



# ***Assessment: The Road Less Traveled***

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# *Assessment: The Road Less Traveled*

## *Why Perform Student Assessment?*

- High Stakes testing may potentially force public school administrators to look at non-core academic subjects such as physical education as targets for budget cuts, sacrificing physical activity opportunities for our children.
- Research has indicated that physical education in public schools has demonstrated a lack of ability to assess its outcomes.
  - Lawson, H. (1998). Rejuvenating, reconstituting and transforming physical education to meet the needs of vulnerable children, youth and families. *Journal of Teaching in Physical education*, 18(1) 2-26.

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## *Why Perform Student Assessment?*

- Assessment vital role in educational reform.
- Link instruction to learning targets and student mastery of skill.
- At District and State levels it is being used to evaluate schools and subject areas.
- Provides credibility of subject area as an academic discipline.

- Wood, T. M. (2003). Assessment in physical education: The future is now! In S. J. Silverman & C. D. Ennis (Eds.) *Student learning in physical education: Applying research to enhance instruction* (pp. 187-201). Champaign, IL: Human Kinetics.

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## *Why Perform Student Assessment?*

- Content standards developed by NASPE to guide assessment.
  - Assessment guides/publications to help with implementation.
  - Assessment causes us to think about how we determine if students have learned the content we want them to learn.
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- National Association for Sport and Physical Education (2004). *Moving into the future: National standards for physical education*, (2<sup>nd</sup> ed.). Reston, VA: Author.
  - Lambert, L. T. (1998). This too shall pass-or will it? [Editorial]. *Journal of Physical Education, Recreation and Dance*, 69(1), 13-14.
  - Lund, J. L. (2000). *Creating rubrics for physical education*. Reston, VA: National Association for Sport and Physical Education.
  - Mitchell, S. A. & Olsin, J. L. (1999). *Assessment in games teaching*. Reston, VA: National Association for Sport and Physical Education.

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## *Vocabulary*

- **Assessment:**
  - ▣ Measurement or collection of information regarding student performance of skills, knowledge or attitudes.
- **Evaluation:**
  - ▣ Process of using assessment information to make a judgment on student performance.
- **Grading:**
  - ▣ Composite score that incorporates the information and data gained through assessment and evaluation.

- ▣ Darst, P. W. & Pangrazi, R. P. (2006). *Dynamic physical education for secondary school students* (5<sup>th</sup> ed.). San Francisco: Pearson Education.

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## *Vocabulary: Authentic Assessment*

### □ Characteristics:

- Presentation of worthwhile tasks representative to activity performance.
- Emphasizes higher-level thinking and learning that is more complex.
- Criteria are articulated in advance so students know how they will be evaluated.
- Assessments are indistinguishable from instruction.
- Changes the role of teacher to ally.
- Students present work publicly.
- Examines the process as well as product of learning.

- Lund, J. L. (1997). Authentic assessment: Its development and applications. *Journal of Physical Education, Recreation and Dance*, 68(7), 25-28, 40.

# Assessment: The Road Less Traveled

## Developing Scoring Guides

### □ Four Levels:

#### ▣ Level 4-Distinguished/Exemplary:

- ▣ Performs above the standard of students of similar age.

#### ▣ Level 3-Proficient:

- ▣ Performance level desired of the majority of students.

#### ▣ Level 2-Basic/Emerging:

- ▣ Student performs just below the desired level of performance.  
Many may begin and advance to Level 3.

#### ▣ Level 1-Novice/Beginning:

- ▣ Student performs below grade level. They will need remediation to progress to the proficient level.

- ▣ Wood, T. M. (2003). Assessment in physical education: The future is now! In S. J. Silverman & C. D. Ennis (Eds.) *Student learning in physical education: Applying research to enhance instruction* (pp. 187-201). Champaign, IL: Human Kinetics.

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## *Determining Levels of Performance*

- Steps in the Process:
  - ▣ Choose a group to review the assessments.
  - ▣ Decide how as group you will determine cutoff scores.
    - Average performance.
    - Percentiles.
  - ▣ Train teachers for administration to ensure uniform skill assessment.
  - ▣ Compile evidence for the scores used.
    - Test for multiple schools multiple years.
  - ▣ Document the process:
    - Maintain records of the scores so that you can re-evaluate based on longitudinal data.
    - Design your digital data collection spread sheets to keep this data.

- Wood, T. M. (2003). Assessment in physical education: The future is now! In S. J. Silverman & C. D. Ennis (Eds.) *Student learning in physical education: Applying research to enhance instruction* (pp. 187-201). Champaign, IL: Human Kinetics.



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## *Aligning Assessment to Standards*

- Primary NASPE Standards for Assessment:
  - ▣ Standard # 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
    - Assessments of skill performance and technical performance.
  - ▣ Standard # 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
    - Cognitive assessments of knowledge and comprehension

- National Association for Sport and Physical Education, (2004). *Moving into the future: National Standards for Physical Education* (2<sup>nd</sup> ed). Reston, VA., Author.

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## *Aligning Assessment to Standards*

- Primary NASPE Standards for Assessment:
  - ▣ Standard # 4: Achieves and maintains a health-enhancing level of physical fitness.
    - Fitness assessment for cardio respiratory, muscular endurance, flexibility and body composition.
    - Test for multiple schools multiple years.
  - ▣ Standard # 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
    - Design your data collection spread sheets to keep this data.

- National Association for Sport and Physical Education, (2004). *Moving into the future: National Standards for Physical Education* (2<sup>nd</sup> ed). Reston, VA., Author.

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## *Aligning Assessment to Standards*

**Health and Fitness EALR 1** - The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

Component 1.1 – Develops motor skills and movement concepts as developmentally appropriate.

Component 1.2 – Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.

Component 1.3 – Understands the concepts of health-related fitness, and interprets information from feedback, evaluation, and self assessment in order to improve performance.

Component 1.4 – Understands the concepts of skill-related fitness, and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

Component 1.5 – Understands relationship of nutrition and food nutrients to body composition and physical performance.

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## *Types of Assessment*

- Written Examinations:
  - ▣ Necessary for assessing cognitive understanding of concepts.
  - ▣ A shift has taken place from emphasizing true and false, multiple choice and short answers to essay and open ended questions.
  - ▣ If using more open ended types scoring guide evaluations are used to evaluate.

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## *Types of Assessment*

- Structured Observations
  - ▣ Teachers, peers or students observe and assess performance of various motor skills, exercises, routines and demonstrations of appropriate social interactions skills.
  - ▣ Evaluated using a scale, checklist or scoring guide, or counting system.

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## *Designing Assessments with Technology*

### □ Types of Assessments

#### ▣ Grade books/Report Cards



#### ▣ Scoring Rubrics:



#### ▣ Handheld options.

