

Standards 2, 4, & 6

Standard 2: demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Learning Goal: students will demonstrate understanding of a variety of variety of racquet sport movement concepts, strategies, and tactics in a variety of physical activities.

Assessment tool: Exit slip

Standard 4: achieves and maintains a health-enhancing level of physical fitness.

Learning Goal: Students will achieve and maintain a health-enhancing level of physical fitness by using the FitnessGram assessment and taking a pre-test and post-test during the 10 week marking period.

Assessment tool: FitnessGram/Personal Goals

Standard 6: values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Learning Goal: Students will develop value for physical activity for enjoyment and/or social interaction during the 10 week marking period as partly evidenced by the alternative assessment dialogue assignment.

Assessment tool: Alternative assessment

**Addendum for Assessment Tools
Implementation Plan**

Your name: Sarah Kangas

Standard # 2

Grade level: 8

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

Students will demonstrate understanding of a variety of racquet sport movement concepts, strategies, and tactics 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 racquet sport movement concepts, strategies, and tactics in a variety of physical activities 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 will focus on learning and remembering rules and developing and applying strategies. During daily instruction, the students would be taught rules and strategies related to racquet sports movements such as the lob, forehand, backhand, and overhand serve. During instruction students will be taught when and why a lob, forehand, backhand, and overhand serve are used in game play. In addition, posters of the rules for the different racquet sports of tennis, badminton, and pickle ball would be posted on the gymnasium walls supported by illustrations of the correct form to reinforce the instruction provided. At the end of each class, students would fill out the exit slip by answering the 1 or 2 questions regarding the principles, strategies, and tactics of the racquet sports. Lastly, closing discussions throughout the marking period would involve the instructor asking the students questions on the movement concepts, principles, strategies, and tactics of the skills. 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 how the racquet sport skills of the forehand, backhand, lob, and overhand serve can be used effectively during game play if strategies and movement concepts are better developed. During the lesson I will go to each student individually and provide as much positive specific and congruent feedback as possible on how the student is progressing towards improving his/her strategy use during game play. Following the exit slips, I will also provide

feedback to each student individually by giving feedback on the exit slips and then returning the exit slips to the students so that they can read the feedback that I have given them. Lastly, I will provide written 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?

I would not use this assessment at the elementary level. Students at the elementary level would be able to answer questions during the closing discussion of how different rules and strategies are used in game play for the racquet sports skills. Students would instead be able to describe the critical elements of the fundamental motor skills and be able to tell the difference in time, space, force, flow, and direction. The emphasis is placed more on movement vocabulary and applying the movement concepts whereas at the middle school setting the emphasis is placed more on applying and transferring the movement concepts to real-life physical activity settings, such as learning why the lob is a good move to do when the opponent is playing up towards the net.

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

The movement concepts, strategies, and rules of the racquet sport skills will 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 E, M, P, L 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.

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).



Racquet Sports Unit Exit Slip

Name: _____

When would the lob stroke be used?

Why is beneficial to have a strong overhead serve?