

**Mintah Physical Education Authentic
Assessment Inventory (2003)**

- Prevalence of Authentic Assessment in PE
- Perceived Impact and Effectiveness

**Mintah Physical Education Authentic
Assessment Inventory (2003)**

For the purpose of this study, authentic assessment is defined as assessment tasks that use multiple scoring systems to measure students' habits and repertoires on significant tasks related to **life outside the classroom**. This definition includes but is not limited to the following assessment techniques: teacher observation of student performance, portfolios, student projects, written essays, student exhibitions, and peer observation.

Do you presently use any authentic assessment techniques in your classes?

- Yes
- No

**Mintah Physical Education Authentic
Assessment Inventory (2003)**

- Prevalence of Authentic Assessment in PE
 - A. Frequency of Use (15 techniques)
 - 5 point Likert Scale; Always Use – Never Use
- Perceived Impact and Effectiveness
 - B. Perceptions of impact of use on Students':
 1. Self-Concept
 2. Motivation
 3. Skill Achievement

**15 Authentic Assessment
Techniques**

- | | |
|-------------------------------|----------------------|
| 1. teacher observation | 8. written essays |
| 2. peer observation | 9. portfolio |
| 3. self-observation | 10. parental report |
| 4. checklists | 11. student projects |
| 5. event tasks | 12. anecdotal record |
| 6. student log | 13. video tape |
| 7. demonstration/ exhibitions | 14. oral discourse |
| | 15. others |

**Mintah Physical Education Authentic
Assessment Inventory (2003)**

- Prevalence of Authentic Assessment in PE
 - A. Frequency of Use (15 techniques)
 - 5 point Likert Scale; Always Use – Never Use
- Perceived Impact and Effectiveness
 - B. Perceptions of impact of use on Students':
 1. Self-Concept
 2. Motivation
 3. Skill Achievement

Self-Concept Subscale

Below is a series of statements about authentic assessment. Please indicate the extent to which you agree or disagree with each statement by circling the appropriate mark to the right of each statement.

Scale:

5 = strongly agree 4 = agree 3 = disagree 2 = strongly disagree

- As a result of authentic assessment, students appear less confident in class.

5	4	3	2
---	---	---	---
- As a result of authentic assessment, students are more willing to try new things.

5	4	3	2
---	---	---	---

Motivation Subscale

Below is a series of statements about authentic assessment. Please indicate the extent to which you agree or disagree with each statement by circling the appropriate mark to the right of each statement.

Scale:

5 = strongly agree 4 = agree 3 = disagree 2 = strongly disagree

- Students appear to find authentic assessment tasks enjoyable.

5 4 3 2

- Students tend to push themselves toward higher goals as a result of authentic assessment.

5 4 3 2

Skill Achievement Subscale

Below is a series of statements about authentic assessment. Please indicate the extent to which you agree or disagree with each statement by circling the appropriate mark to the right of each statement.

Scale:

5 = strongly agree 4 = agree 3 = disagree 2 = strongly disagree

- As a result of authentic assessment, students' physical fitness has decreased.

5 4 3 2

- As a result of authentic assessment, students utilize skills better in games.

5 4 3 2

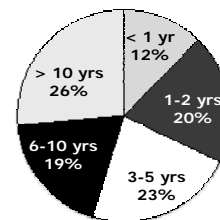
Summary of Pilot Data

- 138 Physical Educators
 - 44.2% Male
 - 55.8% Female
- Grade Levels
 - 43% Elementary
 - 36.7% Middle School
 - 28.9% High School
 - 11.7% Higher Education
- Average years of teaching was 14.2 years

