has completed hitting their balls before retrieving the club.

3. According to golf etiquette, when on the putting green, the player who puts first is:
   a. The player whose ball is furthest from the hole.
   b. The player who is the oldest.
   c. The first person to have his or her ball hit the green.
   d. The player whose ball is closest to the hole.
What type of activities highlight the affective domain??

○ Project Adventure activities
○ Team building activities
○ Team Sports Model
Cognitive Domain

- mental skills (knowledge)
- knowledge: identify, define, repeat, recognize
- comprehension: restate, explain, discuss, describe, illustrate - application: develop, translate, restructure, interpret, practice, show
- analysis: compare, contrast, categorize, differentiate
- synthesis: design, create, predict, modify, develop, construct
- evaluation: judge, evaluate, conclude, argue, consider, infer
Formative Assessment

- provides feedback and information during the instructional process, while learning is taking place.
- measures student progress but it can also assess your own process as a teacher. It identifies areas that may need further improvement.
- typically not graded and acts as a gauge to students' learning progress and to determine teacher effectiveness.
- rethink and redeliver.
Types of Formative Assessment

- Observations
- Homework
- Reflection journals
- Question and answer sessions
- Conferences between student and teacher
- In class activities where students informally present their results
- Student feedback by answering questions about the instruction
- Self evaluation of performance and progress
Summative Assessment

- Takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process.
- Rubrics are developed around a set of standards or expectations. They can be given to students before the assignment so they know exactly what they have to do for each criteria. Rubrics can also help you to grade more objectively.
- Summative assessments should ask the question is the student effectively able to progress to the next part of the class?
- Should be product oriented, assess the final
Types of Summative Assessments

- Exams
- term papers
- Projects
- Portfolios
- Performances
- student evaluation of the course (teacher effectiveness)
Health-Related Fitness
Fitness improvements
Health-related Fitness

- exercise activities that you do in order to try to improve your physical health and stay healthy.
Health-related

- Fitness test
- Fitness journal
- Fitness logs
- Class Projects
- Portfolios
Goals for seventh-grade fitness unit

1. student will understand the importance of regular physical activity
2. student will identify the guidelines for participation in regular physical activity
3. students will participate in physical activities of their choice, both in class and outside of school, for at least 60 minutes per day on most days of the week.
4. students will identify and explain each of the health-related components of physical fitness.
5. Through participation in appropriate training activities, students will achieve the personal fitness goals they identified at the beginning of the semester.
## Sample fitness goal-setting form

<table>
<thead>
<tr>
<th>Fitness component</th>
<th>Score date</th>
<th>My goal</th>
<th>Activities to improve component</th>
<th>Follow-up score Date:</th>
<th>Follow up score Date:</th>
<th>Final score</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min run/Walk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body comp</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoulder flex</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Curl-up</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Push up</td>
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<td></td>
</tr>
</tbody>
</table>
# Formative-samples

**PEDOMETER RECORD**

- Student name_________________________ Grade________
- PE Teacher____________________ Period__________
- Pedometer Number______________

<table>
<thead>
<tr>
<th>DATE</th>
<th>STEP COUNT</th>
<th>MVPA TIME</th>
<th>ACTIVITY TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
</tr>
</tbody>
</table>

Self assess your participation today

- 5-AWESOME!!!!!!
- 4- ALMOST AWESOME!!!!!
- 3-NEEDS A LITTLE WORK
- 2-NEEDS A LOT OF WORK!!!!!
- 1-TRY AGAIN!!!!!! NOT SO GOOD

