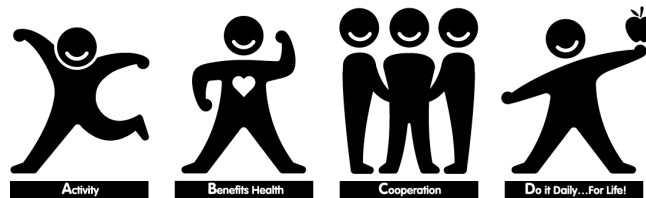




Assessment for Learning in Physical Education

ABCD's of Physical Education



Workshop Facilitator Guide

This workshop facilitator guide provides a set of tools for professional development leaders to support teachers with physical education assessment practices.

The goals of the workshop are for participants to:

1. Review the intent of the Physical Education Program of Studies
2. Relate assessment for learning practices to student learning in Physical Education
3. Examine assessment strategies and materials, and articulate assessment criteria
4. Identify opportunities to access ongoing support and resources

Acknowledgements

Professional Development Materials Support by the Alberta Regional Professional Development Consortium

As a result of a grant provided by Alberta Education to the Alberta Regional Professional Development Consortia, facilitated and coordinated by the Edmonton Regional Learning Consortium, and in collaboration with Schools Come Alive, this workshop facilitator guide has been developed to support the implementation of the Daily Physical Activity (DPA) Initiative, specifically for those schools who have chosen to implement DPA through daily physical education.

The complete professional development package includes a workshop facilitator guide for a full day workshop. The specific intent of this guide is to provide school and district leaders with materials, processes and strategies that will facilitate ongoing conversations and learning opportunities focused on the implementation of assessment for learning practices in Physical Education. A significant number of schools have chosen to implement DPA by scheduling daily physical education, therefore the workshop materials are based on student learning outcomes from the Physical Education Program of Studies.

The primary author of this workshop is Shelley Barthel, based on work by the Alberta Assessment Consortium. Ongoing dialogue and review was provided by the Health and Physical Education Council and stakeholders throughout the province.

For further information about these workshop materials, contact:
Schools Come Alive at 780-454-4745, email admin@schoolscomealive.org, or Val Olekshy at the Edmonton Regional Learning Consortium at 780-444-2497, email val.olekshy@erlc.ca.

Workshop Description

Changing assessment practices is similar to changing a golf swing - in the middle of a tournament! During this session we will build on Alberta Assessment Consortium resources and explore assessment for learning strategies within a physical education context. Leave with ideas that will motivate your students to achieve and be active for life!

Overview of Workshop Facilitator Guide

This workshop facilitator guide for *Assessment for Learning in Physical Education* is organized into three sections:

1. Facilitator Notes

- A. Planning Considerations
- B. Workshop Goals and Overview
- C. Workshop Notes - PowerPoint thumbnail sketches with facilitator notes and suggested activities
- D. Appendices

2. Workshop Handouts

- A. Participant Handout
- B. Physical Education Grade Level Outcomes
- C. Health and Physical Education Council Membership Forms
- D. Active Lifestyles Portfolio Brochures

3. Workshop Materials

- A. *Kindergarten to Grade 12 Physical Education Guide to Implementation*, Alberta Education, 2000
- B. *Refocus: Looking at Assessment for Learning, 2nd Edition*, Alberta Assessment Consortium, 2005
- C. Alberta Assessment Consortium Key Visual
- D. Copies of assessment tools (from appendix 6, PE Guide to Implementation, websites, or ask participants to bring samples with them)
- E. Physical Education program posters, distributed at HPEC Conference 2007 and available through Alberta Education, Schools Come Alive and/or Ever Active Schools
- F. Schools Come Alive *ACTIVE* newsletter
- G. Equipment as needed for physical activities

This workshop facilitator guide describes a sequence of activities designed to support teachers in learning more about assessment for learning within a physical education context. The activities can be presented in a variety of formats ranging from a full day workshop to a school staff setting over a number of months depending on the audience needs and time available.

The Overview Chart on page 6 provides a description of the learning experience and the time suggested for each. The suggested times are estimates only. Facilitators may need to adapt workshop activities and time lines in order to meet the needs and interest of those with whom they are working.

Facilitators are encouraged to make contact with the jurisdiction AAC Assessment Specialists for additional support in preparing and presenting this workshop. Contact the Alberta Assessment Consortium for more information:

website: www.aac.ab.ca, email: info@aac.ab.ca, phone: (780) 447-9420

Planning Considerations: Before the Workshop

The following questions can be used when preparing for the workshop:

1. Who is the audience?

- What are their roles?
- What are their attitudes about this topic, this presentation, and/or the work environment in general?
- What experiences, knowledge, skills and potential contributions do they bring to this event?
- What other physical education/assessment professional development sessions have they attended?
- What are their levels of expertise?
- What do they (and their leaders) hope to gain from this workshop?

2. What resources are available?

- Who is the contact person?
- What needs to be communicated with whom prior to the event?
- Who are the AAC Assessment Specialists in this jurisdiction?
- Who are the physical education curriculum facilitators in this jurisdiction?

Logistics questions:

1. How much time is available?

- Could any surprises affect the amount of actual presentation time?
- How much time is planned for lunch and for breaks?

2. What physical set-up is required?

- Who is responsible for:
 - o name tags?
 - o room arrangements?
 - Tables and chairs
 - Can charts be posted on the walls of the room?
 - Obstacle free area for circle breaks
 - o food arrangements?
 - o audiovisual equipment – data projector and screen, CD player?
 - o photocopying of materials?

3. What travel and transportation details should be checked?

- Where is the site and how long will it take to get there?
- Will the room be available 45 minutes before the event?
- Who is the contact in case of emergency?