Summary of Pilot Data

86.2% reported using Authentic Assessment

Number of years using
Authentic Assessment

**Frequency of using
Authentic Assessment**

	never use	rarely use	sometimes use	often use	always use
teacher observation	0.00%	1.00%	3.90%	27.50%	67.60%
peer observation	4.90%	6.90%	51.00%	30.40%	6.90%
self-observation	3.90%	9.70%	49.50%	32.00%	4.90%
checklists	2.90%	18.60%	42.20%	25.50%	10.80%
event tasks	22.20%	22.20%	25.30%	24.20%	6.10%
student log	8.80%	24.50%	39.20%	22.50%	4.90%
demonstration/exhibitions	2.90%	8.80%	16.70%	38.20%	33.30%
written essays	31.40%	25.50%	23.50%	16.70%	2.90%
portfolio	44.00%	22.00%	16.00%	10.00%	8.00%
parental report	34.70%	24.80%	25.70%	5.90%	8.90%
student projects	24.20%	18.20%	31.30%	13.10%	13.10%
anecdotal record	37.90%	21.10%	31.60%	8.40%	1.10%
video tape	38.60%	30.70%	20.80%	5.90%	4.00%
oral discourse	12.00%	15.00%	33.00%	16.00%	24.00%
others	17.60%	11.80%	50.00%	14.70%	5.90%

**Frequency of using
Authentic Assessment**

- Teacher observation 94%
- Peer observation 37%
- Self observation 37%
- Check lists 35%
- Demonstrations 69%
- Written essay 19%
- Portfolios 18%
- Parental reports 15%
- Video 10%
- Anecdotal recording 9%
- Student projects 26%

**Perceived Impact of
Authentic Assessment**

	Pilot Data	Mintah (2003)
Self-Concept	19.95 (1.59)	19.36 (2.52)
Motivation	20.08 (1.75)	19.27 (2.46)
Skill Achievement	20.23 (1.75)	19.44 (2.36)

**Frequency of using
Authentic Assessment**

- Teacher observation 94%
- Peer observation 37%
- Self observation 37%
- Check lists 35%
- Demonstrations 69%
- Written essay 19%
- Portfolios 18%
- Parental reports 15%
- Video 10%
- Anecdotal recording 9%
- Student projects 26%

Does this surprise you?

**Alternative Assessment →
Authentic Assessment****Authentic Assessment:
Assessment in a real-life setting**

- Can be traditional or alternative
- Comprehension and application are emphasized

Traditional ----- Authentic

Selecting a Response ----- Performing a Task

Contrived ----- Real-life

Recall/Recognition ----- Construction/Application

Teacher-structured ----- Student-structured

Indirect Evidence ----- Direct Evidence

Jon Mueller

**Challenges of
Authentic Assessment**

- 13.8% do not use Authentic Assessment
 - Take away from activity time
 - Not required
 - Time
 - Size and number of classes
 - Difficult to manage
 - Too difficult at elementary grade level
 - No formal assessment is needed at elementary level

**What does Assessment have to do
with Instruction in PE?**

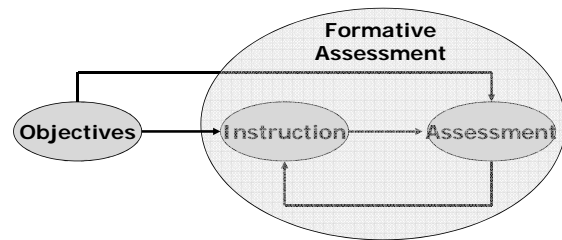
Seamless Assessment• **Traditional View:**

– Plan, Instruct, and Assess at end of unit

• **Modern View:**

– Planning, Instruction, and Assessment as a “braided rope”

Puckett & Black (1994)

Assessment is part of Effective Teaching . . . Seamless Assessments**Practicality of Authentic Assessment**

1. Can the assessment be imbedded into an instructional task?
2. Is the information that I am getting from this assessment worth my time?
3. Am I able to complete the assessment in a reasonable time?
4. Am I able to record the data in an efficient manner?

(Payson, 2004)

Objectives of Instruction: Ensuring Relevance with Instruction**Create Learning Activities with Assessment Tasks**

- Observe teacher perform Forehand Drive by returning ball to hitter across net
 - Critical performance cue identified
 - Students perform cues w/out tennis ball
- Use Forehand Drive Checklist to identify cues by teacher
- Partner Toss/ Forehand Drive . . .
- Peer Observation Assessment using Checklist

What Assessment Will You Use?

