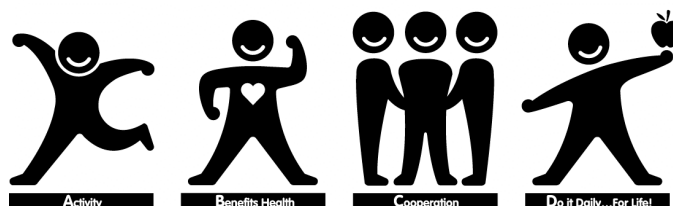


# Ever Active Schools Hitting the Target: Assessment for Learning In Physical Education

Participant Handout



## ABCD's of Physical Education



*Intended Audience: Kindergarten – Grade 12 Physical Education Teachers*

### Workshop Outcomes

*Participants will:*

- *Review the intent of the Physical Education Program of Studies*
- *Relate assessment for learning practices to student learning in Physical Education*
- *Examine assessment strategies and articulate assessment criteria*
- *Identify opportunities to access ongoing support and resources*

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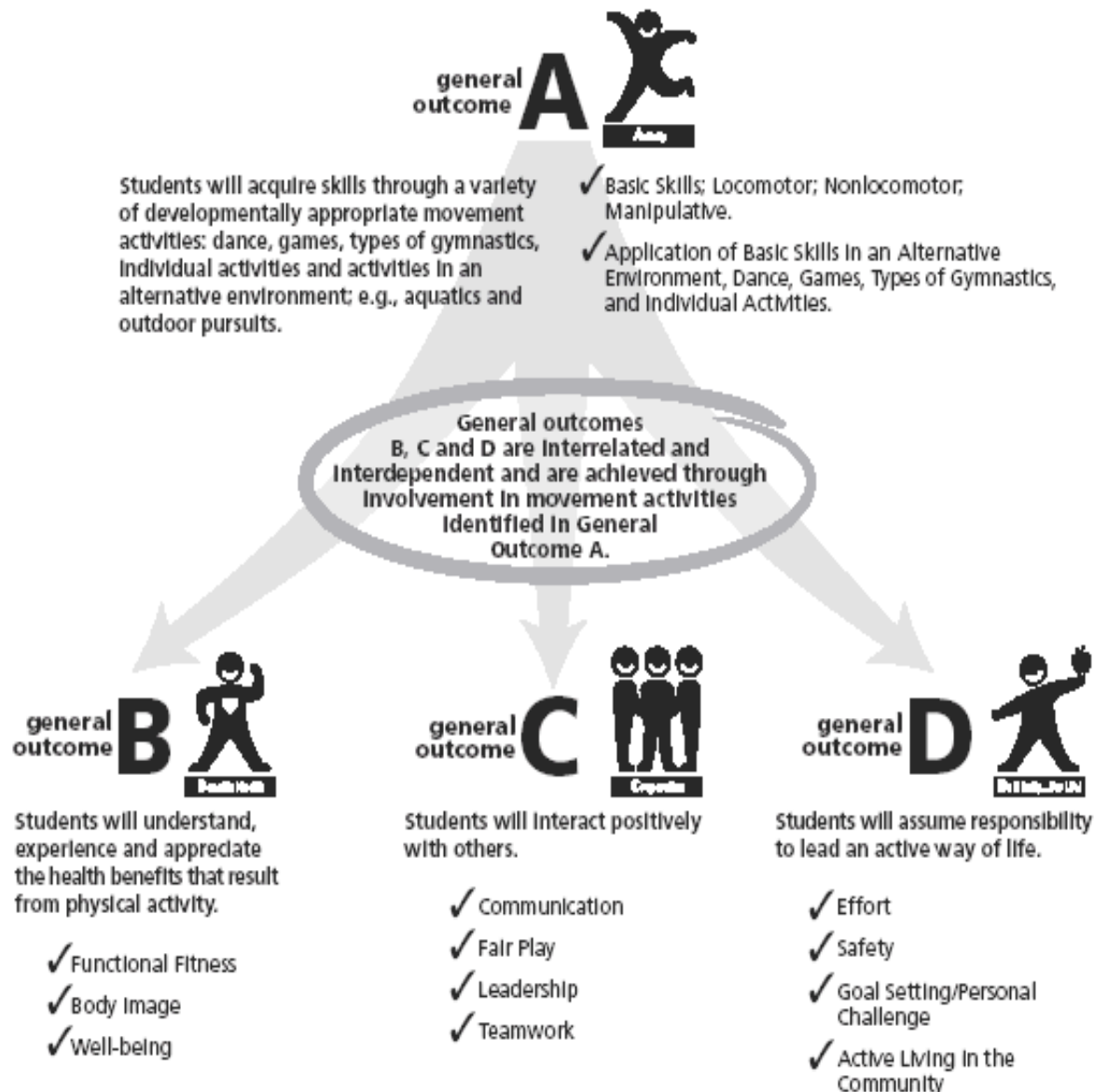
Workshop development supported by:



# K-12 physical education program of studies



The aim of the Kindergarten to Grade 12 Physical Education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.



## Resources available to support implementation:

- Physical Education Online  
English: [www.education.gov.ab.ca/physicaleducationonline](http://www.education.gov.ab.ca/physicaleducationonline)  
French: [www.education.gov.ab.ca/educationphysiqueenligne](http://www.education.gov.ab.ca/educationphysiqueenligne)

- Resources @ [www.education.gov.ab.ca/k\\_12/curriculumbySubject/physed](http://www.education.gov.ab.ca/k_12/curriculumbySubject/physed)
- Physical Education Kindergarten to Grade 12 Guide to Implementation  
English: LRC Product #425597, French: LRC Product #461335,  
[www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca)
- Administrator's Overview, K-12 Physical Education
- Physical Education Resource Guide
- Daily Physical Activity (DPA) School Handbook
- Video-Daily Physical Activity Initiative – Creating a Desire to Participate

## **Key Characteristics of Assessment For Learning**

Adapted from “*What’s the Difference – OF and FOR?*”, Ruth Sutton, AAC Refocus 2<sup>nd</sup> Edition, 2005, page 4

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

## **UNPACKING KEY LEARNING OUTCOMES A FOCUSED APPROACH TO ASSESSMENT AND INSTRUCTION**

*Deborah McFarlane, Alberta Education, 2008*

Important elements of good teaching include creating classroom environments conducive to learning, being aware of student readiness, interest or learning styles and engaging students in a broad range of instructional activities. However, the essential first step in teaching is to identify key learning outcomes and what form of assessment aligns with those outcomes.