Planning Considerations: Workshop Materials

General Session Materials

- name tags
- session evaluation forms
- supplies for each table such as post-it notes and pens
- chart paper and felt pens
- tape or adhesive to attach posters to walls

Audio Visual Materials and Requirements

- data projector with computer connected OR overhead transparencies and overhead projector
- screen
- CD player

Participant Handouts

- participant handout (main workshop handout)
- additional handouts (interspersed throughout the workshop)
 - Recycled paper
 - Copies of the pages 1-5 (the front matter) of the K-12 Physical Education Guide to Implementation
 - Physical Education Grade Level Outcomes
 - Health and Physical Education Council membership forms
 - Active Lifestyles Portfolio brochures

Workshop Materials for Advance Preparation

(Advance preparation of materials will vary depending on the needs and experience of the participants)

- Physical Education Program of Studies (front matter)
- photo cards
- AAC Key Visual placemats
- assessment wordstrips (Sutton)
- 5 key strategies jigsaw cards (Black & William)

On-site requirements

- workshop seating in table groupings
- obstacle free area for circle breaks
- wall space for posting charts

Workshop Goals and Overview

Workshop Goals

The goals of the workshop are for participants to:

1. Review the intent of the Physical Education Program of Studies
2. Relate assessment for learning practices to student learning in Physical Education
3. Examine assessment strategies and materials, and articulate assessment criteria
4. Identify opportunities to access ongoing support and resources

Overview Chart

	Activity	Suggested Time	Workshop Goal Addressed
1.	Getting Started Conversation Starter Workshop Goals and Overview	15 minutes	
2.	What's Happening Now? What's Happening Now? Physical Education in Alberta	30 minutes 30 minutes	1
3.	Clarifying the Assessment Vocabulary Principles of Assessment Speaking the Language of Assessment AND/OR Assessment Purposes BREAK Assessment For Learning Jigsaw	15 minutes 15 minutes 15 minutes 50 minutes	2
	Lunch Break	45 – 60 minutes	
4.	Strategies and Tools: Putting Theory into Practice Prioritizing Outcomes in Physical Education Focus on Criteria Shared Assessment Experience AND/OR Making Decisions About Assessment Materials	60 minutes 45 minutes 40 minutes	2, 3
5.	What's next? Closure	15 minutes	4

Facilitator Notes

Suggested Time:

15 Minutes

Materials:

- photo cards at each table
- name tags
- participant handouts
- workshop evaluation forms
- workshop materials (to be available at the tables throughout the workshop)

Slides:

1. Title slide
2. Workshop Goals
3. Making Dates



Developed by Schools Come Alive in collaboration with the Alberta Regional Professional Development Consortium and the Alberta Assessment Consortium as a result of a grant from Alberta Education, 2007

slide #1

Workshop Goals

- 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

slide #2

1. Getting Started

Prior to the Workshop

[play music quietly in the background]

[show slide #1 – Title Slide]

1. Assist participants in finding name tags, participant handout, workshop materials, and the session evaluation form that will be completed at the end of the workshop.

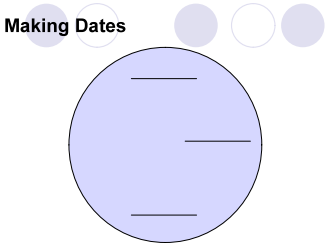
Conversation Starter

1. Welcome participants and introduce yourself briefly.
2. Invite participants to examine the photo cards at their table (see **Appendix 1** for sample photo cards). Gauge time needed to complete this mini-activity (approximately 5 minutes). Photo cards may be exchanged among tables if desired.
3. We sometimes miss the ‘forest’ for the ‘trees’. This workshop will explore both the ‘forest’ – the big ideas and philosophical underpinnings as well as the ‘trees’ – practical strategies to bring assessment for learning in physical education within reach of busy teachers.

Workshop Goals and Overview

[show slide #2 – Workshop Goals]

1. Provide brief explanation of the workshop, the Alberta Regional Professional Development Consortium, the funding provided by Alberta Education and the collaboration with Schools Come Alive to support the implementation of Daily Physical Activity. Also describe the initial project in collaboration with the Edmonton Regional Learning Consortium and the Alberta Assessment Consortium.
2. Review workshop goals/outcomes profiling the intent to explore how assessment for learning practices can be applied in physical education, begin to write criteria for high priority outcomes, review sample assessment tasks, and allow ample time for discussion and the sharing of ideas. Ask if participants have needs apart from the outcomes that may be addressed.
3. Provide an overview of the workshop agenda. Explain that although there are scheduled breaks throughout the session, participants may find they need to move more frequently to better be able to focus on in-depth discussions and tasks. Invite participants to call for a

 <p>slide #3</p>	<p>“circle break” when needed during the workshop. Two rules for circle breaks: 1. whoever calls the circle break leads the circle break, and 2. circle breaks can only be called at transitional times during the workshop (e.g., not in the middle of a sentence). Appendix 2 describes a few circle breaks as examples for the facilitator.</p> <p>[show slide #3 – Making Dates]</p> <ol style="list-style-type: none"> 4. Invite participants to draw a clock (circle) on the back page of the participant handout, and draw a line at 12, 3 and 6 o'clock. 5. Explain that throughout the workshop participants will need to meet with others for sharing and discussion. Invite participants to stand up and make three “dates” by meeting and writing down the name of another participant who is free at one of the 3 times. Allow 2-3 minutes, or when three dates have been set, return to seats. 6. Should a participant not have been able to find a partner for all three times, not to worry, when the time is right, they can meet at the front of the room and the facilitator will set them up on a “blind date” with another participant, or be the date themselves. <p>Transition</p> <ul style="list-style-type: none"> ➤ <i>Our next activity will explore the current landscape of assessment in physical education.</i>
---	--

Facilitator Notes

<p><u>Suggested Time:</u> What’s happening now? 30 Minutes PE in Alberta 30 minutes</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> recycled paper chart paper, felt pens participant handouts pages 1-5 of the PE Program of Studies (front matter) <p><u>Slides:</u></p>	<h3>2. What’s Happening Now?</h3> <p>What’s Happening Now? (15 minutes)</p> <p>[show slide #4 – What’s Happening Now]</p> <ol style="list-style-type: none"> 1. Explain the purpose for this activity is to establish a baseline of what assessment in physical education ‘looks like’ at the present time. 2. Distribute recycled paper. Invite participants to list the assessment tasks and topics they typically use to generate the physical education grade for a reporting period. These will be grouped into four categories, one for each of the general outcomes in the PE program of studies. E.g., daily rubric about safety and cooperation, volleyball skills test, fitness test.
--	---

4. What's Happening Now?
5. Tally Chart
6. PE in Alberta
7. Why Does the "Front Matter" Matter?


What's Happening Now?