- Keep in mind your Objectives
 - Remember that in Standard Based Education, assessment is embedded within instruction
 - Learning Objectives become criteria for assessment, also . . .
 - Assessment should be demonstrated in real-life settings, application of Knowledge, Skills, and Abilities

Evaluation of your Assessment

YES	NO	Does it assess the intended outcome of the lesson(s)? Are there prereq skills required that may impact the outcome of the skill being assessed?
YES	NO	Is the assessment developmentally appropriate for grade level identified?
YES	NO	Is the assessment an integral part of the learning task? Is the assessment a major focus of the lesson objectives?
YES	NO	Does it allow you to assess in a practical way?
YES	NO	Would you anticipate adequate Inter-rater and Intra-rater Objectivity?
YES	NO	Does the assessment allow the student to demonstrate what he/she knows and is able to do? Are the critical elements assessed?
YES	NO	Is the rating scale developmentally appropriate?
YES	NO	Is the breakdown of the task developmentally appropriate?

Test Selection and Administration: Ensure Valid and Reliable Measure

- ✓ Validity Checks with PE Teachers
- ✓ No measure will be perfectly reliable
- ✓ Ensure there is consistency with PE Teachers
 - Maximize Objective, Minimize Subjective

Test Selection and Administration: Ensure Valid and Reliable Measure



- Alternative & Authentic Assessments tend to lack validity & reliability
- Must ensure alignment with objectives and instruction during PE

Example

Make sure to check validity of assessment by comparing assessment to lesson objectives:

Ex: The student will be able to exhibit proper form when executing an overarm throw.

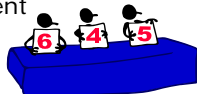
- Checklist or rating scale could be used
- What are the criteria?
 - Should correspond to elements emphasized in lesson and unit



Reliability/Objectivity

Assessments must be:

- Clearly organized, specific criteria for judging performance or product should be explicitly stated (behaviorally anchored)
- All individuals doing the assessment must thoroughly understand the criteria
- Raters must be consistent



	Developing	Basic	Right on	Awesome
Shot execution	Can use the forearm pass during game play although may misdirect ball because the arms are uneven. Occasionally plays the ball off the wrist. Setting is inconsistent. Doesn't move to the ball.	Effectively uses the forearm pass during game play. Is able to direct the ball to a target most of the time while using the set. May try to reach for a ball when out of position to make the play. Attempts to spike or dunk the ball.	Uses the forearm pass when appropriate during game play. Usually is able to set the ball to the target. Moves behind the ball to make for him. Is able to spike the ball. Uses the dunk effectively to deceive opponent. Can dig a difficult to reach ball and keep it in play.	Moves quickly into position to play the ball. Judgement on the type of hit to make is always correct. Converts horizontal movement to vertical movement without falling when playing the ball at the net. Goes after difficult shots and is able to keep the ball in play. Uses emergency techniques only when necessary.
Knowledge of rules	Knows the basic rules of volleyball about illegal hits, serving, and net play. Errata during game play due to limited knowledge of the rules.	Solid knowledge of the rules. Knows serving rotation and how to substitute players. Can keep score accurately.	Can answer most questions about rules. Helps others on the court. Understands the rules concerning net play.	Uses rules to the team's advantage. Other players consult this person when questions arise. Could officiate a game without error.
Strategy	Maintains a 3 front 3 back formation whether on offense or defense.	Shows different strategic formations when playing offense and defense.	Moves easily between offensive and defensive positioning during game play. Attacks the ball trying to be on the offensive. Attempts to set up a 3 hit attack strategy.	Uses player substitutions to increase team effectiveness. Has multiple offensive and defensive plans based on what the other team is doing. Is directly responsible for several kill shots.
Team work/ court movement	Attempts to cover the area within arm's reach of where he/she is standing.	Communicates with others during team play. Moves to cover the area around where he/she is standing.	Moves to cover the court, rather than the area where he/she was initially standing. Is able to combine court movement with strategy for effective team play.	Takes a leadership role in communicating with other members of the team by directing players when they are out of position. Knows where other players should be and prompts court movement when necessary.
Serves	Uses an underhand serve to put the ball in play. Ball frequently ends up in the net.	Can use an overhand serve effectively during game play. Attempts to place the ball rather than merely getting it over the net.	Consistently places the ball during game play. Serve is close to the net and difficult to return.	Places the ball on the opponent's court effectively. Serve often cannot be returned.
Fair play	Rarely talks with or encourages others. May try to call plays incorrectly to gain an advantage.	Calls plays fairly. Tries to encourage others on his/her own team.	Calls the plays fairly. If there is a dispute, will replay the point. When there is an official, accepts the calls without protest. Encourages other team members to do their best. Is a good team player.	Consistently recognizes the good play of others even on the opposing team. Shows such cooperation with other members of the team. Does not try to dominate the game and show off. Calls plays knowledgeably and fairly.