Unfortunately, many teachers spend insufficient time identifying clearly what students should know, understand and be able to do. Many teachers plan learning activities without having a clear understanding of the “big ideas” (Wiggins and McTighe 2005) and important skills behind the activities. Students have an even lesser understanding of what the learning targets are, and for many, what they need to do to succeed remains a mystery.

Identifying the big ideas from the Alberta Program of Studies is harder than one might think. It makes more sense for teachers to spend time unpacking the specific learner outcomes and identifying the key learning outcomes within the Program of Studies. Specific learner outcomes are really just statements about knowledge or skills. Some relate to key concepts, big ideas and understandings that teachers want students to grasp and remember long after they have forgotten the details. These specific learner outcomes can be grouped together or *chunked* in meaningful ways.

Unpacking these key learning outcomes is harder than one might think. If teachers work collaboratively, they will find the task of identifying key learner outcomes much easier.

The next step in this focused approach is **assessment**. Once a teacher has a clear idea of what the learning outcomes are, the temptation may be to launch immediately into the planning the learning activities. When a teacher develops assessments to align with key learning outcomes early in the planning stages, then the outcomes and assessments become the lens through which all learning activities are viewed. No time is wasted on activities that are unrelated or trivial.

## The Roles of Teacher in the Assessment Cycle

### Teacher as Designer/Planner:

- Design units - backwards
- Determine the learning destination-identify what students should know, understand and be able to do by sharing the learning targets with them
- Clarify what evidence of learning should look like
- Identify criteria for evaluation
- Plan teaching and learning experiences that will equip students to reach learning targets

### Teacher as Coach: Assessment *for* Learning

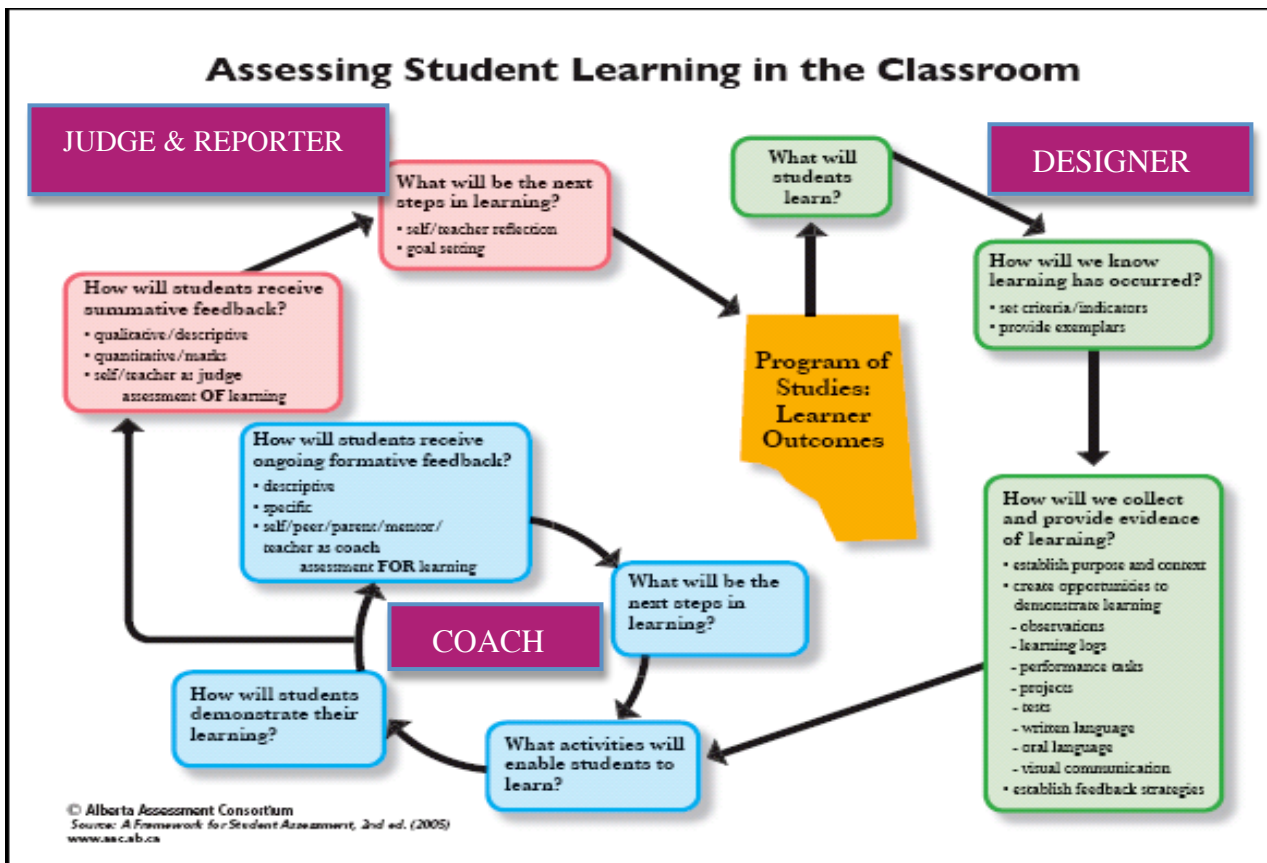
- Describe what performance looks like – break it down
- Provides effective feedback on performance
- Engages students in self-reflection and peer-coaching

### Teacher as Judge: Assessment *of* Learning

- Determines if students have reached the learning destination
- Ensures that the body of evidence collected about student learning is appropriate, accurate and adequately sampled

### Teacher as Reporter:

- Aligning grade books with learning targets
- Reports student achievement as related to the outcomes in the Program of Studies
- Reports non-achievement factors separately from achievement factors