- List the assessment tasks and topics that you typically use to generate a report card grade for students in physical education
- Snowball time!

slide #4

What's Happening Now?

- Tally the data in your group
- What does assessment in physical education look like?
- Is this landscape helping students to learn and achieve?

	Activity		Benefits Health
	Cooperation		Do It Daily... For Life

slide #5

Physical Education in Alberta

ABCD's of Physical Education



slide #6

3. Involve participants in a snowball fight. Crumple the 'gradebook' and toss the papers around the room. The goal is to reduce the likelihood of having your own paper and to end up with the same number of snowballs as participants at your table. Let the fun begin!

[show slide #5 – What's Happening Now – tally chart, first two bullets only]

4. Post a tally chart on the wall identifying the four general outcomes: A – Activity; B – Benefits Health; C – Cooperation; D – Do It Daily...For Life.
5. Once the 'snow' has settled, invite participants to open their papers and tally the responses in the four categories shown on the chart paper.
6. Tally the data from all of the groups and record on the chart paper. Explain that this data forms a baseline of what assessment in physical education 'looks like' at present, and that there will be an opportunity to revisit this data throughout the workshop.

[click mouse to animate third bullet]

7. Invite table groups to engage in a 5-10 minute discussion about the baseline data and its effectiveness in helping students learn and achieve in Physical Education. Summarize any reflections as a large group.

Physical Education in Alberta (30 minutes)

[show slide #6 – Physical Education in Alberta]

1. Refer participants to **page 2** of the participant handout and determine the group's level of understanding/comfort with the Physical Education program of studies. Lead the group through the ABCD Dance (see **appendix 3**) to actively review the main ideas of the PE program.
2. Review the five questions to consider when planning for student learning in physical education on **page 4** of the participant handout. Fill in the blanks as a large group:
 - Which **outcome** will students be working to achieve?
 - What will I accept as evidence that **learning** has occurred?
 - What **activity** will facilitate student learning of the knowledge, skills and attitudes included in the K-12 PE Program?
 - How will I organize the activity to ensure learning for **all students**?
 - What are the **safety** considerations for the activity?

Point out that the workshop focuses on the second

Why Does the “Front Matter” Matter?

Because students need to...	Then as a teacher, I need to...
Acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment	

slide #7

question “what will I accept as evidence that learning has occurred?”, only one part of a bigger planning picture.

- Where appropriate during this activity and throughout the workshop, refer participants to **page 14** of the participant handout, a resource page that lists various resources appropriate to planning and assessment in Physical Education, and where to find them.
- Invite participants to take a trip through the “forest” of physical education – the rationale and philosophy, which is sometimes missed for the “trees” – daily classes.

[show slide #7 – Why Does the “Front Matter” Matter?]

- Distribute copies of the front matter of the Physical Education Program of Studies. The ‘front matter’ is the front section of the program of studies that contains the rationale and philosophy for teaching physical education.
- Provide participants a chance to read/review the front matter and as a table group, discuss the “big ideas” of the Physical Education program.
- Refer participants to **page 5** of the participant handout. The four general outcomes describe what we expect students to do as a result of teaching and learning in physical education. This activity will ‘unpack’ these statements to help teachers create a context for teaching, learning, and assessment in physical education.
- Ask participants to read the first general outcome in the LH column in the chart on **page 5** of the participant handout.
- Participants discuss the implications of general outcome A - Activity for creating teaching and learning contexts for students and record their ideas in the RH column.
For example:
Because students need to acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment, then as a teacher I need to:
 - engage students in activities that meet their varied developmental needs.
 - create opportunities for students to increase their individual skill level
 - offer a wide variety of activity opportunities

Point out that this discussion is based on foundational ideas/big ideas and does not need to generate specific

	<p>classroom activities, tasks, or lessons. The grade level outcomes provide specific direction for how these ideas transfer into instruction. This discussion is intended to provide the philosophical foundation from which those specific ideas flow.</p> <p>10. Participants read the remaining general outcomes, then work in their table groups to complete the chart in their handout. Allow about 10 minutes for this discussion. Circulate to provide assistance. OR – divide participants into three groups, and each group reviews one of the three remaining general outcomes.</p> <p>11. Invite a sampling of participant comments.</p> <p>12. Invite participants to reflect on the activity and its potential to assist teachers in creating an instructional/assessment framework for physical education. A solid understanding of the front matter will assist teachers to stay focused on the “big ideas” (the forest) during planning and not be distracted by the details (the trees).</p> <p>13. Call for a circle break, and lead participants through a short activity (see appendix 2 for ideas).</p>
--	---

Facilitator Notes

Suggested Time:

Principles of Assessment

15 minutes

Speaking the Language of Assessment **AND/OR** Assessment Purposes

10-15 Minutes

Materials:

- participant handout
- AAC key visual placemats
- assessment wordstrip sets
- post-it notes
- chart paper, felt pens

Slides:

8. AAC Key Visual

9. Assessment...

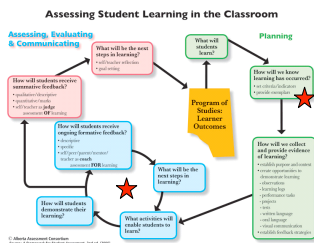
10. Speaking the Language of Assessment

11. Assessment Purposes

12. The Research Says

13. 5 Key Strategies

14. Yeah, but...



slide #8

Assessment...



slide #9

3. Clarifying Assessment Vocabulary

Principles of Assessment (10 minutes)

[show slide #8 – AAC Key Visual]

1. Distribute one or two placemat copies of the Alberta Assessment Consortium key visual to each table. Acknowledge that many participants will already have seen this visual or used it during other assessment workshops. It will be used here to prompt discussion of assessment principles. A copy is provided in the participant handout on **page 3**.
2. Invite participants to work in table groups to create statements describing what they learn about assessment from studying the key visual.
3. The facilitator may choose to model the creation of a statement. For example, “assessment experiences are based on the Program of Studies”.
4. Circulate to provide assistance to table groups. If groups are having difficulty getting started, prompt by asking some of the following questions:
 - What does the placement of the various sections indicate?
 - Why are different colours used?
 - What does the direction of the various arrows indicate?

5. As groups begin to accumulate statements, invite each group to share one or two statements with the large group.

[click mouse to animate two stars]

6. Point out that the focus of the remainder of the workshop will be on the assessment for learning loop, as well as the planning stage, but these are only two parts of a bigger assessment picture.

[show slide #9 – Assessment...]

1. Share the Dylan William analogy that changing assessment practices is like changing your golf swing, in the middle of a tournament! While there is always room to improve assessment practices, it is not possible to change everything at once, and whatever is changed will take practice to get it right. Teachers need to reflect upon what they need and want to change/improve and start small working towards better/best practice.

Speaking the Language of Assessment

- A - Descriptive feedback
- B - Learner outcomes
- C - Self-reflection
- D - Assessment
- E - Performance assessment
- F - Assessment for learning
- G - Assessment of learning
- H - Performance
- I - Evaluation
- J - Criteria

slide #10

Assessment Purposes

- Work with your team
- Sort the wordstrips into two columns:

Assessment FOR Learning	Assessment OF Learning
-------------------------	------------------------

Based on the work of Ruth Sutton
Source: AAC Refocus, 2nd Edition, 2005

slide #11

2. Describe assessment as a journey, and as the journey continues throughout the rest of the workshop, it's important that all participants are speaking the same language. Choose one or both of the two following activities to review assessment language, whichever is most suitable to the knowledge level and needs of participants.

Speaking the Language of Assessment (10 minutes)

(an activity to review the broad scope of assessment language)

3. Refer participants to **page 6** of the participant handout. Invite participants to work individually or in small groups to match the definition on the right with its term on the left.

[show slide #10 – Speaking the Language of Assessment]

4. Review definitions as a large group.
5. If not facilitating the Assessment Purposes activity, invite participants to meet with their 12 o'clock date and complete the activity described in #9 below

AND/OR

Assessment Purposes (15 minutes)

(an activity to review the differences between assessment of and assessment for learning)

6. Explain that this next activity will explore the difference between assessment OF learning and assessment FOR learning based on the work of Ruth Sutton and Rick Stiggins.

[show slide #11 – Assessment Purposes]

7. Invite participants to meet with their 12 o'clock date. Distribute wordstrip sets (see **appendix 4**) to pairs and ask participants to find the heading strips and to sort the wordstrips into two columns. A template is also provided on **page 7** of the participant handout.
8. Participants may have some strips for which they are not sure of the placement. Wordstrips can be left on the tables and rearranged if desired during the activity following the break. Note that this is formative assessment in action!
9. Invite participants to share with their partner two ideas/strategies they have learned thus far and intend to take back to their classrooms, or questions they still have. Circulate during the discussions to answer any questions, and address any concerns.

Assessment For Learning

- The research says...
 - Students taught by teachers who used assessment for learning achieved in six or seven months what would otherwise have taken a year.
 - Assessment for learning practices raises the achievement level of students, particularly those of low achievers.

Black & William, 1998

slide #12

Assessment For Learning

- 5 Key Strategies:
 - Share outcomes and criteria with students prior to the learning activities
 - Use effective questioning
 - Provide descriptive feedback
 - Increase student ownership
 - Encourage peer coaching

slide #13

BREAK

Assessment for Learning Jigsaw (50 minutes)

1. Invite the sharing of highlights from the discussions with 12 o'clock dates before the break. Any ideas to take back to the classroom or questions that remain unanswered?

[show slide #12 – The Research Says...]

2. During assessment for learning, teachers take on the role of a coach. Students practice and improve their learning over time. Review the research findings of Black and William.

[show slide #13 – 5 Key Strategies]

3. **Page 8** of the participant handout lists the 5 key strategies identified in the Black and William research. They have been 'translated' from the article into simpler language on the PPT slide and in the participant handout. At the time of this writing [June 2007] the article is hot linked from the AAC website.
4. Invite participants to meet with their 3 o'clock date. Explain that pairs will be going on a "double date" and invite pairs to join to make groups of 4-5. Distribute a different jigsaw card to each member within each group of 4-5. The cards are colour coded for easy identification.
5. Each participant reviews the information on his/her card, making notes in the description column on **page 8** of the participant handout.
6. When all group members have finished their individual review, members take turns sharing their description of their assessment for learning strategy with their group. The facilitator circulates during the discussion.
7. Once information about each of the 5 strategies has been shared, groups work together to brainstorm examples of how each strategy could be implemented in Physical Education classes.

NOTE: The second card is more than twice the length of the other cards. The facilitator may decide to create groups of 4 and not distribute the longer card. Groups would then share 4 strategies and the facilitator would share the information from the second card with the entire group.