A Checklist and an Analytic Rubric for Teamwork/Fair Play

Instructions: Check off items the player does in the boxes at the left, then rate each area in the boxes at the right.

	LEVELS OF ACHIEVEMENT			
	RARELY	SELDOM	SOMETIMES	USUALLY
SHOWS RESPECT FOR TEAMMATES				
<input type="checkbox"/> Congratulates good play by teammates <input type="checkbox"/> Puts teams before self <input type="checkbox"/> Plays own position—does not tug ball <input type="checkbox"/> Avoids play by teammates <input type="checkbox"/> Talks or signals to teammates during play <input type="checkbox"/> Does not argue with team members <input type="checkbox"/> Demonstrates loyalty <input type="checkbox"/> Is courteous <input type="checkbox"/> Gets along with teammates <input type="checkbox"/> Works with teammates to improve skills				
SHOWS RESPECTS FOR TEACHER, COACH, AND OFFICIALS				
<input type="checkbox"/> Follows instructions without arguing <input type="checkbox"/> Does not argue with officials or complain about misjudgments <input type="checkbox"/> Compliments officials				
KNOWS AND OBEYS RULES, EVEN WHEN NOT OBSERVED				
<input type="checkbox"/> Calls own violations, fouls, fouls <input type="checkbox"/> Plays "clean"				
SHOWS RESPECT FOR OPPONENTS				
<input type="checkbox"/> Applauds or congratulates good play by opponents <input type="checkbox"/> Is courteous <input type="checkbox"/> Shakes hands with opponents before the contest <input type="checkbox"/> Congratulates opponents after the game				
MAINTAINS SELF-CONTROL				
<input type="checkbox"/> Is patient and in own place; does not keep others waiting <input type="checkbox"/> Does not use profanity <input type="checkbox"/> Puts in hard, honest practice <input type="checkbox"/> Accepts victory without boasting <input type="checkbox"/> Loses gracefully without complaint or attack <input type="checkbox"/> Does not make excuses <input type="checkbox"/> Performs to the best of his or her ability regardless of the situation <input type="checkbox"/> Refrains from verbal or physical abuse of others				
SHOWS RESPECT FOR FACILITIES AND EQUIPMENT				
<input type="checkbox"/> Puts equipment away <input type="checkbox"/> Respects property of others <input type="checkbox"/> Takes appropriate care of equipment				

Name _____ Class _____

Group you are evaluating

Rate the group you watch on a scale of 1 to 3, with 1 being the lowest and 3 being the highest. In the space provided, write a reason why you gave the number you did.

	Low 1	2	High 3
How well did their movements match each other's? Reason:			
How well did their sequence flow without mistakes? Reason:			
Did their choice of music match the type of sequence they developed? Reason:			
Were they creative in developing their sequence? Did they think of unusual or unique ways to move? Reason:			

Practicality of Authentic Assessment

1. Can the assessment be imbedded into an instructional task?
2. Is the information that I am getting from this assessment worth my time?
3. Am I able to complete the assessment in a reasonable time?
4. Am I am able to record the data in an efficient manner?

