

Standards 1, 3, & 5

Standard 1: demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Learning Goal: students will demonstrate developmentally mature patterns in a variety of manipulative skills including the kick and trap in a variety of physical activities

Assessment tool: Skill assessment teacher checklist

Standard 3: participates regularly in physical activity.

Learning Goal: Students will participate regularly in a variety of physical activities inside and outside of PE class while providing evidence of an awareness and understanding of the benefits of regular physical activity through a picture physical activity log during the 10 week marking period.

Assessment tool: picture journals

Standard 5: exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Learning Goal: Students will exhibit respect for individual differences, rules, and participate corporately in physical activity during the 10 week marking period as partly evidenced by the behavior self-check sheet.

Assessment tool: Behavior self-check sheet

**Addendum for Assessment Tools
Implementation Plan**

Your name: Sarah Kangas

Standard # 1

Grade level: 2

State your schooling level learning goal(s) for this standard for a 10 week marking period:

Students will demonstrate developmentally mature patterns in a variety of manipulative skills including the kick and trap in a variety of physical activities.

Check one:

I took this assessment tool from the following resource:

I created this assessment tool by editing a tool I got from (source):

I created this assessment tool on my own.

Tell how you would implement this assessment:

Students would be informed that they would be assessed on a variety of manipulative skills including the kick and trap during the ten week marking period. Throughout the ten week marking period I would focus on creating a learning environment that fosters cooperation, keeping body and equipment in control, and self-discipline. I would start every lesson with an instant activity that would focus on cooperation by requiring students to work with each other to complete the assigned task, such as working together as partners doing the high five warm-up. During daily instruction, the students would be given cues for the critical elements for individual skills sequentially as well as given appropriate demonstrations of the skills for the practice activities to follow instruction. In addition, posters of the critical elements for each skill would be posted on the gymnasium walls supported by illustrations of the correct form to reinforce the instruction provided. Students would have the opportunity to practice the skills with instructor feedback. At the end of the first week of the ten week marking period, the students would participate in a pre-test assessment of their skill level. During the last week of the ten week marking period the students would participate in a post-test assessment of their skill level. Students would be organized into groups and would rotate through stations in which the students would perform each skill. The instructor would observe the students skill level and fill-out an assessment rubric. The testing would take two class periods. During modified closing activities, the instructor would have the opportunity to visibly observe each student's skill level and how the student is progressing towards attaining an acceptable skill level. Lastly, closing discussions throughout the marking period would involve the instructor asking the students questions on the critical elements of the kick and trap. Also, the instructor would discuss and ask questions related to cooperation, self-discipline, and how students kept control of their bodies' and equipment.

Tell how you would provide for timely feedback to students. If appropriate, describe how your assessment tool considers student growth over time.

The students will have multiple opportunities for timely feedback on the manipulative skills (kick and trap). Throughout the lesson I would go to each student individually and provide as much positive specific and congruent feedback as possible regarding the manipulative skill expectations. I would also indicate the scoring rubric and the proper cues they should be thinking about during the practice sessions. The assessment tool considers student growth overtime because students have the potential to reach a level that exceeds expectations. Following the formative assessment, I will also provide feedback to each student individually either meeting with them prior to class to discuss their specific and overall results. Lastly, I will provide summative feedback to the student when they receive their final report cards.

Tell how you would alter your assessment plan to fit the elementary/secondary level. You do not need to write a new assessment plan, instead indicate what, how, or why would need to be changed to meet this standard?

This assessment tool could be used at the secondary level but it would need some adjustments and adaptations made to it. Students at the high school level have a more developed level of cognitive ability to perform the skills at a more technical level. If this was used at the secondary level I would assess the students on how well they controlled the kick, how accurate the kick was, and what portion of the foot they used depending on the direction of the kick.

Tell how you would evaluate the results (show scoring plan):

The manipulative skills (kick and trap) would be given a rating of either a 1 (Delayed), 2 (Approaching age appropriate), 3 (age appropriate), and 4 (advanced) which will then be converted to a 1 (Limited progress toward expectations), 2 (Progressing toward expectations), 3 (Meets expectations), and 4 (Exceeds expectations) for the purposes of keeping a consistent grading scale for the master record sheet and report card. Each skill will be given a number (1-4) and then an average will be obtained for the combined motor skills. Finally, the average score will be converted to an overall rating using the appropriate L,P,M,E symbol designations.

Explain whether or not you would include results from this assessment in a composite grade or report to parents & why:

All results would be reported on the report cards because they represent student performance on program goals. This tool allows the teacher and parents to know what skills exceed expectation, meets expectation, is progressing toward expectation, or is limited toward expectation. It is important that parents are aware of where their child is in regards to skill performance. It is also important to include the results from the final assessment so that the parents know why their child received their respective grade.

If results reported on report card, indicate what kind of symbol would be used for this reporting (eg.: A, 85, E, NI, progressing, etc.):

The results will be reported on the report cards with either an E (Exceeds Expectations), M (Meets Expectations), P (Progressing toward Expectations), and L (limited progress toward Expectations).

2nd Grade Manipulative Skill Assessment

Trap	Trap	Trap	Trap	Trap	Trap	Trap
	Position body in front of ball	Lift up trapping foot	Eyes watch ball	Place trapping foot on ball	Average	Overall Rating
Alex						
Ben						
Carly						
Dan						
Eden						
Francis						
Gail						
Haley						
Isabel						
Jackson						
Kyle						
Lindy						
Mason						
Nick						
Oren						
Patricia						
Quinn						
Rachel						
Sam						
Tim						
Urban						
Victor						
Wanda						
Xavier						
Yolanda						
Zeke						

4 = Advanced

Exceeds Expectations

3 = Age appropriate

Meets Expectations

2 = Approaching age appropriate

Progressing toward expectations

1 = Delayed

Limited progress toward expectations