NOTE: It might be time for a circle break!

<p>Yeah, but...</p> <ul style="list-style-type: none"> ● All of this talk about assessment for learning is good, but... <ul style="list-style-type: none"> ○ What questions do you have? ○ What are the challenges to implementing assessment for learning practices in physical education? <p style="text-align: right;">slide #14</p>	<p>Yeah, but... [show slide #14 – Yeah, but...]</p> <ol style="list-style-type: none"> 1. Ask participants to consider the reservations they or their colleagues might have regarding the implementation of an assessment FOR learning focus. Invite participants to record 'yeah but' comments on sticky notes. Post the notes on the chart paper at the front of the room. 2. Read the questions out loud and sort into categories. Possible categories include: <ul style="list-style-type: none"> • time pressures • parents/administrators who desire a more rigorous assessment approach • teacher to student ratio • current school/jurisdiction policies that seem to work against AFL • need for more teacher PD 3. If desired, participants may have an opportunity later in the workshop to share ideas to explore some of the concerns raised in more details. <p>Transition</p> <p>➤ <i>After spending the morning in the 'forest' – the big ideas of physical education and assessment, the afternoon will provide opportunities for more discussion and work specific to grade levels.</i></p> <p>LUNCH & NETWORKING BREAK</p>
--	---

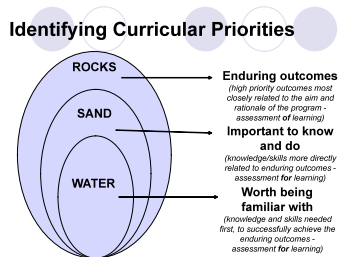
Facilitator Notes

<p>Suggested Time: Prioritizing Outcomes in Physical Education 60 Minutes Focus on Criteria 45 Minutes Shared Assessment Experiences AND/OR Making Decisions about Assessment Materials 40 minutes</p> <p>Materials:</p> <ul style="list-style-type: none"> • participant handout • grade level outcomes in Physical Education 	<p>4. Strategies and Tools: Putting Theory into Practice</p> <p>Prioritizing Outcomes in Physical Education (40 minutes) <i>(Depending on the needs of participants and their familiarity with the PE program, the facilitator may need to share examples of high priority outcomes and the discussion for participants can be focused on meaning of the outcomes.)</i></p> <ol style="list-style-type: none"> 1. As participants return from the lunch break, invite them to collect the grade level outcome page for the grade(s) they currently teach. The one-page grade level outcomes are available in the <i>Teacher Resources – Guide to Implementation</i> section of the Physical Education Online website www.education.gov.ab.ca/physicaleducationonline.
--	--

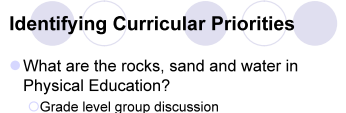
- recycled paper, pens
- copies of assessment tools

Slides:

- 15. Identifying Curricular Priorities
- 16. What are the Rocks in PE?
- 17. Assessment for Learning
- 18. A Closer Look at Criteria
- 19. Shared Assessment Experiences
- 20. Making Decisions about Assessment Materials



slide #15



slide #16

2. Review the principle that assessment for learning (formative) tasks are done with the aim of leading students towards success in assessment of learning (summative) tasks, and these summative tasks should focus on enduring outcomes. Given the limited instructional time in Physical Education, and often the lack of planning time, consider the need to prioritize outcomes that relate most closely to the aim and rationale of the program of studies.

[show slide #15 – Identifying Curricular Priorities]

3. Share the analogy of a jar with rocks, sand and water. The enduring outcomes (rocks) are what need to be considered first. Refer participants to **page 9** of the participant handout, and share a Language Arts example of identifying the enduring outcomes (effectively communicating with others), what’s important to know and do (writing sentences), and what’s worth being familiar with (spelling).

[show slide #16 – What are the Rocks in PE?]

4. Review the grade 6 physical education example on **page 10** of the participant handout and invite participants to work in grade or division level groups to identify enduring outcomes within each of the four general outcomes in Physical Education. Circulate to provide additional support.
5. Invite sharing from each grade level (or division level group). It is likely that each group will have identified different priority areas. Discuss reasons for this and acknowledge that priority areas may differ depending on individual teaching experiences and the needs of students. Invite reflections or comments from the participants.
6. Invite participants to read the two assessment task examples on **pages 11 and 12** of the participant handout. Explain that these examples are intended to demonstrate the importance of engaging students in assessment tasks that are reflective of enduring outcomes that relate most closely to the ‘front matter’ of the program, in Physical Education, the aim of the program (active living for life) and the general outcomes.

NOTE: The first non-example (page 11) shares an assessment task included in the PE Guide to Implementation. A lot has been learned about assessment since the Guide was produced in 2000. The example is not intended to imply that all sample assessment tasks included in the Guide are inappropriate for use with students, it is intended to cause teachers to reflect about the tasks they choose to use and their effectiveness given our current understanding of assessment principles.

7. Invite participants to share their reaction and comments about the examples in table groups and as a large group.
8. Share the work of Edmonton Public Schools in developing “ABCD’s of Assessment” resources to accompany the “ABCD’s of Movement” resources. It is anticipated the resources will be ready in June 2008.

Focus on Criteria (45 minutes)

If working with a group of PE teachers already familiar with Black & William’s 5 key strategies, a suggested process would be to post a chart paper listing the 5 key strategies in an accessible area and provide each participant with two sticker dots. Complete a “dotmocracy” by invite the participants to place their stickers beside the two key strategies they are most interested in learning more about. When the vote is complete, the facilitator will lead participants through a process to explore the two most popular key strategies. The example below focuses only on the first strategy – setting and sharing criteria.