## Backwards Design Model

(Adapted from *Understanding By Design*, Wiggins & McTighe, 1998)

### Stage One – Identify Desired Results

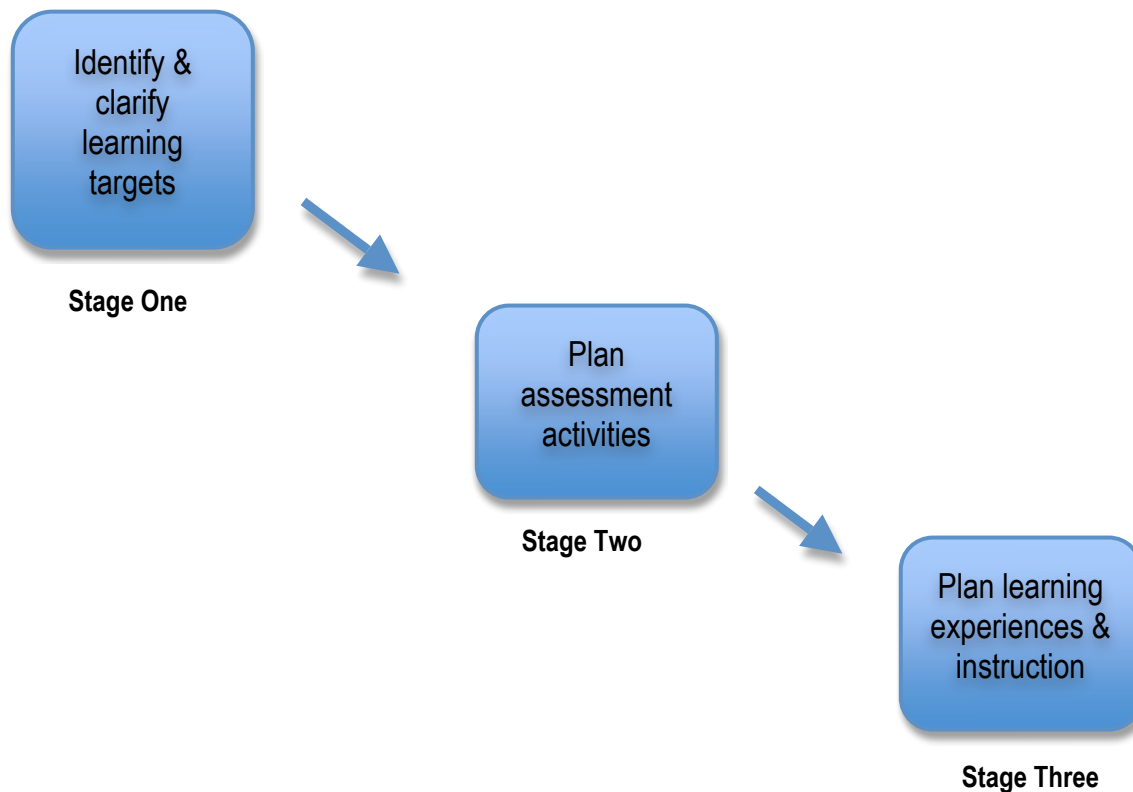
- What are the central concepts/big ideas in this unit?
- What knowledge and skills will students need to understand these central concepts?

### Stage Two – Plan Assessment Strategies





- How will we know that students have achieved the learning targets?
- What would we accept as evidence of desired understandings and proficiencies?
- What criteria are we looking for?

### Stage Three – Plan Learning Experiences and Instruction

- What teaching and learning experiences will equip students to reach learning targets?
- How will we cause students to reflect and rethink to dig deeper into the key concepts?
- What materials and resources will be required?



## ◆ DECK OF FUN

General Outcomes													
	<b>Activities</b>		<b>Benefits Health</b>			<b>Cooperation</b>				<b>Do It Daily...For Life</b>			
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communication</i>	<i>Fair Play</i>	<i>Leadership</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/ Personal Challenge</i>	<i>Active Living In The Community</i>
			B(2-8)-3										

### EXIT CARD

Name: \_\_\_\_\_

Today you learned about the three components of fitness! In the space below, please write down the three components of fitness and hand it in before you leave.





- 1.
- 2.
- 3.

**Equipment:** 5-6 decks of playing cards

**Organization:** Have the students assign an individual activity, representative of each component of fitness (i.e., cardiovascular endurance, flexibility, strength) to each suit of a deck of playing cards; i.e., hearts = bench step ups (cardio), clubs = wall sprints (cardio), spades = v-sit (strength), diamonds = hamstring stretch (flexibility). Each group of 4-5 students is given half a deck of cards. On the signal to begin, a group leader deals each group member one card and then remainder of the deck is placed on a bench or in a pocket. Simultaneously, everyone turns over his or her card. Each student is then challenged to complete the activity on the card (jack of spades = v-sit for 11 seconds) before another group hand can be dealt. Once your required activity is completed, help teammates compete their activities to be able to deal another hand more quickly. The group challenge is to deal all of the cards and complete all activities. Aces are bonus cards, if one group member turns over an ace, all other activities do not need to be completed – all group members travel together to touch all four walls and then deal another hand.

**Variation/Inclusion:** Consider having autistic students or those with ADHD work with only one partner to decrease the distraction of working with a large group. Where possible, provide a picture of each activity. Try Full House! Have groups of 4-5 students travel through an obstacle course or complete laps of the field at their own pace. With every completed lap, every student receives a playing card. Groups must communicate throughout the activity as they try to build a full house (3 of one card, 2 of another, i.e., 3 kings, 2 aces).