(Payson, 2004)

Unit: Kicking—inside of foot Grade 2 Date 10/3

Rubric level	Class: Peaches	Class: Ketchum	Class: Samuel
Above standard	Larry Sue Raele Dianna Mark Scott George Vicky Manny Harriet	Prishna Adahnae Barry	
At standard	(Fill in all other names of students in class at a later time, if desired.)		
Below standard	Frank Lisa	Johnny B.	
Absent	None	Marius John W.	

Figure 3.2 Sample form for recording data from rubrics.

Lund & Kirk (2002)

VOLLEYBALL - THE "SET"

DIRECTIONS: Working in groups of three: **doer, feeder, and observer.** Doer "sets" the ball 10 times back to the feeder. The feeder "feeds" with an underhand toss to the doer, while the observer offers feedback to the doer by comparing the performance to the criteria listed below.

CRITERIA	DOER 1	DOER 2	DOER 3
	Yes No	Yes No	Yes No
1. ELBOWS HIGH	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. MAKES A DIAMOND WITH THUMB AND FINGERS	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. MAKES CONTACT WITH THE BALL IN FRONT OF FOREHEAD	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. QUICK "CATO" & FLICK WITH FINGERS	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. EXTEND ARMS AND WRIST	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

* PRETEND YOU ARE CATCHING A WATER BALLOON TO HELP YOU GET THE FEEL OF NOT "STABBING" OR "SLAPPING" AT THE BALL.

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5963>

PHYSICAL EDUCATION SUMMARY WORKSHEET

NAME _____ DATE _____

FOR SCHOOL YEAR ____ TO ____ 1st GRADE: PART 1

Listed below are skills we learn about in first grade. I have asked your child to rate his or her perceived ability to use each of the skills.

Additional information related to your child's progress in physical education is available in the 1-5 Physical Education Portfolio. If you would like to review your child's portfolio, please contact Ms. Schiemer.

Draw a mouth on the face to show how well you can do each activity.

I can ...

- ☐ Jump
- ☐ Hop
- ☐ Gallop
- ☐ Slide
- ☐ Bounce a ball with one hand
- ☐ Animal Walk (Moving from hands to feet)
- ☐ Balance on body parts
- ☐ Forward curled roll
- ☐ Dodge (Change direction quickly)
- ☐ Work well with others

Most classes I choose behaviors that are ...

Schiemer (2000)

Dr. Tracey D. Matthews (tmatthews@spfldcol.edu)

Dr. Kimberly T. Kostelis (kostelisk@ccsu.edu)

PHYSICAL EDUCATION SUMMARY WORKSHEET	
NAME _____	DATE _____
FOR SCHOOL YEAR ____ TO ____ 5th: PART 2	
1. How is punting an object different from kicking an object?	
2. List three important things you know about volleying an object effectively.	
3. List two physical activities that use the skill of volleying.	
4. List three important things you know about dribbling an object with an implement.	
5. List two physical activities that use the skill of dribbling with an implement.	
6. Name one health-related fitness self-assessment for each: Aerobic endurance— Flexibility— Muscular strength and endurance—	
7. Define these two words: Offense— Defense—	
Schiemer (2000)	

Tips

- Go slow
 - Start with one unit
- Align with teaching
 - Consider teaching cues as assessment elements
- Utilize existing resources
 - Do not reinvent the wheel

"The process of gathering evidence to make inferences about student learning communicates to students and all of those concerned with their learning

what is valued in physical education

and how students are progressing toward specific goals. When the information gathered is consistent with learning goals and is used appropriately to guide teaching, it can enhance learning as well as document." (NASPE, 1995; p. viii)

Assessment Resources

- **PE Central**
– pecentral.com
- **Jon Mueller's Toolbox**
– jonathan.mueller.faculty.noctrl.edu/toolbox/index.htm
- **Lawton PE Homepage**
– www.orgsites.com/wa/lawtonpe/

Assessment Resources

- Moving Into The Future: National Standards for PE by NASPE
- PE Assessment Toolkit by Giles-Brown
- Elementary PE Teaching & Assessment: A Practical Guide by Hopple
- Assessment Strategies for Elementary PE by Schiemer
- Maximum Middle School PE by Hirt and Ramos
- Performance-Based Assessment for Middle and High School PE by Lund and Kirk
- Professional and Student Portfolios for PE by Melograno

Questions?

