



NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

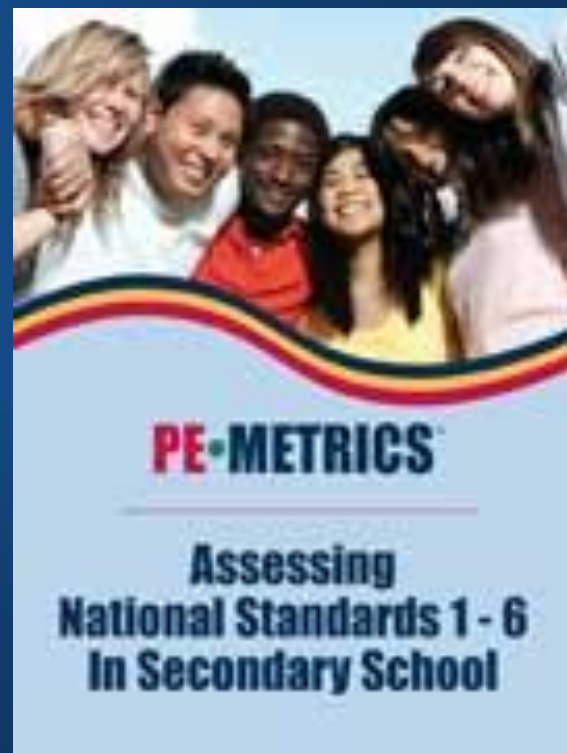
Making PE Metrics Work for You: Adaptations and Technology Integration

Derrick Mears, Ph.D., A.T.C.

Western Washington University

www.derrick-mears.pbworks.com

PE•METRICS
Measuring Student Success





NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

Who Is This Guy?

• Background:

- 23 years in education field
 - 12 years in public schools teaching Middle School and High School Physical Education, Science and Gifted Education.
 - 11 years in higher education teaching PETE
 - Physical Education Pedagogy, Adapted Movement Science and Educational Technology.



**NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION**

PE•METRICS

Measuring Student Success



PE•METRICS™

**Assessing
National Standards 1-6
In Elementary School**



PE•METRICS™

**Assessing
National Standards 1 - 6
In Secondary School**



**NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION**

**This is
Your Brain!!**



***Ahh!! Charlotte! No students for
a week!***



NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

This Is Your Brain on PE Metrics

But I don't teach any of these! Should I be?

How in the world can I implement all these tests?

I've got a tiny gym?

I'm not a researcher I barely have time to pee between classes!

I am too overwhelmed!!

But I want to assess kids at all grades MS-HS?

Has NASPE lost their mind?

I can't even take a picture without getting part of my thumb, how am I supposed to video tape?





**NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION**

This Is Your Brain on PE Metrics





NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

PE • **METRICS**
Measuring Student Success

Addressing Concerns

Concern # 1:

It is so overwhelming to think about. How can I get started?



NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

Addressing Concerns: Getting Started

- **Recommendations:**

- **Start Small**

- *Pick your favorite unit you teach and that you are comfortable with the skills.*
- *Assess only a few activities per year per grade level.*
- *Use the first year as an trial period not an implementation period*

- **Share with your colleagues**

- *Practice with a few students versus trying to assess all of them at once*
- *Try one class before assessing all of them*
- *Develop a common skill task progressions for the unit that are aligned to the assessment.*

- **Choose a limited number of Standards 2-6 questions that might fit your current curriculum then look for ways to incorporate and expand.**



NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

PE•METRICS

Measuring Student Success

Addressing Concerns

Concern # 2:

I don't teach many of the activities in the PE Metrics Standard 1 Assessments or they don't fit my setting. How can they help me?



NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

Addressing Concerns: Designing Assessments

- *Recommendations:*
 - *PE Metrics is a consensus and provides examples:*
 - *Use the Standard 1 rubrics as templates for developing your own assessments.*
 - *Utilize a format that fits your setting within appropriate assessment parameters.*
 - *Modify the soccer or team handball rubric to assess other invasion games*
 - *Use pickle ball for guideline for developing tennis assessments*



NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

PE • **METRICS**
Measuring Student Success

Addressing Concerns

Concern # 3:

What if I want to assess students at levels other than the end of grade 8 or high school?



NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

Addressing Concerns: Assessing Other Levels

• Recommendations:

- Exit Criteria

- Designed to be "by the end of..." assessments.*
- Break down portions for different grade levels.*
- Use grade 8 for high school if have limited class time or exposure to the content area.*
- Use some each year (e.g. forehand in pickle ball 7th grade, backhand in 8th grade.)*
- Modify and use perhaps elementary levels for students with motor delay or disabilities.*



NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

PE • **METRICS**
Measuring Student Success

Addressing Concerns

Concern # 4:

*I don't have exact equipment or
have limited space? What should
I do?*



NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

Addressing Concerns: Equipment and Space

• Recommendations:

- Equipment/Modifications:

- Assessments can and should be modified to fit your setting. Using equipment available, space available to meet individual needs.*
- Be sure you record the modifications and parameters for your assessments so you can replicate. This way you can begin to establish your levels of student performance.*
- However, if you modify you can't use the standardized scores to compare.*



NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

PE • **METRICS**
Measuring Student Success

Addressing Concerns

Concern # 5:

When do I teach and what do I do with the rest of the students while I assess?



NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

Addressing Concerns: Curriculum and Assessment

• Recommendations:

- Teaching/Assessment:

- Team teach and assess $\frac{1}{2}$ of students, use a classroom and gymnasium combination. Parent volunteers, student assistants.*
- If by yourself use station format and assess at one particular station.*
- Develop a skill progression that directly aligns to the assessments you are using.*
 - What skill drills will lead to performance of the key skills?*
 - What modified games can be used to teach the skills assessed?*



NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

PE • **METRICS**
Measuring Student Success

Addressing Concerns

Concern # 6:

PE Metrics recommends video-recording the assessments for Standard 1. Why? Can't I just score students "live" as they complete the assessments?



NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

Addressing Concerns: Video Taping Concerns

• Recommendations:

- Why Video Tape:

- Problems are easy to miss while you are teaching and monitoring students while assessing. Video taping allows you to review to be sure you assessed each student accurately.*
- Some can be done "live" some are more difficult.*
- Perhaps use the video as a "back up" as you develop your skills of assessing students. Use as a review.*
- Set up the camera and let it run while you circulate.*



**NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION**

PE•METRICS

Measuring Student Success



PE•METRICS™

**Assessing
National Standards 1-6
In Elementary School**



PE•METRICS™

**Assessing
National Standards 1 - 6
In Secondary School**



NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

Using PE Metrics as a Format for Designing Assessments

Assessment Goals:

• Psychomotor Assessments:

- **Formative** - a skill assessment that focuses on the specific cues or skills of the lesson.
 - Checklists, skill assessment practice scores, task cards, individual and partner designed exercise sequences.**
- **Summative** - an end of unit assessment that assesses the key skills for the unit.
 - Formal skill assessment, Exercise or dance sequence performed to desired parameters.**





NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

Using PE Metrics as a Format for Designing Assessments

Performance Levels:

Proficient (Got it!)

- Students score 80% level or above on skill assessment

Competent: (Almost Got it!)

- Student scores 70% or above on skill assessments.

Basic: (Getting There!)

- Student scores below 70% on skill assessment.

- Level of performance based upon time, distance, accuracy or other criterion.





NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

Using PE Metrics as a Format for Designing Assessments

Designing Psychomotor Assessments:

- *Step # 1: Identify the Critical Phases of the Skill:*
 - What are three to four key things a student must do to perform the skill correctly?
- *Step # 2: Break each Phase into components:*
 - What would you see in each phase that would indicate correct performance?





NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

Using PE Metrics as a Format for Designing Assessments

Steps in the Process:

- *Step # 3: Accuracy/Assessment:*
 - *How will you assess the skill for accuracy?*
 - *How will you determine the student can perform the skill?*
 - *Describe the specific skill assessment you will use to evaluate student performance.*





NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

Using PE Metrics as a Format for Designing Assessments

- **Level I: Remember/Understand:** retrieve knowledge and construct meaning:
 - Define, identify, label, list, match, name, recall, recognize, repeat, clarify, classify, describe, discuss, explain, extend, give examples, illustrate, interpret, paraphrase, represent, summarize.
- **Level II: Apply/Analyze:** use procedures, knowledge or separate and understand the parts of something.
 - Classify, collect, demonstrate, discover, implement, predict, relate, show, solve, use, compare, contrast, distinguish, draw conclusions, focus, infer, integrate, point out.
- **Level III: Evaluate/Create:** make decisions. Judge something based on criteria or put elements together to create something new
 - Check, choose, conclude, critique, judge, measure, rate, select, test, weigh, combine, compose, create, design, develop, imagine, plan, produce, rearrange, suppose, what if.



NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

Using PE Metrics as a Format for Designing Assessments

- *Cognitive Assessment Performance Levels:*
 - *Proficient: (Got it!)*
 - *Level of performance defined by student producing all parts of the desired response.*
 - *Competent: (Almost Got it!)*
 - *Level of performance where individual is missing only 1-2 components of a Level 3 score.*
 - *Basic: (Getting There!)*
 - *Level of performance where individual is missing more than 2 components of the Level 3 score.*



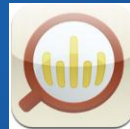
Utilizing Technology in Assessment Design



NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

 Poll Everywhere

WUFOO



 canvas
BY INSTRUCTURE





NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

*Perfect Assessments
only exist in perfect
places!*

*Duloc is the
Perfect Place?*



THE TALE

A wicked little man with big ambitions, Lord Farquaad was obsessed with perfection. He banished all fairy-tale creatures from the kingdom of Duloc, since they didn't fit in with his vision of a perfect world. Despite his big chin, page boy hairdo, and vertically challenged physique, Farquaad thought he'd make the perfect king - and desired the



NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

PE•METRICS

Addressing Concerns: In a Nutshell



- *Use PE Metrics as a guide to create your "perfect assessment" program that fits your setting.*

<http://derrick-mears.pbworks.com>



NATIONAL ASSOCIATION
FOR SPORT & PHYSICAL
EDUCATION

Making PE Metrics Work for You: Adaptations and Technology Integration

Derrick Mears, Ph.D., A.T.C.

Western Washington University

www.derrick-mears.pbworks.com

PE•METRICS
Measuring Student Success