◆ GATOR BALL TAG

General Outcomes													
	<b>Activities</b>		<b>Benefits Health</b>			<b>Cooperation</b>				<b>Do It Daily...For Life</b>			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-Being	Communication	Fair Play	Leadership	Team Work	Effort	Safety	Goal Setting/Personal Challenge	Active Living In The Community
		A(7-30)-10											

**Offence With & Without Object - Teacher Checklist**



**OUTCOME:** A(7-30)-10 – *Students will perform activity-specific basic skills in a variety of games.*

CRITERIA		CRITERIA	
Actively working to move into open space.		Looks to pass to open players	

STUDENT NAME	YES	NOT YET	YES	NOT YET

**Equipment:** 3-4 gator balls & pinnies or scarves

**Organization:** Choose 2-3 students to be “its” and have them wear pinnies. The taggers attempt to tag the other students by touching them with the ball. Students cannot run with the ball; therefore, positioning and passing are very important. When a student is tagged, he/she must put on a pinnie and join the tagging team. The non-tagging students are not to interfere with the ball by blocking a pass. The activity ends when all students are tagged.

**Variation/Inclusion:** Try this activity as a walking only activity when in a small space.

### GRADE 5 GAMES EXAMPLE – SPECIFIC LEARNER OUTCOMES



<p>Select, perform and refine more challenging locomotor sequences.</p> <p>Consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance.</p>
<p>Select perform and refine more challenging ways to receive, retain and send an object with control.</p> <p>Consistently and confidently perform manipulative skills using elements of body and space awareness, effort and relationship.</p>
<p>Demonstrate basic strategies and tactics that coordinate effort with others; e.g. team, in order to achieve a common activity goal in lead-up games.</p> <p>Identify and demonstrate practices that contribute to teamwork.</p> <p>Identify and demonstrate positive behaviours that show respect for self and others.</p>

### KEY LEARNING OUTCOMES



<p>Students will perform locomotor skills using control/personal space and move in using different pathways, directions and levels.</p>
<p>Students will receive, retain and send objects with control using different pathways, directions and levels.</p>
<p>Students will demonstrate teamwork through positive and respectful interactions.</p>

### GRADE 8 DANCE EXAMPLE – SPECIFIC LEARNER OUTCOMES



<p>Select, combine and perform specific locomotor skills in a variety of activities to improve personal performance.</p> <p>Select, combine and perform locomotor by using elements of body and space awareness, effort and relationships to improve personal performance.</p>
<p>Select, combine and perform specific nonlocomotor skills in a variety of activities to improve personal performance.</p> <p>Select, combine and perform locomotor by using elements of body and space awareness, effort and relationships to improve personal performance.</p>
<p>Select, refine and present a variety of dance sequences; e.g. jazz, square dance, social and novelty, alone and with others</p> <p>Choreograph and perform dance sequences using the elements of movement and basic dance steps and patterns</p>
<p>Demonstrate etiquette and fair play.</p>
<p>Describe, apply and practice leadership and followership skills related to physical activity.</p>

### KEY LEARNING OUTCOMES



<p>Students will perform locomotor dance sequences using control/personal space and many pathways, directions and levels.</p>
<p>Students will perform nonlocomotor dance sequences using control/personal space and many pathways, directions and levels.</p>
<p>Students will choreograph and present dance sequences using body space awareness &amp; rhythm.</p>
<p>Students will demonstrate etiquette.</p>
<p>Students will practice leadership and followership skills.</p>

**Chunking Activity #1: Grade 2 – Individual Activities** *(Students will participate in running, jumping and throwing activities; individual manipulatives; combative or self-defense activities; and target activities.)*

**Task 1: Work in pairs or with your table groups to “chunk” these specific learner outcomes that have been selected for a Juggling Unit in the Individual Activities dimension in a way that makes sense for you.**





Unit: Juggling

Selected Specific Outcomes:

- A2-5 Select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others.
- A2-13 Select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching
- C2-1 Identify and demonstrate respectful communication skills appropriate to context
- C2-3 Identify and demonstrate etiquette and fair play
- C2-5 Display a willingness to play cooperatively with others of various abilities, in large and small groups
- D2-1 Show a willingness to participate regularly in short periods of physical activity with frequent rest intervals
- D2-6 Practice setting a short-term goal related to positive effort to participate in a physical activity
- D2-7 Identify ways to change an activity to make it a challenge based on personal abilities
- D2-9 Make appropriate movement choices considering personal space, safety, ability and the surrounding environment

**Task 2: Based on the learning outcomes that you have chunked above, write down the key learner outcomes for each; e.g., Students will...**





◆JUGGLING

General Outcomes													
	Activities		Benefits Health			Cooperation				Do It Daily...For Life			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-Being	Communication	Fair Play	Leadership	Team Work	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In The Community
										D2-1,2	D2-3,5	D2-6,7	

JUGGLING SELF ASSESSMENT – Circle the one that best describes your level of effort in juggling today

# How Did You Do Today?



	<b>4</b> 	<b>3</b> 	<b>2</b> 	<b>1</b> 
<b>EFFORT!</b> (D-1,2 - Effort)	I tried every activity, and encouraged others to participate!	I tried every activity, even the ones I didn't like.	I only tried the activities that I liked.	I didn't try any activities.
<b>SAFE!</b> (D-3 - Safety)	I was safe and helped make everyone else safe!	I made sure I was safe.	I had to take a time-out because I wasn't safe.	I was not safe and made it dangerous for others.
<b>MOVE!</b> (D-5 - Safety)	I moved into open space with my eyes looking forward!	My eyes looked forward but I was very close to other people when I moved.	My eyes looked up and down and I bumped into one or two people when I moved.	My eyes looked down and I bumped into other people when I moved.
<b>CHALLENGE!</b> (D-6,7 - Personal Challenge)	I was willing to chose or modify activities to challenge my abilities and encouraged others to do the same!	I was willing to chose or modify activities to challenge my abilities.	I was hesitant to chose or modify activities to challenge my abilities.	I only chose to participate in activities I knew I could already do.

**Equipment:** Juggling scarves, beanbags, or plastic garbage bags for every student.

**Organization:** Use the attached juggling progressions and have your students explore juggling with one, two or three objects.

**Variation/Inclusion:** Challenge students to create new juggling patterns. Further challenge students by having them juggle beanbags, rubber chickens and rubber rings! Juggle balls by bouncing them off the wall, juggle one scarf, one ball and one rubber chicken, or juggle with a partner! Try partner juggling: toss a beanbag to a partner using two hands, then one hand. When ready, add another object.

