“Turn Apprehension into Assessments”
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Southern District SHAPE – Feb. 12 2016

Based on:
Assessment Driven Instruction in Physical Education -Lund and Veal
Performance Based Assessment for Middle & High School- Lund & Kirk
National Standards & Grade-Level Outcomes for K-12 Physical Education -SHAPE America
Teaching Vs Learning

http://assessment.uconn.edu/images/cartoon.jpg
Learning Objectives

- Demonstrate an understanding of standards-based assessments
- Distinguish between assessments that are/are not standard-based
- Find or develop standards-based assessments
What is Assessment?

- Gathering Evidence about Student Achievement
- Writing it down
- Examine the data
- Draw conclusions based on data
- Providing students with quality feedback
- Enhance and document learning.
What is Standards-Based Assessment

- Gathering Evidence about student performance
- Based on NASPE and/or State Standards/Outcomes
- Writing it down
- Examine the data
- Draw conclusions based on data
- Detail not meeting, meeting, & exceeding expectations or standards
- Detail student knowledge at a given grade level?
How do you assess?

1. Select Content and Standards
2. Identify Unit Goals/Objectives/Outcomes
3. Determine essential skills & concepts
4. Determine how student will demonstrate skills and concepts
5. Develop a rubric/scoring guide to measure skills & concepts
6. Must be written (rather than just observed)
What is a Rubric/Scoring Guide

- Tool that states performance criteria
- Simple way to grade or judge criteria on an assignment or performance
- Communicates what is expected of students
- Putting down on paper what you are and have probably been thinking in your head while watching your students perform in class.
Types of Scoring Guides

- Simple Scoring Guides – Checklist
- Point System Scoring Guide
- Quantitative Scoring Guide
- Qualitative Scoring Guide
Simple Scoring Guides
Checklists

- List of criteria that are part of desired performance
- “Does the student demonstrate the behavior” Y or N
- Helps to reinforce critical elements
- Skills, cognitive, affective
# Motor Skills Checklist

**Class:** 5 Sec

<table>
<thead>
<tr>
<th>Student</th>
<th>Walk</th>
<th>Run</th>
<th>Hop</th>
<th>Skip</th>
<th>Gallop</th>
<th>Toss</th>
<th>Stand</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Johnny</td>
<td>y</td>
<td>y</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>2 Suzie</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>n</td>
<td>n</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>3 Mary</td>
<td>y</td>
<td>y</td>
<td>n</td>
<td>n</td>
<td>y</td>
<td>n</td>
<td>y</td>
</tr>
<tr>
<td>4 Billy</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>n</td>
<td>y</td>
</tr>
<tr>
<td>5 Alicia</td>
<td>y</td>
<td>y</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>6 LaShan</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>y</td>
</tr>
</tbody>
</table>
Point System Scoring Guide

- Same as checklist except that you award points
- No quality judgments
- Feedback – students can see their points
- Sum total points to get a grade
- More points to emphasize a criteria
- With subcategories – points must be assigned to parts or all subcategories must be present
# Point System Scoring Guide

## Fitness Plan Scoring Guide

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitnessgram Information</td>
<td>1</td>
</tr>
<tr>
<td>Warm-up</td>
<td>1</td>
</tr>
<tr>
<td>Address one area of fitnessgram</td>
<td>2</td>
</tr>
<tr>
<td>Cool down</td>
<td>1</td>
</tr>
</tbody>
</table>
Quantitative Analytic Rubrics
Numerical Analytic Rubrics

 Numerical score for each trait evaluated
 Similar to checklists - traits are listed
 Differ from checklist – quality of traits
 Include always, never, sometimes, usually
 Same descriptors for every item on the rubric
 Indicators help with consistency
<table>
<thead>
<tr>
<th>Ready Position</th>
<th>Nock</th>
<th>Draw</th>
</tr>
</thead>
<tbody>
<tr>
<td>Straddle line</td>
<td>Bow raised</td>
<td>Bow perpendicular</td>
</tr>
<tr>
<td>Bow down at side</td>
<td>Arrow on top</td>
<td>Pull with 3 fingers</td>
</tr>
<tr>
<td>Side to target</td>
<td>Nock in string</td>
<td>Rotate elbow down</td>
</tr>
<tr>
<td>Weight balanced</td>
<td>Arrow on rest</td>
<td>Draw elbow back</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 = Consistently</td>
<td>2 = Usually</td>
<td>1 = Seldom</td>
</tr>
<tr>
<td>2 = Usually</td>
<td>3 = Usually</td>
<td>0 = Never</td>
</tr>
<tr>
<td>1 = Seldom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 = Never</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Qualitative Analytic Rubric

- Provide verbal descriptions for each level of the various traits or characteristics to be evaluated
- Decide which level best fits the students' work
- Writing them is time consuming
- More complete and thorough
- Easier to evaluate work
- Improve consistency of scoring
- May contain fewer characteristics or traits
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses only one hand in performing skill</td>
<td>Alternates between 1 hand and 2 hands in performing skill Slow movement</td>
<td>Uses correct 2-handed technique in performing skill Quickly and consistently</td>
<td></td>
</tr>
</tbody>
</table>
Examples
Questions?
Thank you

Handouts will be posted later today!