Assessment For Learning

5 Key Strategies:

- ★ Share outcomes and criteria with students prior to the learning activities
- Use effective questioning
- Provide descriptive feedback
- Increase student ownership
- Encourage peer coaching

slide #17

A Closer Look at Criteria

C(K-30)-3: students will demonstrate etiquette and fairplay

- What would it look like if students were achieving the outcome?
- Pull the action words out of the outcome – what do students need to do?



slide #18

[show slide #17 – Assessment for Learning]

1. Explain that of the 5 key assessment for learning strategies identified by Black & William to, the next activity will focus on criteria – the criteria that needs to be shared with students prior to the learning activities.
2. The first step in developing criteria is selecting a learner outcome. For this guided practice experience, an outcome related to fairplay has been selected.
3. There is a fairplay outcome for every grade from kindergarten through PE 30. Have participants locate the outcome C-3 on their grade level outcomes page.

[show slide #18 – A Closer Look at Criteria]

4. When identifying criteria, imagine what it would ‘look like’ if students were proficient with this skill? Look for actions (verbs) that you would see students engaged in.
5. Facilitate a whole group discussion and record ideas on chart paper. What does ‘demonstrate etiquette and fairplay’ look like? Possible participant responses might include:
 - following the rules of the activity
 - shaking hands prior to and following play
 - taking turns
 - being respectful of any officials
 - sharing equipment
6. Accept all ideas during the brainstorming. Group similar ideas together and create 3 or 4 statements that begin with

verbs. These become the criteria.

7. Invite the sharing of ideas for how teachers could share criteria with students prior to learning activities.
8. Emphasize the importance of maximizing activity time and lead participants through the following activity adapted from “Physical Education Assessment Toolkit”, L. Giles-Brown, 2006:
 - Ask participants to move throughout the activity area in a creative and safe way, and to freeze when the music stops.
 - Play and then stop some upbeat music, and ask participants to take 10 giant steps in any direction to stand in front of a partner. Ask them to say the letters “EB” to their partner (consider asking participants to say the letters in a deep voice, or in a singing voice, etc.)
 - Participants must remember who their EB partner is. Start the music again, and when it stops ask participants to find and stand beside their EB partner. Explain that EB describes the criteria for the upcoming manipulatives activities and ask pairs to brainstorm what EB might stand for. EB = eyes on the ball, the facilitator may provide hints to help participants guess the right answer. Ask partners to imitate what it would look like to keep their eyes on the ball or other object being thrown to them.
 - Follow the same procedure for participants to find new partners for RB (reach for the ball) and AT (absorb the throw).
 - Play a game of “it tag” (see **appendix 5** for a description) where participants tag as many people as possible, except for their EB, RB, and AT partners, who are the only players who can get them back in the game once tagged.
 - Ask participants if they understand the criteria, and if any changes are needed.
9. Provide time for participants to work in grade or division level groups to identify criteria for enduring outcomes in physical education. Note that criteria will only be activity specific for those outcomes that relate to activity specific skills. Where possible, provide access to the Physical Education Online website, where teachers can view the Interactives (*Teacher Resources - Teaching Tools – Interactives*), which outline criteria for a number of locomotor skills.
10. Circulate to provide support.

NOTE: It might be time for a circle break!

11. Invite participants to meet with their 6 o'clock date and

Shared Assessment Experiences

- How can we work with the questions and concerns about assessment for learning in the interest of improved student learning?
- Open space discussions...

slide #19

Making Decisions About Assessment Materials

- Refer to the template on page 11 of the participant handout when reviewing your own assessment tools, or those from other sources.

slide #20

share the criteria they developed for one or two outcomes (ideally criteria for outcomes their “date” has not yet identified). Provide a few minutes for pairs to discuss and reflect on the shared criteria.

In the interest of time, and depending on the needs of participants, choose one of the following activities. With large groups, it may be possible to effectively facilitate both activities at the same time.

Shared Assessment Experiences (40 minutes)

(an activity to share strategies for implementing assessment for learning practices in physical education classes)

[show slide #19 – Shared Assessment Experiences]

1. Review the questions and concerns identified earlier in the workshop (yeah, but...) about implementing assessment for learning practices in physical education.
2. Write the title of each category on a piece of recycled paper and place each page in a different area of the room.
3. Invite participants to take part in an open space discussion, to share ideas and strategies relating to each of the categories. Review the “rules” for open space discussions:
 - The participants taking part in the discussion are the right people
 - Move when you are ready to move to a new group/discussion
 - A recorder in each group please take notes to capture the highlights of the discussion for sharing with others

AND/OR

Making Decisions About Assessment Materials (40 minutes)

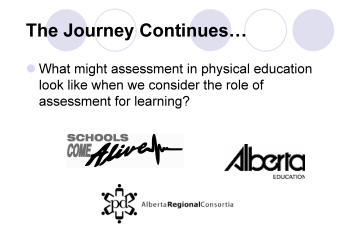
(a guided activity to review the ability of a variety of assessment tools to promote effective assessment practices)

[show slide #20 – Making Decisions About Assessment Materials]

1. Refer participants to **page 13** of the participant handout, a template designed to guide the review of assessment materials.
2. Provide sample assessment tasks from those included in **appendix 6**, the K-12 Physical Education Guide to Implementation, websites (PE Central – www.pecentral.org), or ask participants in advance to bring sample tools with them.
3. Share that there is no end to ready-made assessment tasks available from various sources. The trick is finding tools that support effective assessment practices, linked to