### **Individual Juggling Progressions**

- Toss one scarf up and catch on the way down with the back of your hand facing the ceiling. Try using the right hand approx. 5-10 times, then left hand.
- Toss single scarf from right to left in a circular pattern.
- Switch directions and toss from left to right in a circular pattern.
- Toss from right to left and back from left to right.
- Using two scarves, one in each hand, cross arms above head and drop scarves from hand. Uncross hands and catch the scarves before they hit the floor (about waist height). Remind the students to keep the backs of their hands facing the ceiling. Cues: "cross-drop-catch".
- Using two scarves, one in each hand, toss one in front of your body, then toss the other in front. Catch each one with the opposite hand. Cues: "criss-cross-catch-catch" OR "criss-cross-applesauce".
- Using three scarves, place one in each hand and one in your pocket or waistband off to one side. Toss one scarf across your body (use the one in your hand that is on the same side as the one in your pocket). Toss the other scarf from your other hand across your body, then grab the scarf out of your pocket and toss it across your body. Let all three scarves drop. Try this 5-10 times.
- Instead of letting the scarves drop, this time catch and release each scarf.

**Chunking Activity #2: Grade 7 – Dance Dimension** *(Students will participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills and develop skills that are transferable to social situations in the community)*

**Task 1: Work in pairs or with your table groups to “chunk” these specific learner outcomes that have been selected for a Line Dance unit in the Dance Dimension in a way that makes sense for you.**





Unit: Line Dancing

Selected Specific Outcomes:

- A7-8 Refine and present a variety of dance sequences; e.g., folk, square, social and novelty, alone and with others
- A7-9 Choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns
- B7-6 Identify and explain the effects of exercise on the body systems before, during and after exercise
- C7-1 Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
- C7-3 Demonstrate etiquette and fair play
- C7-4 Identify and then take responsibility for various roles while participating in physical activity; and, identify the leadership and followership skills used while participating in physical education
- C7-5 Select and apply practices that contribute to teamwork
- C7-6 Identify and demonstrate positive behaviours that show respect for self and others

**Task 2: Based on the learning outcomes that you have chunked above, write down the key learner outcomes for each; e.g., Students will...**

◆ DANCE ACTIVITIES

General Outcomes													
	<b>Activities</b>		<b>Benefits Health</b>			<b>Cooperation</b>				<b>Do It Daily...For Life</b>			
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communication</i>	<i>Fair Play</i>	<i>Leadership</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/ Personal Challenge</i>	<i>Active Living In The Community</i>
		A7-8,9											

DANCE – TEACHER CHECKLIST



OUTCOME												
<i>A(1-30)-8,9: Students will perform dance sequences using the elements of movement alone and with others</i>												

CRITERIA				CRITERIA				CRITERIA			
Movements are coordinated with the music				Maintains rhythm and pattern				Maintains space w/ and without others			

GRADE:

STUDENT NAME	1 <sup>st</sup> OBS		2 <sup>nd</sup> OBS		1 <sup>st</sup> OBS		2 <sup>nd</sup> OBS		1 <sup>st</sup> OBS		2 <sup>nd</sup> OBS	
	YES	NOT YET	YES	NOT YET	YES	NOT YET	YES	NOT YET	YES	NOT YET	YES	NOT YET

◆ CUPID SHUFFLE

**Equipment:** Cupid Shuffle, by Cupid

**Organization:** This is a four-wall dance, so have students spread out facing the same wall and preferably facing you. Some students will catch on quickly to the dance steps and others will need your constant cues and modeling. The dance steps are as follows:

- Shuffle four times to the right
- Shuffle four times to the left
- Heel tap or kick your feet to the front; right, left, right, left
- Walk in place 4 times while turning a quarter turn to the left and facing a different wall
- Repeat the steps facing the new wall and continue the steps above until the song is over

**Variation/Inclusion:** Challenge the students who have caught on quickly to the dance steps to make additions to the dance; e.g., instead of shuffling, students can add a turn to the count of four one way then the other.

**◆ ISLAND DANCE**

**Equipment:** The Tide is High, by Atomic Kitten

**Organization:** This is a four-wall dance, so have students spread out facing the same wall and preferably facing you. Some students will catch on quickly to the dance steps and others will need your constant cues and modeling. The dance steps are as follows:

- Step right foot out to the side
- Step left foot out to the side
- Step right foot out to the side
- Bounce two times in the center while bending knees two times
- Add helicopter arms when bouncing (arms swing above head two times around. Snap fingers on each rotation)
- Repeat the steps above, but starting with the left foot stepping out to the left side
- Grapevine step to the right; Grapevine step to the left
- Grapevine back; Grapevine forward
- Heel digs 4X
- 4 polka steps while turning one quarter turn to the left on the 4<sup>th</sup> count

**Variation/Inclusion:** Challenge the students who have caught on quickly to the dance steps to make additions to the dance; e.g., clap hands together while performing the quarter turn.

**◆ SHOW ME YOU CAN DANCE**

Students will create their own choreographed line dance sequence to 4, 8 count beats in groups of 4-5. They will:

- Brainstorm ideas and practice the line dance sequence with their group
- Present the line dance sequence with the rest of the class (half of the class will be the “audience” and the other half the “performers”, then they will switch roles)

**DANCE EVALUATION CRITERIA - Grade 7**

**Group Members:** \_\_\_\_\_

**Type of Dance:** \_\_\_\_\_ **Class:** \_\_\_\_\_

<b>CRITERIA</b>	<b>4 (WOW!) EXCELLENT</b>	<b>3 (YES) PROFICIENT</b>	<b>2 (YES,BUT) ADEQUATE</b>	<b>1 (NO,BUT) LIMITED</b>
<b>Synchronization A7-8,9 C7-5</b>	The actions of the group members are consistently synchronized with each other. <input type="checkbox"/>	The actions of the group members are frequently synchronized with each other. <input type="checkbox"/>	The actions of the group members are occasionally synchronized with each other. <input type="checkbox"/>	The actions of the group members are rarely synchronized with each other. <input type="checkbox"/>
<b>Creativity /Originality A7-8,9</b>	Group presentation consistently models a high degree creativity and originality. <input type="checkbox"/>	Group presentation frequently models a high degree of creativity and originality. <input type="checkbox"/>	Group presentation occasionally models a high degree of creativity and originality. <input type="checkbox"/>	Group presentation rarely models a high degree of creativity and originality. <input type="checkbox"/>
<b>Spatial Patterns A7-8,9</b>	Group members are consistently dancing using a variety of levels and formations. <input type="checkbox"/>	Group members are frequently dancing using a variety of levels and formations. <input type="checkbox"/>	Group members are occasionally dancing using a variety of levels and formations. <input type="checkbox"/>	Group members are rarely dancing using a variety of levels and formations. <input type="checkbox"/>
<b>Rhythm Coordination A7-8,9</b>	Group members are consistently moving in time to the rhythm or music. <input type="checkbox"/>	Group members are frequently moving in time to the rhythm or music. <input type="checkbox"/>	Group members are occasionally moving in time to the rhythm or music. <input type="checkbox"/>	Group members are rarely moving in time to the rhythm or music. <input type="checkbox"/>

**Chunking Activity #3: Grade 10 – Games Dimension** *(Students will participate in a variety of games to develop individual and manipulative skills, techniques, strategies and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette)*

**Task 1: Work in pairs or with your table groups to “chunk” these specific learner outcomes that have been selected for a Team Sports unit in the Games Dimension in a way that makes sense for you.**

Unit: Team Sports

Selected Specific Outcomes:

- A10-1 Apply and refine locomotor skills and concepts-effort, space and relationships-to perform and create a variety of activities to improve personal performance.
- A10-7 Adapt and improve activity-specific skills in a variety of environments
- A10-10 Adapt and improve activity-specific skills in a variety of games
- A10-11 Select, plan and create games that incorporate simple and more challenging strategies and tactics
- A10-13 Experience the basic skills of running, jumping, throwing in a variety of environments
- B10-6 Clarify the positive benefits that occur as a result of participation in physical activity
- C10-1 Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
- C10-3 Demonstrate etiquette and fair play
- C10-4 Describe, apply, monitor and assess leadership and followership skills related to physical activity
- C10-5 Develop and apply practices that contribute to teamwork
- C10-6 Identify and demonstrate positive behaviours that show respect for self and others
- D10-3 Select and apply rules, routines and procedures of safety in a variety of activities
- D10-4 Analyze, design and assess warm-up and cool-down activities

**Task 2: Based on the learning outcomes that you have chunked above, write down the key learner outcomes for each; e.g., Students will...**


**Physical Education**

**General Outcome A – Activity - Create a Game**

*A10-11 Students will apply the relationship among skills, rules and strategies in the creation of games.*

*C10-5 & 6 Students will communicate thoughts and feelings while working with a team in an appropriate and respectful manner*

**Student Names:**

Name of Game:	
Number of Players	
Playing Area	
Equipment	
PE Learning Outcomes	
Safety Considerations	
Object of the Game	
Organization, Rules, and Skills	
Diagram of the Game	

### Peer Evaluation - Create A Game

*Outcomes (C10-5 & 6): Students can communicate thoughts and feelings while working with a team in an appropriate and respectful manner*

Name of Team Member: _____ Criteria:	Yes	No
Listens to, respects, elaborates on ideas of others		
Stays on task		
Displays enthusiasm		
Deals constructively with disagreements		
Provides encouragement to others		
Makes suggestions that move the group toward completion		

Name of Team Member: _____ Criteria:	Yes	No
Listens to, respects, elaborates on ideas of others		
Stays on task		
Displays enthusiasm		
Deals constructively with disagreements		
Provides encouragement to others		
Makes suggestions that move the group toward completion		

Name of Team Member: _____ Criteria:	Yes	No
Listens to, respects, elaborates on ideas of others		
Stays on task		
Displays enthusiasm		
Deals constructively with disagreements		
Provides encouragement to others		
Makes suggestions that move the group toward completion		

Name of Team Member: _____ Criteria:	Yes	No
Listens to, respects, elaborates on ideas of others		
Stays on task		
Displays enthusiasm		
Deals constructively with disagreements		
Provides encouragement to others		
Makes suggestions that move the group toward completion		

## Teacher as Coach...Sharing the Learning Destination with Students

(Adapted from *Making Classroom Assessment Work 2<sup>nd</sup> Edition*, Davies, 2007)

- Use prior experience to determine criteria for assessment
- Post a T-chart with criteria
- Coach students to critique and correct their own and each other's work using criteria
- Post "I Can..." statements
- Refer to learning targets often—lessons/assessments, on bulletin boards, etc.

### Effective Feedback

**Task:** Work in pairs to determine which of the following are examples of effective feedback.

- Try harder next time
- Good job
- Meets standard in Physical Education
- Wow – you did it!
- Group 3 is ready to get their equipment. They are sitting quietly, watching and waiting for the next instruction
- When you catch the ball, I see that you have your hands open as a target. Make sure that you watch the ball until it lands into your hands next time.
- 70%
- Consistently demonstrates etiquette and fair play during the basketball unit.

#### Effective Feedback:

- Timely
- Specific
- Descriptive
- Connected to clear criteria
- Identifies next steps
- Asks for reflection and specific action
- Understandable
- Followed through

### Self-Reflection/Assessment

- Make learning targets clear to students
- Involve students in establishing assessment criteria/cues
- Provide opportunities for demonstrations for students to use as exemplars
- Involve students in communication about their learning (effective feedback)

Unit Title: Cooperative Games  
 Physical Education Dimension: Games

Grade: 6  
 Length of Unit: 6 classes

Stage 1 – Desired Results	
<p>Learning Target(s): C6 -1,4,5,6  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Communicate respectfully and take responsibility for a leadership and/or followership role while working with a team</li> </ul>	<p>Clues that students are achieving the outcome(s)...</p> <ul style="list-style-type: none"> <li>• Students can work with anyone else in a group</li> <li>• Students can provide feedback in a respectful way</li> <li>• Students can express feelings appropriately during group activities</li> <li>• Students can accept challenges and can help achieve a group goal</li> </ul>
Stage 2 – Assessment Evidence	
<p>Formative Assessment(s):                      Teacher Observations: <i>Anecdotal Notes</i>                      Teacher Rating Scale: <i>Outcome C</i>                      Self Assessment: <i>Teamwork and Communication Self Evaluation</i></p>	<p>Summative Assessment(s):                      Rubric: <i>Outcome C-50%</i>                      Teacher Checklist: <i>Tarp Leadership Rating Scale-50%</i></p>
Stage 3 – Learning Activities	
<p>Activities:</p> <ol style="list-style-type: none"> <li>1. Tight Rope &amp; Group Juggle</li> <li>2. Hoop Activities (Hoop Circle &amp; Shipwreck)</li> <li>3. Bottoms Up &amp; Benchball</li> <li>4. Chaos &amp; Berserk</li> <li>5. Capture the Flag</li> <li>6. Tarp Problem Solvers</li> </ol>	


Unit Title:  
Physical Education Dimension:

Grade:  
Length of Unit:





Stage 1 – Desired Results	
Learning Target(s): <i>Students will be able to...</i>	Clues that students are achieving the outcome(s)...
Stage 2 – Assessment Evidence	
Formative Assessment(s):	Summative Assessment(s):
Stage 3 – Learning Activities	
Activities:	

**Grade 6 Leadership and Followership Skills Rating Scale – Tarp Activities**  
**Outcome (C6-1,4,5,6): Students can communicate respectfully and take responsibility for a leadership and/or followership role while working with a team.**

Rating Scale	WOW! - 4	YES - 3	YES, BUT - 2	NO, BUT - 1
	<b>Excellence Level - Works beyond what is expected for this grade/unit</b>	<b>Proficient Level - Works at the level expected for this grade/unit</b>	<b>Adequate Level - Displays minimal competency for this grade/unit</b>	<b>Limited Level - Not acceptable for this grade/unit</b>

	<b>Criteria:</b> <b>Adaptable/Flexible</b> • able to adjust to unexpected circumstances— problem-solving ability	<b>Criteria:</b> <b>Responsible</b> • accepts challenges able to see goal through to the end	<b>Criteria:</b> <b>Communication</b> • uses effective techniques to communicate a clear purpose encourages others	<b>Criteria:</b> <b>Cooperative</b> • able to compromise • able to work with others acknowledges contribution of others	<b>Criteria:</b> <b>Decisive</b> • demonstrates consistent and fair decision-making skills in different situations
	<b>NAME:</b>	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1

◆ **TARP PROBLEM SOLVERS**

General Outcomes													
	<b>Activities</b>		<b>Benefits Health</b>			<b>Cooperation</b>				<b>Do It Daily...For Life</b>			
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communication</i>	<i>Fair Play</i>	<i>Leadership</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/ Personal Challenge</i>	<i>Active Living In The Community</i>
						C6 -1		C6-4	C6-5 & 6				

**Equipment:** Tarp for each group of 4-6 students, tennis balls, soft Frisbees

**Organization:** Students get into small groups of four to six students. Each group is given one plastic tarp, 5"X7" or 6"X9". Clear instructions are given orally to students and they are to work with their group to complete them. Students perform the following tarp activities:

- Flip the tarp over and stand on the other side while not touching the floor
- Move the tarp ten feet in any direction while not touching the floor
- Cover the tarp so none of it is showing
- Enclose the entire group in the tarp
- Make an igloo and protect yourself from the cold, no one showing
- Scatter **tennis balls** throughout the gym. Each group tries to collect as many tennis balls, one at a time into their tarp and run it over to a bucket. Without touching the tennis ball with their hands, let it roll into the bucket, go get another one.
- Each group catches thrown **Frisbees** in their tarp. One group member throws three Frisbees and the rest of the group catches them. The next group member grabs the Frisbees, throws them from a designated line for the group to catch on the tarp. The activity ends when all group members have thrown the three Frisbees.

**Variation/Inclusion:** Consider creating task cards for the groups to work through together. Use popsicle sticks to group the students and assign a role to each group member; e.g., green-reads the task cards, red-ensures everyone is being safe, yellow-collects the scattered Frisbees, Blue-counts the number of balls/Frisbee collected and caught.

## Putting Assessment For Learning Into Practice

**Physical Education Dimension:** Types of Gymnastics

**Unit:** Educational Gymnastics

**Grade:** 4

**Lesson**   2   **of**   8  

**Learning Outcome(s):** A4-12 Students will select, perform and refine basic skills in educational gymnastics, e.g., use of different body parts, types of effort, space and relationships to develop a sequence.

**Assessment Tool (Formative or Summative):** *My Gymnastics Resume*

### Learning Activities:

#### Warm-up: Rabbits and Foxes

Choose 4-5 students to be foxes. Foxes must travel on their hands and knees/feet and try to tag rabbits. All other students are rabbits, who must travel by hopping on one foot. Students may need to vary the foot on which they are hopping often throughout the warm up. Should a rabbit be tagged by a fox, they switch roles, i.e., the rabbit becomes a fox and the fox becomes a rabbit. After 5 minutes of play, signal the last minute of play. During the last minute, when a rabbit is tagged it becomes a fox, but the foxes do not become rabbits. The goal is to catch all of the rabbits as quickly as possible in the last minute.

**Locomotion-Galloping:** Demonstrate the basic gallop step; take a big step forward with one foot and step forward with the other foot to bring feet together. Ensure students understand that one foot always leads and the other foot always follows. A good analogy is the lead foot is the cat foot, and is always being chased by the other foot, the dog foot, but the dog foot never catches the cat foot. They may do a little "kiss" in the middle as they are moving, but the dog foot never passes in front of the cat foot. Have the students practice galloping around the gym into open spaces. On the signal to stop, challenge students to switch the lead (cat) foot and continue galloping into open spaces. As students master the gallop step have them perform it slow and fast, high and low. Challenge the students to see if they can perform double gallops; switch the lead foot after every two gallops. Challenge students to create galloping patterns that incorporate a variety of galloping steps and include other locomotor skills, e.g., walking, running, hopping, jumping, and skipping.

✓ Handout the sheet *My Gymnastics Resume* and ask students to put their name at the top. Explain that this is an ongoing assessment of what they learn in each class. By the end of the unit, they will have enough skills to fill the entire sheet.

**Round Up:** Choose four to seven students to be cowboys/cowgirls. The cowboys will run throughout the activity area holding a hoop and using the hoop as a lasso to try and catch a horse. All other students are horses and must travel by galloping throughout the activity area. If a horse is encircled by a hoop and is captured, the cowboy/girl brings them to the corral, a designated corner of the activity area. A horse that is captured must perform a special exercise, e.g., 5 tuck jumps and a leap or have the class choose, before being free to leave the corral and join the other horses on the open range. Play western music during the game and stop often to have cowboys/girls switch roles by giving their hoop to a student who has not yet had a turn being a cowboy/girl.

**Cool-Down:** Review the basic gallop step, and instruct students to gallop slowly (tired horses) and gather in the middle of the activity area. Ask students to identify activities that may require a gallop step. Review the rules of the Round Up game and consider using it for a warm up the next class.

## Putting Assessment For Learning Into Practice

**Physical Education Dimension:**

**Unit:**

**Lesson \_\_\_\_ of \_\_\_\_**

**Learning Outcome(s):**

**Assessment Tool (Formative or Summative):**

**Learning Activities:**

# Physical Education - My Gymnastics Resume

**A4-12 – Students will select, perform and refine basic skills in educational gymnastics, e.g., use of different body parts, types of effort, space and relationships to develop a sequence.**

Draw a picture of, and give a name to five different one or two-person locomotion skills, balances and rotations that you can do safely using a variety of equipment. Add to your Gymnastics Resume as you learn new things.

Name:		Homeroom:	
	Locomotions	Balances	Rotations
1			
2			
3			
4			
5			

# Tracking Sheet – TEAM SPORTS - Peer Assessment



A10-1 – Students will apply and refine locomotor skills and concepts-effort, space and relationships- to perform and create a variety of activities to improve personal performance.  
 A10-10 – Students will adapt and improve activity-specific skills in a variety of games.

NAME:

HOMEROOM:

CRITERIA	BASKETBALL		SOCCER		RUGBY		ULTIMATE		FLAG FOOTBALL	
	YES	NOT YET	YES	NOT YET	YES	NOT YET	YES	NOT YET	YES	NOT YET
<b>Offence Without Object:</b>										
Actively working to move into open space.										
Uses V-cuts, L-cuts, and back door patterns to get open.										
<b>Offence With Object:</b>										
Looks to pass to open players.										
Uses fakes and dodges to create an offensive advantage.										
<b>Defensive Positioning:</b>										
Positions him/herself between check and the scoring area.										
Reacts to offensive moves using effective footwork (slide step and drop step)										
<b>DATE</b>										
<b>PEER ASSESSOR</b>										

COMMENTS:

## **Resources**

1. **Alberta Assessment Consortium, [www.aac.ab.ca](http://www.aac.ab.ca)**
  - A Framework for Student Assessment – Second Edition, 2005
  - A Framework for Communicating Student Learning, 1998
  - Refocus: Looking at Assessment FOR Learning- Second Edition, 2005
2. **ABCD's of Assessment**, Edmonton Public Schools  
Coming soon! Anticipated release in 2009
3. **Daily Physical Activity Handbook for Grades 1-9 Schools**, Alberta Education  
<http://education.alberta.ca/teachers/program/pe/resources/dpahandbook.aspx>
4. **Great Gator Games**, The Canadian Intramural Recreation Association of Ontario (CIRA-Ontario)  
Website: [www.mohawkcollege.ca/external/cira/template/resources.html](http://www.mohawkcollege.ca/external/cira/template/resources.html), LRC Product #395162, \$20.90
5. **Health and Physical Education Council (HPEC)**  
HPEC is a Specialist Council of the ATA, which provides support to health and physical education teachers.  
HPEC/PHE Canada Conference 2009 is being held in Banff, April 30-May 2, 2009, [www.hpec.teachers.ab.ca](http://www.hpec.teachers.ab.ca)
6. **Unpacking Key Learner Outcomes – ATA Magazine**, Volume 87, Number 4, Deb McFarlane, 2007
7. **P.E. Central Website**  
Online at [www.pecentral.org](http://www.pecentral.org)
8. **Physical Education Guide to Implementation K-12**, Alberta Learning, 2000  
English: LRC Product #425597, \$12.10  
French: LRC Product # 461335, \$27.65  
Online at [www.education.gov.ab.ca/k\\_12/curriculum/bySubject/physed](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/physed)
9. **Physical Education Online Website**  
English: [www.education.gov.ab.ca/physicaleducationonline](http://www.education.gov.ab.ca/physicaleducationonline)  
French: [www.education.gov.ab.ca/educationphysiqueenligne](http://www.education.gov.ab.ca/educationphysiqueenligne)  
Appendix B Assessment Tools: <http://education.alberta.ca/PhysicalEducationOnline/TeacherResources/>
10. **Quick Flip Questions for Critical Thinking**, Edupress Inc., 1997  
Online at [www.edupressinc.com](http://www.edupressinc.com)
11. **Safety Guidelines for Physical Activity in Alberta Schools**, Alberta Centre for Injury Control and Research (ACICR) in conjunction with many partnering organizations, Revised version, 2008  
LRC Product #750085, \$18.70, or online at [www.acicr@ualberta.ca](http://www.acicr@ualberta.ca)
12. **Why Paper & Scissors Rock!!!**  
The Canadian Intramural Recreation Association of Ontario (CIRA-Ontario)  
Website: [www.mohawkcollege.ca/external/cira/template/resources.html](http://www.mohawkcollege.ca/external/cira/template/resources.html), LRC Product #564163, \$20.90