Tracey D. Matthews

Springfield College

tmatthews@spfldcol.edu

Kimberly T. Kostelis

Central Connecticut State University

kostelisk@ccsu.edu



Dr. Tracey D. Matthews (tmatthews@spfldcol.edu)

Dr. Kimberly T. Kostelis (kostelisk@ccsu.edu)

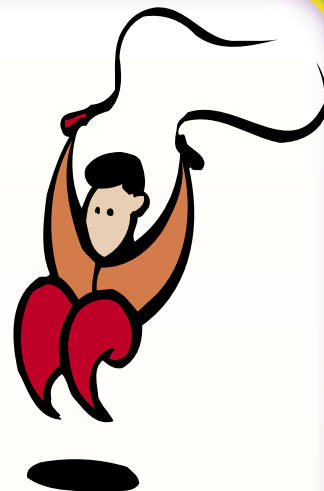
Assessment in Physical Education

“The process of gathering evidence to make inferences about student learning communicates to students and all of those concerned with their learning what is valued in physical education and how students are progressing toward specific goals. When the information gathered is consistent with learning goals and is used appropriately to guide teaching, it can enhance learning as well as document.” (NASPE, 1995; p. viii)

Table 1. Assessment Techniques

TECHNIQUE	DESCRIPTION	EXAMPLES
Teacher-Directed	<i>Achievement tests</i> that are usually designed to measure perceptual motor skills, motor ability, physical fitness, and sport skills.	Teacher administers a test to, “Determine students’ speed in dribbling a soccer ball around six obstacles using an alternating foot-tap technique.”
	<i>Observational inventories</i> that provide a record of students’ cognitive, motor, and affective (social, emotional, values) behavior through checklists and rating scales.	Student is observed during a fitness program and, using a 5-point scale, rated on the behavior, “Assumes responsibility for completion of tasks.”
	<i>Written tests</i> that provide a direct measure of knowledge and higher-order abilities like application and synthesis.	A teacher-made item is, “Compare the advantages and disadvantages of using a full-court press against a fast-breaking team.”
Peer	One student or group of students assesses the ability of another student. Students develop assessment skills, concern for others, and a sense of responsibility by giving and receiving constructive feedback. In small group settings, one person might be an observer, another might be a recorder, and two or three might be performing a given task. Criteria are established by the teacher.	Student compares and contrasts another student’s performance with these teacher-determined criteria through task cards, rating scales, or checklists.
Self	Students make critical and valid assessments of their own abilities. Performance is compared to individual target goals, peer standards, teacher-established criteria, or all of these.	Self-check instruments, videotapes, and journals/logs are used where students are given options in relation to selected content.
Portfolio	An ongoing feedback system is used that documents student learning through actual exhibits and work samples. Students are involved in selecting and judging the quality of their own work including self-reflection. The framework for developing portfolios includes their purposes, organization and management, item selection, and variety of items. Portfolios are not to be a collection of anything and everything. Information gathering should be based on multiple methods.	Observations (checklists, rating scales, frequency index scales, peer reviews, anecdotal recordings, parental reflections) Performance samples (self-evaluations, journals, projects, videotapes, reflections, workbook pages) Tests and testlike procedures (pre-tests, quizzes, end-of-unit tasks, self-reports, commercial instruments)

Jump-Rope Skill Checklist



Name: _____ Class: _____

Jump roping is a great aerobic activity, is fun, and can be done with a friend! Here are some other benefits:

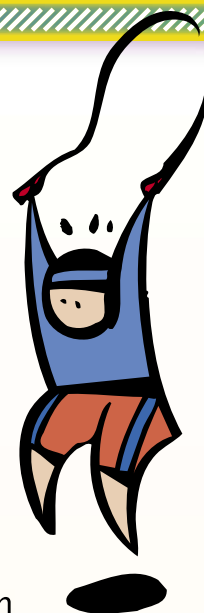
- Improve muscular endurance
- Improve fine and gross motor coordination
- Provide rhythmic training
- Improve speed, timing, and balance
- Help relieve tension and aid relaxation
- Enhance self-esteem and create a positive body image

Select a partner and try the skills below. Check the skills that you master (by doing them five times in a row).