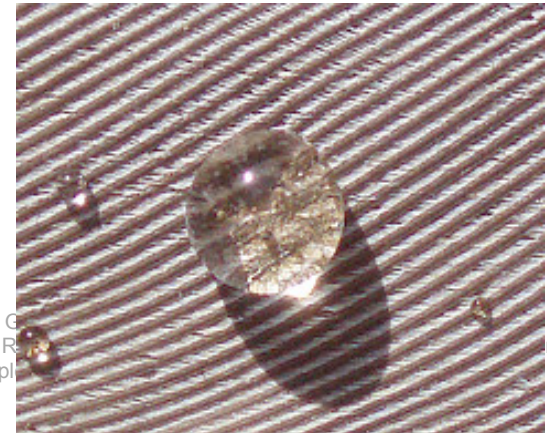
	<p>student learning outcomes included in the Physical Education Program of Studies.</p> <ol style="list-style-type: none"> 4. Invite participants to work in grade level groups to review a variety of sample tasks based on the criteria outlined in the template on page 11 of the participant handout. 5. As a large group, invite participants to share comments and reflections after having reviewed assessment tools.
--	---

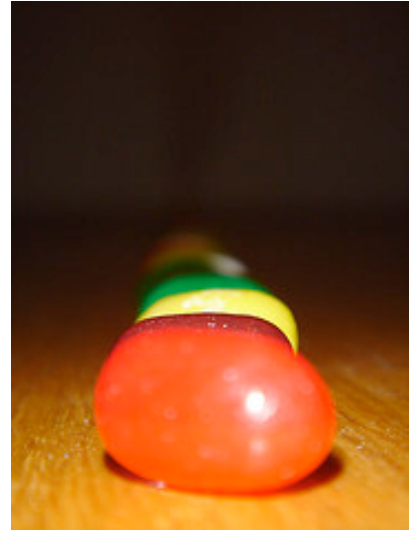
Facilitator Notes

<p><u>Suggested Time:</u> 15 Minutes</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • snowball baseline data • participant handout • evaluation forms <p><u>Slides:</u> 21. The Journey Continues...</p>  <p>slide #21</p>	<h3>5. What's next?</h3> <p>Closure</p> <p>[show slide #21 – The Journey Continues...]</p> <ol style="list-style-type: none"> 1. Invite participants to synthesize the learning from the day. 2. We began the day looking at physical education grade books and recorded baseline data. 3. We will end where we began by considering the effect our learning from today will have on our assessment practices in physical education. 4. Post and invite participants to reflect on the baseline data from the morning snowball activity, and to write on the notes page, page 15 of the participant handout, one or two changes they intend to make to improve their current assessment practices. 5. Review the circle breaks shared throughout the workshop and allow time for participants to record the ideas if interested. 6. Thank participants for their participation. Invite them to complete the session evaluation form and leave the completed forms in a designated spot. 7. Following the workshop, it would be greatly appreciated if an email summarizing the most effective and least effective parts of the workshop, any successful modifications the facilitator may have made, and participant comments, could be sent to the Edmonton Regional Learning Consortium, val.olekshy@eric.ca and Schools Come Alive – admin@schoolscomealive.org. We are always looking to learn and improve the resources provided to support effective implementation of, physical education, daily physical activity and health.
--	--

Appendix 1 – Photo Cards







Appendix 2 – Circle Breaks

Invite participants to call for a “circle break” when needed at appropriate times during the workshop. Whenever a “circle break” is called, all participants stand in a circle in a designated area and the participant who called for the break leads the group in an activity. Below are a few circle break ideas for the workshop facilitator to model for participants:

Wink Switch

The group stands in a circle. Without talking, participants make eye contact and wink/blink with another participant in the circle. When participants wink at each other, they agree to switch places and will switch as quickly as possible. One participant starts in the middle of the circle and tries to take the place of another participant while they are switching places. Discuss strategies for spotting when participants might switch places as well as for winking and switching without being caught in the middle.

One to the Right

The group forms a large circle facing inwards, each participant holding an object (e.g., pool noodle, scarf, plastic bag). Out loud, the leader counts “1-2-go”. On “go”, every participant throws their object up straight in the air, and moves one step to the right to catch the object of the person next to them. Complete a few practice rounds and then switch from moving to the right, to moving to the left. Try moving two steps to the right/left, or facing clockwise and tossing the objects straight up above the head and stepping forward to catch.

Speed Rabbit

This activity idea and others can be found in the *Teacher Resources – Teaching Tools – PDF Resources* section of the *Physical Education Online* website, www.education.gov.ab.ca/physicaleducationonline or in French at www.education.gov.ab.ca/educationphysiqueenligne. The group starts by standing in a circle, one participant in the centre. The person in the centre begins by pointing at another participant and saying the name of an animal or action (see list below). The participant that was pointed to, as well as the participants to the left and right of the one pointed to perform the appropriate action. If they are too slow, or make a mistake, they take the place of the person in the centre. The person in the centre is the judge of whether or not a mistake has been made. Introduce actions one or two at a time. Possible animals and actions include:

Moose – player holds two fists in front of face to create a moose’s long nose; partners place hands near player’s head to form antlers.

Rabbit – player makes whiskers with extended fingers; partners make ears near player’s head.

Mosquito – player makes a “v” with fingers of one hand and places index finger through the “v” in front of face to create a “stinger”; partners stand close to player and make a buzz sound.

Road Kill – player crouches down; partners place one foot above player.

Elvis – player imitates their favorite Elvis pose; partners stand close and scream with glee like Elvis fans.

Mexican Hat Dance

A former National dance of Mexico, the Mexican Hat Dance is a traditional courting dance which can be performed with couples or alone. Turn on some upbeat Mexican music and practice kicking out each foot alternately eight times, followed by an arm swing with a partner for eight counts. Consider placing a Mexican sombrero (or other wide-brimmed hat) on the ground - clap hands to the beat of the music while moving around the hat in a circle occasionally touching the brim of the hat with a foot. Olé!

Group Juggle

Participants start standing in a circle with their hands held out in front of them, waiting for an object to be passed. A leader starts by passing the object to one person who then throws to another person who has their hands held out in front of them. After passing the object, the participant puts their hands down. The pattern ends when everyone has caught and thrown the object, the last person throws back to the leader. Participants must remember who passed the object to them and whom they passed the object to. Repeat the same pattern ensuring that participants throw underhand and always make eye contact and say the name of the person they are throwing to **before** throwing! The leader adds more objects (e.g., rolled up sock, crumpled piece of paper) so the group is juggling, then try going in reverse!