<table>
<thead>
<tr>
<th>Date</th>
<th>Student rating</th>
<th>Teacher rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance</th>
<th>Fitnessgram</th>
<th>Fitness Activity participation, Completion of Activity Log</th>
<th>Personal Fitness Goals</th>
<th>Physical Fitness Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>• Competed fitness test items, recorded and entered scores correctly each time as required. • Generated a personal Fitnessgram® each time as required.</td>
<td>• Participated vigorously and regularly in class fitness activities. • Regularly completed other appropriate fitness development activities outside of class. • Thoroughly completed physical activity log.</td>
<td>• Set realistic goals for fitness improvement based on Fitnessgram® results and made modifications when indicated. • Completed the goal setting process each time as required.</td>
<td>• Completed a reflective personal fitness journal. • Demonstrated a realistic understanding of fitness principles and how to improve. • Demonstrated growth.</td>
</tr>
<tr>
<td>3</td>
<td>• Competed fitness test items, recorded and entered scores correctly most times as required. • Generated a personal Fitnessgram® each time as required.</td>
<td>• Participated regularly in class fitness development activities. • Usually completed other appropriate fitness activities outside of class as required. • Completed physical activity log.</td>
<td>• Set mostly realistic personal goals for fitness improvement based on Fitnessgram® results and made modifications when indicated. • Completed the goal setting process each time as required.</td>
<td>• Completed a somewhat reflective personal fitness journal. • Demonstrated knowledge of fitness principles and how to improve.</td>
</tr>
<tr>
<td>2</td>
<td>• Missed at least one test or Fitnessgram®</td>
<td>• Usually participated in class fitness development activities. • Completed some other fitness development activities outside of class (some were not appropriate).</td>
<td>• Set or modified personal fitness goals based on Fitnessgram® results. • Completed the goal setting process all but one time as required.</td>
<td>• Journal demonstrates little reflection on the personal fitness development process or understanding of fitness principles.</td>
</tr>
</tbody>
</table>
Sample Summative

- As a group, you are to select four out of the 11 jumps we have learned listed below. Each person in your group must perform at least 1 jump, and the routine must last 1 minute. The entire group may complete all four jumps, or you may decide to give each person one jump each, two jumps each. Any manner in which you would like to organize your routine is acceptable as long as all members are performing at least one jump for the entire minute.
- You will be evaluated on the group working together as a unit, so you must spend your practice time organizing your routine. Remember, not everyone can perform the difficult jumps, but everyone can jump!!!!!!
- The rubrics attached is your guideline for your grade. At the completion of your 1 minute you will be recording your heart rate. You will also be recording your heart rate before the start of the routine.
- Here are your choices of jumps.
  - 1. Two foot hop
  - 2. Alternating feet
  - 3. Side Swing
  - 4. Skier
  - 5. Bell
  - 6. Side Straddle
  - 7. Windmill
  - 8. Scissors
  - 9. Dr. Pepper
  - *10. Half Twister
  - *11. Full Twister
<table>
<thead>
<tr>
<th>Component</th>
<th>completed</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use 4 different jumps</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>2. Jump to the beat</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>3. All members actively participate</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>4. Perform all jumps correctly</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>5. Selection of one of the * jumps</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>6. Synchronized- together</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>7. Positive support among group members</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Heart Rate Record of Activity

Jump Rope Routine Grading

Your team has earned the a/an ______________ grade for your jump rope routine!!!!!!
Psychomotor Domain

- Definition - of or pertaining to a response involving both the brain and motor activity.
Psychomotor Domain

- What skills will you assess?
- How much time do you have to assess these skills?
- When will you check the skill and how will you provide feedback to the students so they can improve their skills? (Formative)
- When and how will you complete an assessment to see what students learned? (Summative)
Formative Assessment

- Students need to be assessed frequently to provide feedback and allow for skill corrections
- Peer assessment, self assessment and teacher assessments can all be used to provide feedback
- Video assessments and written assessments are also helpful tools to help students improve their skills
Summative Assessment

- The summative assessment should be completed at the end of the unit.
- The assessment should measure the improvement for each student and provide the student with information about their individual growth.
- The summative assessment can be completed as a video assessment with written assessment (peer, self, and teacher) or teacher observation with written assessment.
The Value of Video Assessment
Psychomotor Assessment Examples

Cues for the Bump

1. Were your hands together?
2. Were your knees bent?
3. Did you stand up without moving your arms?
4. Did the ball hit off of your forearm?

Scoring

4 - answer yes to all of the cues
3 - answer yes to 3 of the cues
2 - answer yes to 2 of the cues
1 - answer yes to one of the cues
# Psychomotor Assessment Examples

## Volleyball Score Card

<table>
<thead>
<tr>
<th>Stations</th>
<th>Scoring</th>
<th>Fitness Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>completed</td>
<td>Cue Score</td>
</tr>
<tr>
<td>1. Bump to Self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Bump to Wall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Bump to Partner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Bump over net</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Bump and Set</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep it up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Bump Coaches Eye</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Questions:

1. Which station raised your heart the highest? Why do you think it was higher at this station?
Psychomotor Assessment Examples

2. Describe how to perform the bump.

3. When and why would you use the bump in a game of volleyball?

4. How can you play volleyball for fun outside of school?
   1. 
   2. 

5. Write a reflection on your experiences with volleyball. (Minimum of 4 complete sentences)