	Satisfactory (3 completions)	Mastery (5 completions)
Single rope tricks		
1. Single bounce		
2. Double side swing and jump		
3. Front cross		
4. Bell		
5. Step kick		
Partner skills		
1. Two in one rope, face to face		
2. Two in one rope, side by side		
Long rope skills		
1. Single long rope—Entering front door		
2. Jump, touch, and go—Enter, jump, touch the ground, and exit		
3. 360—Enter, jump four quarter turns to complete the 360		

Partner name: _____

Jump-Rope Performance Checklist



Students will be graded on their ability to work as a team to develop a jump-rope routine. Each team is required to incorporate several of the tasks learned in class. Creativity and style will also be part of the grade. Use the form below to help you design your routine and have fun!

Group name: _____

Group leader: _____ Class: _____

Group members: _____

Essential Jumps

Be creative and add your own moves, but you must include the following in your routine:

- At least three of the single rope tricks:
 - Single bounce
 - Double side swing and jump
 - Front cross
 - Bell
 - Step kick

and

(continued)

- Both of the partner skills:
 - Two in one rope, face to face
 - Two in one rope, side by side

or

- At least two of the long rope skills:
 - Single long rope—entering the front door
 - Jump, touch, and go
 - 360

The Routine

Your group will be graded on the following components of your routine.

Component	Points
Start: Your routine has a designed and organized beginning. (5 points)	
Presentation/Style: The group demonstrates some flair and attention to performance. (10 points)	
Technique: Skills attempted are performed well and together. (10 points)	
Creativity: Routine is original and unique. (10 points)	
Cooperation: The group demonstrates an ability to work and perform together. (10 points)	
Finish: Your routine has a designed and organized ending. (5 points)	
Total:	

Comments:

Organizing Your Performance



Use this form to help you organize your presentation.

Group name: _____

Group leader: _____

Class: _____

Group members: _____

Performer(s)	Activity
List who will perform.	List what activities the performers will do. Don't forget to include the required elements.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

Example of Portfolio Assessment

Students in 3rd-5th grade will continue with their P.E. portfolios. Each student has his/her own 3 tab pocket portfolio to help organize the contents. On "Portfolio Days" students have an opportunity to work on individual skills and record their progress in the portfolio. All students choose what skills they want to work on so their portfolio is very individualized. Students always have access to their portfolios anytime they have improved a score and need to record it. Your child's portfolio is a work in progress and shows his/her development in skills over several years. Your child will be able to take the portfolio when he/she graduates in 5th grade. You are always welcome to stop by and take a look at the portfolios if you are in the school.

LAWTON PHYSICAL EDUCATION

4000 27th Ave. West • Seattle, WA 98199

phone: 206-252-2142

<http://www.orgsites.com/wa/lawtonpe/>

Figure 1. Possible Portfolio Projects To Demonstrate National Standards For Physical Education