Appendix 3 – The ABCD Dance

Invite the group to stand and actively learn about the four general outcomes included in the K-12 Physical Education program. The facilitator leads the group in the chant, inviting participants to complete all of the actions. When repeating, facilitator provides the prompts and leaves the bolded words for the participants to say out loud.

Sign the letter “a” with both hands (a fist with thumb on the side) and hold throughout the description of this general outcome

A – is for **Activity**

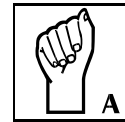
Students learn about the three basic skills of:

Running (move arms as if running)

Jumping (jump on the spot, use arms to propel upwards)

And **throwing** (throw an imaginary ball)

And how to apply them in a variety of activities



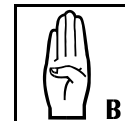
Sign the letter “b” with both hands (four fingers straight up and together, thumb across palm) and hold throughout the description of this general outcome

B – is for **Benefits Health** (or Health Benefits)

Students learn about the importance of a:

Healthy body (take radial pulse)

And **healthy mind** (point fingers to sides of head)



Let's review! Repeat general outcome A , allowing participants to call out the bolded words while performing the actions. Repeat general outcome B using the same call out format.

Sign the letter “c” with both hands (curl fingers and thumb to make a c-shape) and hold throughout the description of this general outcome

C – is for **Cooperation**

Students learn it's all about:

Working together (bring fingers together from both hands and move arms in a circle)

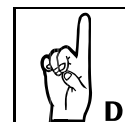


Sign the letter “d” with both hands (index finger points straight up, thumb meets other curled fingers to make a circle) and hold throughout the description of this outcome

D – is for **Do It Daily... For Life**

Students learn about the importance of being **active for life**:

Do the “Do it daily” dance (alternately move index fingers up and down while turning around in a circle)



Review all four general outcomes included in the Physical Education program encouraging participants to call out the bolded words while performing the actions.

Appendix 4 – Assessment Wordstrips

Based on the work of Ruth Sutton

Source: AAC Refocus 2nd Edition, 2005, page 4

Assessment FOR Learning (diagnostic and formative assessment)		Assessment OF Learning (summative assessment)
Checks learning to decide what to do next then provides suggestions of what to do Teaching and learning are indistinguishable from assessment		Checks what has been learned to date
Is designed to assist educators and students in improving learning		Is designed to provide information to those not directly involved in daily learning and teaching in addition to educators and students
Provides continual specific and descriptive feedback as formal or informal communication		Compiles data into a single number, score, mark or comment as a formal periodic report
Uses ongoing assessments that focus on the full range of learner outcomes – think of a collage or photo album		Uses fewer assessments that focus on learner outcomes of enduring importance – think of a formal snapshot
Focuses on improvement and compares a student's current performance with his or her previous best based on the learner outcomes for a grade level		Compares a student's performance to the learner outcome for a grade level
Actively involves the student as a partner in learning		May not actively involve the student as a partner in learning
Not used for grading purposes		Used for grading purposes

Appendix 5 – It Tag

◆ It Tag

Equipment: Obstacle free playing area






Organization: Everybody is “it”. Everybody is trying to tag everyone else. When tagged, players kneel down on one knee until another player touches them on the shoulder (this can be any player other than the one who tagged), and they stand up and are back in the game! Players who tag each other at the same time both kneel down.

Variation/Inclusion: Students each have a partner. Same game as above, except only their partner can touch them on the shoulder to get back in the game. Once both partners are tagged, they are out. Try groups of 5-8 students where there are 4-7 other players in your group who can free a tagged player. Vary the locomotor pattern from running to hopping on one foot, crab walking or shuffling to be inclusive of students of all abilities and consider allowing students to stand with a hand up as opposed to kneeling down when tagged. Allow students with visual impairments to move with a partner.

Appendix 6 – Sample Assessment Tools

For more sample assessment tools, refer to the *K-12 Physical Education Guide to Implementation* and the *Physical Education Online* website.

How Did You Do Today?

	<p>4</p> 	<p>3</p> 	<p>2</p> 	<p>1</p> 
<p>EFFORT! (D-1 – Effort)</p>	<p>I tried every activity, and encouraged others to participate!</p>	<p>I tried every activity, even the ones I didn't think I would like.</p>	<p>I only tried the activities that I liked.</p>	<p>I didn't try any activities.</p>

Physical Education – CATCHING Teacher Checklist - #1



OUTCOME																	
<i>A2-5: Students will demonstrate, select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others.</i>																	
CRITERIA							CRITERIA										
Keeps eyes focused on the object, “watches” object into hands.							Catches the object in hands only, not against the body.										
GRADE: 2		DATE		1 st OBS		2 nd OBS				DATE		1 st OBS		2 nd OBS			
STUDENT NAME	1 st	2 nd	YES	NOT YET	YES	NOT YET	COMMENTS	1 st	2 nd	YES	NOT YET	YES	NOT YET	COMMENTS			

Tracking Sheet – TEAM SPORTS – Peer Assessment



A9-1 – Students will apply and refine locomotor skills and concepts to a variety of activities with increased control to improve personal performance.

A9-10 – Students will apply and refine activity-specific basic 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
Offence Without Object:										
Actively working to move into open space.										
Uses V-cuts, L-cuts, and back door patterns to get open.										
Offence With Object:										
Looks to pass to open players.										
Uses fakes and dodges to create an offensive advantage.										
Defensive Positioning:										
Positions him/herself between check and the scoring area.										
Reacts to offensive moves using effective footwork (slide step and drop step)										
DATE										
PEER ASSESSOR										

COMMENTS: