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Inclusive Curriculum-Based Assessment in Physical Education

A Developmental Approach

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Objectives

- Demonstrate the Need for Comprehensive, Computer-Based Curriculum-based Assessments in Physical Education for All Children
- Delineate the three Components of the Basic Skills Assessments
- Explain how the Basic Skills Assessments can be used to support students with disabilities
- Discuss other Advantages of the Basic Skills Assessments

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The Need for the Basic Skills Assessments

- Assessment is the cornerstone for all good physical education
- Assessment is required to demonstrate student progress toward goals and student achievement
- A comprehensive curriculum-based assessment that can be used with all children in general, integrated and self-contained classes has not been readily available

+ The Need for the Basic Skills Assessments

- A system that can track students from Kindergarten through High School has not been readily available

- Assessments that have computer capabilities with easy input, access and dissemination have not been readily available.

- Assessments that yield both individual and programmatic data and supports teacher accountability have not been readily available

+ The Basic Skills Assessments

- Created to meet the Need

- Contains three assessments that can be used with all students regardless of age, gender or disability

- The three assessments are:
  - The Fundamental Skills Assessment (FSA)
  - Activity Skills Assessment (ASA)
  - Motor Assessment for Students with Severe Disabilities (MASSD)

+ The Fundamental Skills Assessment

- Assesses skills considered to be building blocks for participation in more advanced forms of motor skills

- Can be used to assess primary and elementary age students as well as students with developmental delays

- Identifies strengths and deficits in the following areas:
  - **Locomotor skills**
  - **Body management skills**
  - **Movement concepts and**
  - **Manipulative skills**

+ Scoring with the FSA – Take A.I.M.

- Skills within the FSA are scored using a unique system known as Take A.I.M.
- A – Attempted
- I – Inconsistent
- M – Mastered
- Columns are used to track the students from year to year and in specialized environments if applicable (non-inclusive APE settings)

Fundamental Skills Tracker

LOCOMOTOR SKILLS							
FOUNDATION MOTOR SKILLS	Pre-K	K	1ST	2ND	3RD	4TH	A.P.E.
WALKING	M						
RUNNING	I	M					
HOPPING LEFT FOOT (stationary)	I	M					
HOPPING RIGHT FOOT (stationary)	I	M					
HOPPING LEFT FOOT (for 15 feet)	A	I	M				
HOPPING RIGHT FOOT (for 15 feet)	A	I	M				
HORIZONTAL JUMP AND LAND	A	I	M				
VERTICAL JUMP AND LAND	A	M					
GALLOP		A	1	M			
SLIDE		A	I	A			
SKIP		A	I	I	M		

+ The Activity Skills Assessment (ASA)

- Assesses skills commonly taught in physical education curriculums, including:
  - aquatics
  - dance – aerobics, kickboxing/tae bo
  - net/wall – badminton, pickleball, table tennis, tennis, volleyball
  - outdoor – cross country skiing, snow shoeing
  - striking/fielding – kickball, softball,
  - target –bowling, golf
  - team passing – basketball, lacrosse, field hockey, soccer, team handball, ultimate frisbee

+ Assessing the Tasks

All sport skills and activities are presented and scored in a hierarchical format using four levels, beginning with emerging to the highest level -proficient. The four levels are:

- Emerging
- Basic
- Competent
- Proficient

Emerging	Basic	Competent	Proficient
Demonstrates awareness of the skill performance requirement	Demonstrates skills in isolation but inconsistently when combining skills	Demonstrates skill combinations but may not always be consistent in application during a game	Demonstrates skill combinations consistently and can apply during a game
Attempts are often inefficient but continues attempts regardless of success or outcome	Can perform in predictable activity or drill-like settings but has difficulty in game and game-like settings	Can perform in game and game-like settings, recreationally and somewhat competitively	Can perform in game and game-like settings recreationally and competitively
Recognizes others that are participating but has little understanding of their role	Recognizes roles of participants in games	Knows and can play the various roles of participants in a game-like or game setting	Knows and can play in the various roles of participants in a game-like or game setting can assist others
Unaware of basic strategies (offense/defense) and unable to perform strategically	Recognizes basic strategies (offense/defense) but inconsistent at implementing in predictable activity or drill-like settings	Demonstrates basic strategies (offense/defense) and can consistently implement in predictable activity or drill-like settings but may not be consistent in game-like or game settings	Demonstrates basic strategies (offense/defense) consistently in game-like or game settings
Has little interaction with others	Interacts appropriately with others during the activity but not always consistently	Consistently interacts appropriately with others during the activity.	Takes on leadership roles in activities