- | | |
|--|---|
| <ul style="list-style-type: none"> ■ Written self-evaluation of current skill level and playing ability with individual goals for improvement ■ Ongoing self, and peer evaluation of skill performance and playing performance (Process/Product - checklists, rating scales, criterion-referenced tasks, task sheets, game play statistics) ■ Graph or chart, and explanation, which show performance of a particular skill(s), strategies across time ■ Analysis of student's game playing performance (application of skills & strategies) through the collection and analysis of individual game statistics (i.e., shooting percentage, assists, successful passes, tackles, steals, etc.) ■ The creation and performance of an aerobic dance, step aerobic, or gymnastic routine, with application of knowledge and skills. Evidence: a routine script and/or videotape of performance ■ Provide documentation participation in practice, informal game play and/or organized competition outside of class ■ Keep a daily PE journal in which the student sets daily goals, records successes, setbacks, progress and analyzes the situation and makes recommendations for present and future work ■ Complete a written scouting report of potential opponents in class tournament prior to play (must demonstrate knowledge | <ul style="list-style-type: none"> of offensive and defensive strategies which apply to opponent's strengths and weaknesses) ■ Based on self-analysis or preassessment, select or design appropriate practice program and complete schedule, record results ■ Set-up, conduct, & participate in a class tournament for assigned group. Keep group and individual records and statistics (as individual or as a part of a group) ■ Write a newspaper article reporting on the class tournament, or a game, as if a sports reporter (must demonstrate knowledge of the game) ■ Develop and edit a class sports or fitness magazine. ■ Complete & record a play-by-play and color commentary of a class tournament game, as if a radio (audiotape) or a television announcer (videotape) ■ Interview a successful competitor about his/her process of development as an athlete and current training techniques and schedule (audio or videotape) ■ Interview an athlete with a disability about his/her experience of overcoming adversity. Apply what you have learned to your situation (audio, videotape or article) ■ Write an essay entitled: "what I learned and accomplished during gymnastics (or any activity unit).... and what I learned about myself in the process. |
|--|---|

Figure 2. The Development of a Portfolio Task

1. **Identify the learner outcome which the student will demonstrate through the completion of the task.**
 - a. The student will demonstrate knowledge of skills, rules, and strategies and the ability to apply each through game analysis and playing in a class tournament.
 - b. The student demonstrates that physical activity provides the opportunity for enjoyment, self-expression, and communication.
2. **Identify the activity unit: middle/high school volleyball, basketball, tennis, badminton, or soccer.**
3. **Describe the project to the students:**
 In addition to participating in the class tournament, select one of three activities listed below to complete to demonstrate the learner outcomes. In each of the activities you must demonstrate and apply your knowledge of the skills, rules, traditions, and strategies of a selected sport from class and your ability to analyze the game and communicate your analysis of the game.
 - a. Write an article reporting the class tournament game that you observed, including game statistics, and an analysis of the game based on team and/or individual performances. Include action photographs for emphasis.
 - b. Complete and record, on audiotape, a play-by-play commentary of a class tournament game, or other live game, as if you are a radio sports announcer. You may complete this project with a partner.
 - c. Complete and record, on videotape, a play-by-play commentary of a class tournament game or other live game, as if you are a TV sports broadcaster. You may complete this project with a partner or small group.
4. **Describe the performance criteria for the task assessment:**
 Criteria for assessment: The extent to which the student:
 - a. Demonstrates the ability to apply his/her knowledge about the sport, to correctly and accurately analyze and report the game.
 - b. Researches the role, responsibilities of the reporter or announcer
 - c. Produces a quality product
 - d. Demonstrates the ability to communicate appropriately
5. **Develop a rubric to use to evaluate the task and provide the students with the rubric.**

Assessment Rubric	
Outstanding:	<ul style="list-style-type: none"> • provides a clear demonstration of an accurate working knowledge of rules, strategies, skills, and a understanding of the game • provides an accurate, quick, and colorful analysis of the game for the audience • demonstrates the ability to communicate ideas well • provides outstanding evidence that student researched the role, responsibilities and techniques of the announcer/reporter • provides an overall product of the highest quality
Proficient:	<ul style="list-style-type: none"> • provides a demonstration of a mostly accurate knowledge of the areas of the game • provides a mostly accurate analysis and interesting report of the game • communicates well most of the time • provides acceptable evidence of completed research on the role and responsibilities of the announcer/reporter • provides an overall product which is acceptable
Novice:	<ul style="list-style-type: none"> • performance demonstrates a lack of essential knowledge about the game, many inaccuracies and errors occurred • analysis and report of the game is slow, inaccurate, and boring • does not communicate ideas clearly • no evidence of research on the roles, techniques and responsibilities of the reporter/announcer • provides an overall product of poor quality

6. **Evaluate the portfolio tasks with the rubric.**