

## **Instructional Design in a Standards-based Physical Education Program**

Dr. Jacalyn Lund, Georgia State University

Dr. Mary Lou Veal

**Student learning is the primary goal of instruction.** All teaching decisions should be based on that premise. Competent performance must be the goal in PE.

### **What is Standards-Based Physical Education?**

State and local standards drive decision-making and curriculum planning.

A teacher's goal is to help students meet the standards.

Lesson planning is aligned with the standards and student learning outcomes are standards-based.

### **The role of assessment in Standards-based Physical Education**

Primary purpose of assessment is to facilitate learning (assessment for learning) - not just to give a grade.

Assessment communicates your expectations for learning to students.

Assessment data drives instructional decisions and planning.

Diagnostic assessment is used to find a starting place for instruction (it is not pre-post testing).

### **How are assessments different in Standards-based Physical Education?**

Assessment is based on human judgment using clear criteria (not just what can be measured). Students have a role in assessing (peer and self).

Students know what should be learned and how it will be assessed.

Assessment is primarily criterion-referenced.

Assessment data shows progress toward reaching goals and learning outcomes.

Multiple assessments are used including a longer culminating activity (not just a single test).

Instructional units are selected based on their potential to help students meet the standards.

**What Constitutes Assessment?** Assessment is “the process of gathering evidence about a student's level of achievement... and of making inferences based on that evidence” (NASPE, 1995, viii).

Assessment results in a **written record** (i.e., data). If teacher observation is used, there must be a written record of what was observed.

Assessment is always **pre-planned** – it is not a spontaneous activity.

Assessment requires a **form** that is part of the lesson plan.

## **Misconceptions about Assessment**

- Assessment is the same thing as grading.
- Learning is assessed in physical education with a paper and pencil test.
- The only students who can really learn in physical education are the athletes.
- Verbal feedback is a form of assessment.
- Checking for understanding is an assessment.
- Assessment takes time away from teaching.
- Physical education teachers don't need assessment data because they can see if students are learning without writing it down.
- Teacher observation (by itself) is assessment.
- Physical Educators can accurately assess their students' effort.
- It's not fair to assess psychomotor skills because some students are not athletic.

**Two Ways to Use Assessment:** Assessment **OF** learning (summative) and Assessment **FOR** learning (formative)

**Two things that teachers need to determine:** (1) What should students know, be able to do and be like? and (2) What are you willing to accept as evidence of student learning?

## **Planning Using Backward Design**

- Decide what you want students to know by the end of the unit (summative)
- Decide the intermediary steps needed to get there (formative)
- Decide where to start (diagnostic).

## **Standards-Based Planning**

1. Choose a unit
2. Identify the standards to be addressed
3. Write unit goals aligned with standards
4. Plan Culminating Activity
5. Create an assessment for the culminating activity
6. Identify skills, knowledge, and dispositions needed for the culminating activity
7. Plan formative and diagnostic assessments

## **Two Types of Rubrics**

**Quantitative** - Use in activities that rely on good form

**Qualitative** – use in game play and when assessing multiple domains at the same time

## Formative Assessment

1. Formative assessments let you know if your teaching was successful.

move forward with the unit or re-teach if necessary  
can be used later as summative assessment  
the timing makes them formative (while learning is forming)  
not for grading

2. Teacher directed assessments are used for instructional decisions.

3. Student directed assessments help reinforce learning and monitor progress.

## Diagnostic Assessment

1. Assess one or two critical skills necessary for competent performance. Do not use psychomotor for diagnostic if students have no experience with the skill or when safety is an issue.
2. Administer diagnostic assessment during the first or second day of the unit, prior to instruction.
3. Since diagnostic is not used for grading, students can sometimes administer which saves time.
4. If psychomotor is not appropriate, use cognitive or affective to determine a starting point or for grouping of students into teams.

**Writing Learning Outcomes:** A well-written learning outcome will indicate how the skill will be assessed. There are three parts to consider:

- Performance (what students will know, be like, and be able to do)
  - Condition (impacts the difficulty level)
  - Criteria (defines success)
1. Think of a learning outcome as something students **aim at**, like a target, during practice.
  2. Learning outcomes direct the student's **attention and effort** toward a specific goal.
  3. Learning outcomes **help students understand what to do** – how high and how far to aim.
  4. Knowing the end product **makes practice more meaningful** to students.

**Criteria for a Psychomotor Skill:** Define competence in a psychomotor learning outcome criterion using either process (assessment of movement techniques) or product criteria (assessment of the movement outcome).

**Assessment of Process:** Assess the process in a closed, controlled environment - not during a game; and as a general rule, when consistency is achieved on form, move on to product assessment.

- Use in the early stages of a learning a motor skill when learners are beginners
- Use in artistic movement skills such as dance and gymnastics when form is most important.
- Use in many formative assessments to help learners improve

### **Use Product Assessments**

- In later stages of learning.
- In sports skills when the product or outcome is meaningful.
- When records of achievement are useful as learning aids (e.g., game stats)

### **Using Assessment Data**

- Assessment data are used by teachers to make meaningful and valid inferences about student learning.
- Data are used to improve teaching and learning.
- If you assess, make it meaningful and use the data.
- What can the information from assessment tell you?
  - Which students are struggling?
  - Which students are ready for more advanced skills?
  - Are students on target to successfully complete the culminating activity?

### **Conclusion**

Assessment motivates students!

If you want students to learn something, assess it.

In a quality Physical Education program, Students Learn!

To learn more about standards-based assessment see:

Lund, J. and Veal, M.L. (2013). *Assessment-driven instruction in physical education: A standards-based approach to promoting and documenting learning*. Champaign, IL: Human Kinetics.