+ Terminology Associated with the ASA

- Sport Skill or Activity
  - Example:
    - Tennis
- Elements
  - Example:
    - Serving
    - Striking with Racquet
- Tasks
  - Example:
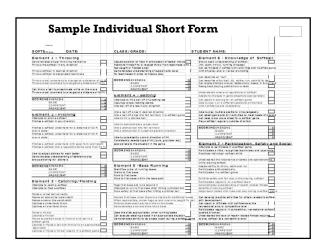   - Hits ball with a forehand stroke into a designated area

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The Activity Skills Assessment (ASA)

- Uses a **Folder System** for each sport skill or activity

- Each folder contains a variety of forms and documents that can be used to collect data and allow for computer-generated input and output, based on the needs of the instructor or institution

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The Activity Skills Assessment (ASA) Folder Contents

- Element and Task List

- Individual Test Form

- Whole-Class Test Form

- Element and Task Worksheet

- Class Composite

- Individual Composite

- Activity Modifications for Students with Disabilities

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Element and Task List

- A document that identifies all the elements and tasks within the selected sport or activity.

  - May be printed and given to students and parents as an outline of expectations for the sport or activity

  - Can be enlarged and posted around the gym for reference throughout the unit

  - Can be used to support the common core

Sample Task List: Ultimate Frisbee

Element 1 Throwing a Forehand
Holds disc using the basic beginner's grip
Attempts to throw the disc
Throws the disc in any direction
Throws disc forehand in desired direction
Throws disc forehand to designated teammate
Throws disc forehand into a target 10 feet away
Throws disc forehand into a target from a variety of distances and angles
Demonstrates throwing a disc forehand using two different grips
Throws a disc using a forehand throw to a moving teammate or partner
Throws a disc using a forehand throw to an open space in anticipation of a receiver
Selects and uses the forehand throw in appropriate situations in a game setting
Element 2 Throwing a Backhand
Holds disc using the basic beginner's grip
Attempts to throw the disc
Throws the disc in any direction
Throws disc backhand in desired direction
Throws disc backhand to designated teammate
Throws a disc backhand into a target 10 feet away

Tasks

+ Scoring the ASA

- Students receive a 1 for every task within an element that they are able to perform

- Students may either demonstrate the task after a demonstration or during a class activity

- Students can be scored on any of the tasks, at any given time depending on the situation (drills, small-sided games, 1:1)

+ Scoring the ASA

- It is not necessary to obtain emerging level of performance for each skill before moving on to other levels

- Scores are then tallied for each level (emerging, basic, competent and proficient

- Student Levels of Performance are established based on the number of tasks required for each sport or activity

All scores for each element are tallied and compared to the Levels below

SCORING:

Emerging Skills	0
Basic Skills	4
Competent Skills	1
Proficient Skills	0

STUDENT LEVEL [ ]

RUBRIC:

LEVEL 1   1-36 total tasks primarily in Emerging and Basic Skills

LEVEL 2   Minimum of 14 Emerging Skill tasks
16 Basic Skill tasks

LEVEL 3   Minimum of 18 Basic Skill tasks and 16 Competent Skill tasks

LEVEL 4   Minimum of 18 Competent Skill tasks 14 Proficient Skill tasks

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+ Individual Test Form (Short or Long)

- Short or Long form simply refers to differences in formatting that may be useful in viewing with differing technologies

- Each form contains all elements and tasks in a given sport or activity

- Used to assess only one student

- Data can be used to manage student's performance, assist in the development of goals and objectives

- Shared with parents, teachers and others

- Create a plan for instruction

Sample Individual Short Form

Example Individual Long Form

Element 1 – Throwing

Demonstrates proper throwing mechanics	0	EMERGING
Throws the softball in any direction	0	
Throws softball in desired direction	1	
Throws softball to designated teammate	1	BASIC
Throws a ball underhand to a target at a distance of 15 feet	1	
Throws a ball overhand to a target at a distance of 45 feet	1	COMPETENT
Can throw a ball to a teammate while on the move	0	
Throws a ball overhand to a target at a distance of 60 feet	0	PROFICIENT

Element 2 - Pitching

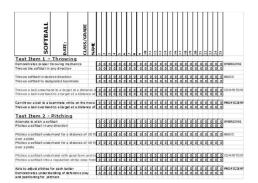|		
Attempts to pitch a softball	0	EMERGING
Pitches a softball in any direction	0	
Pitches a softball underhand for a distance of 20 ft over a plate	1	BASIC
Pitches a softball underhand for a distance of 40 ft over a plate	1	
Pitches a softball underhand with good form and height	0	COMPETENT
Pitches a softball into a regulation strike zone from 40 feet	0	
Able to adjust pitches for each batter	0	PROFICIENT
Demonstrates understanding of defensive play and positioning for pitchers	0	

+ Element Worksheet

- The element worksheet allows teachers to score individual elements within a sport or activity

- Teachers score each element based on their assessment objective, they do not have to score all elements at one time

- Allows for optional scoring of items as appropriate for learners (not all students will need to be assessed on all elements)

- Scores for each element are then automatically transferred onto the **Whole-Class form** and **Whole-Class Composite**

Example of Element Worksheet

+ Whole-Class Test Form

- Contains all elements and tasks of each activity or sport

- Houses class-wide scores for each activity or sport

- Helps teachers determine class-wide progress and class-wide needs

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Example Whole-Class Test Form

+ Class Composite

- Provides aggregated scoring of all elements for each sport or activity without listing the individual tasks

- Used to manage class performance as a whole on the various elements of a sport or skill

- Used to set class-wide goals and objectives based on student needs and abilities

- Can be shared with parents and administrators to document student progress and learning

Example Whole Class Composite

+ Individual Composite

- Provides aggregate scoring of elements for each sport or activity for a single student
- Data is generated onto this sheet when inputted into the **Individual Test forms**
- Used to manage a student's performance and functioning level for each sport or activity
- Used to set individual goals and objectives
- Easily shared with parents and administrators to document student progress and learning

+ Motor Assessment for Student with Severe Disabilities

- Uses a task analysis system as well as levels of independence to assess students with severe disabilities
- Assesses students in the areas of basic motor control, dexterity, motor skills and fitness
- Each element contains tasks which are observed and scored using a 3 point scale

+ Motor Assessment for Student with Severe Disabilities

- 3 points for completing a task independently

- 2 points for completing a task with partial physical assistance

- 1 point for completing a task with total physical assistance

- Based on the number of tasks, percentages of independence are determined

- Once a student is able to master tasks independently, he or she should begin using the ASA

STRIKING:

		IND 3 pts	PPA 2 pts	TPA 1 pts
1	attempts to touch a ball that is placed next to his/her hand	3		
2	touches a ball that is placed next to his/her hand		2	
3	pushes a ball off of a batting tee with his/her hand		2	
4	hits a ball off of a tee with his/her hand			1
5	hits a ball off of a tee with a striking implement			1
	Sum of Scores =	3	4	2
	Total Score Achieved =		9	
	% Independence Score =		60%	

+ Using the BSA to Support Students with Disabilities

- Can be used to note student functional performance as compared to the curriculum they are engaged in (curriculum-based assessment)

- Can identify Level of Performance (Level 1, 2, 3, 4)

- Can be used set goals and objectives for IEP's

- Can be used by support personnel and peer tutors to assist in instruction and documentation for learners with special needs

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Advantages of the BSA

- Curriculum-Based Assessments that align with typical units taught in physical education

- Created to be Authentic - students are assessed in natural environments while engaged in play

- Provides a Step-wise Progression from one task to the next based on the specific elements of the unit

- Allows for Differentiated Instruction – teach based on the needs of the learner
  - More accurately develop creative activities and games that specifically target and develop abilities within a class or from year to year

- Aids in Curriculum Mapping so teachers can view and determine when and how often units are presented

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Advantages of the BSA

- **Inclusive** – teachers can assess All Students regardless of ability levels
  - Students unable to be assessed in game settings can demonstrate their performance in small group or 1:1 settings

- Not Age- Specific: Has the flexibility to be used to assess late elementary, middle school and high school age students

- Allows for a mechanism to Communicate with parents, administrators, therapists and others

- Allows for both Student and Program Evaluation – Teacher accountability

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Advantages of the BSA

- Can be used in Recreational and Youth Sport settings

- Provides a Longitudinal Tracker which allows teachers to see a child's progress over time

  - The tracker maintains student data from Kindergarten through 12th grade

+ Example Longitudinal Tracker Net/Wall

NET/WALL	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
DATE (MM/YY)									
BADMINTON				2		3		4	
TENNIS			2		3				
TABLE TENNIS									
PICKLE BALL				3		4			
VOLLEYBALL			2		3		4		

+ Summary

- The BSA was created to fill a need in assessing all students in physical education from Kindergarten through 12th grade

- There are three tests associated with the BSA:
  - Fundamental Skills Assessment (FSA)
  - Activity Skills Assessments (ASA)
  - Motor Assessment for Students with Severe Disabilities (MASSD)

- The assessments of the BSA have computer capabilities for easy input, storage and output of data

- Data from the assessments of the BSA can easily be shared with parents and administrators

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+ Summary

- Data can help document student and teacher performance and meet new mandates for teach accountability (example: APPR in NYS)

- Assessments can be used in recreational and youth sport activities by coaches

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