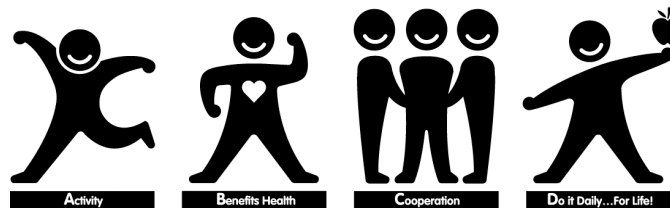


Schools Come Alive Assessment for Learning in Physical Education

Participant Handout

ABCD's of Physical Education



Intended Audience: Kindergarten – Grade 12 Physical Education Teachers

Workshop Outcomes

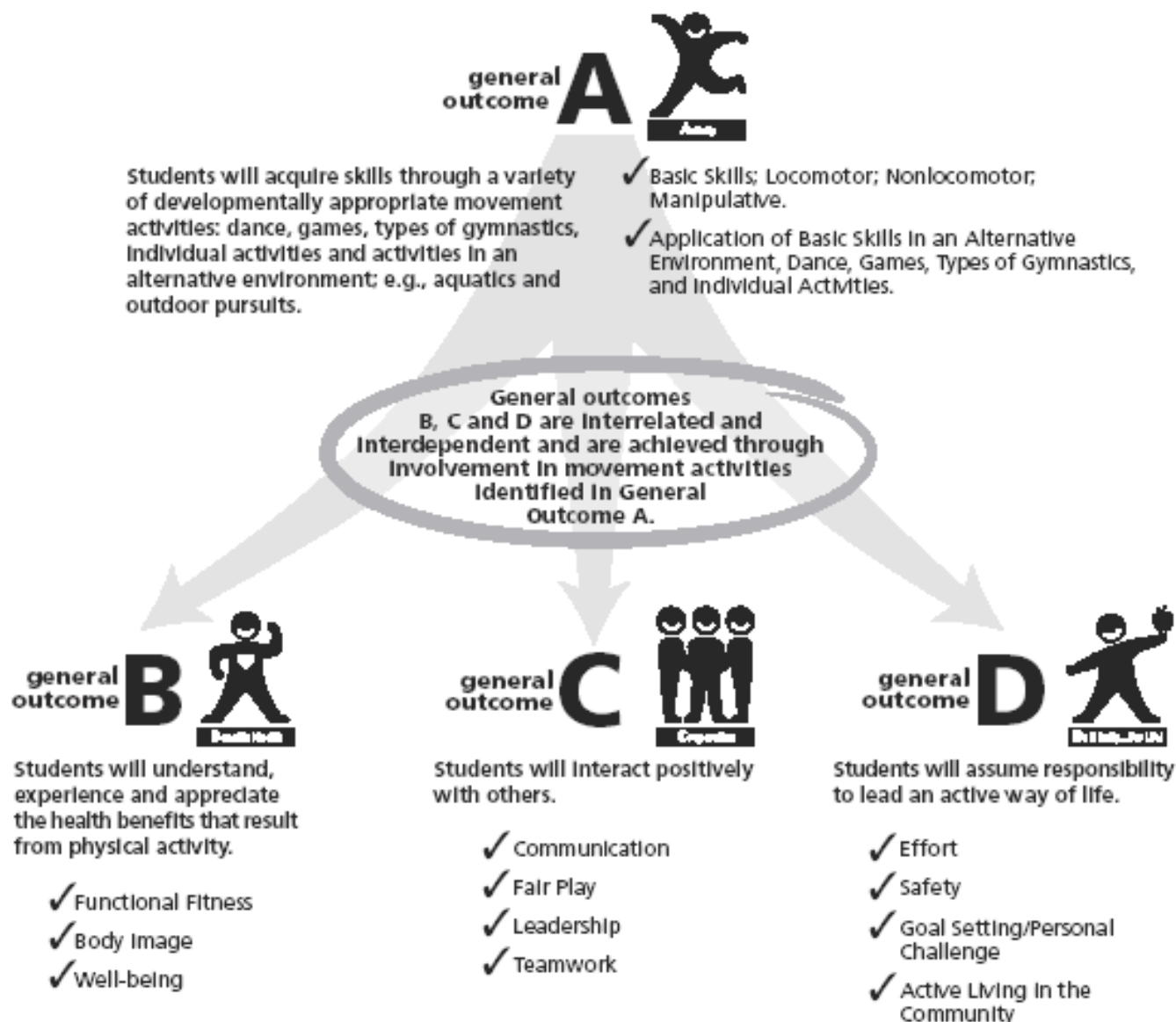
Participants will:

- *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*

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.

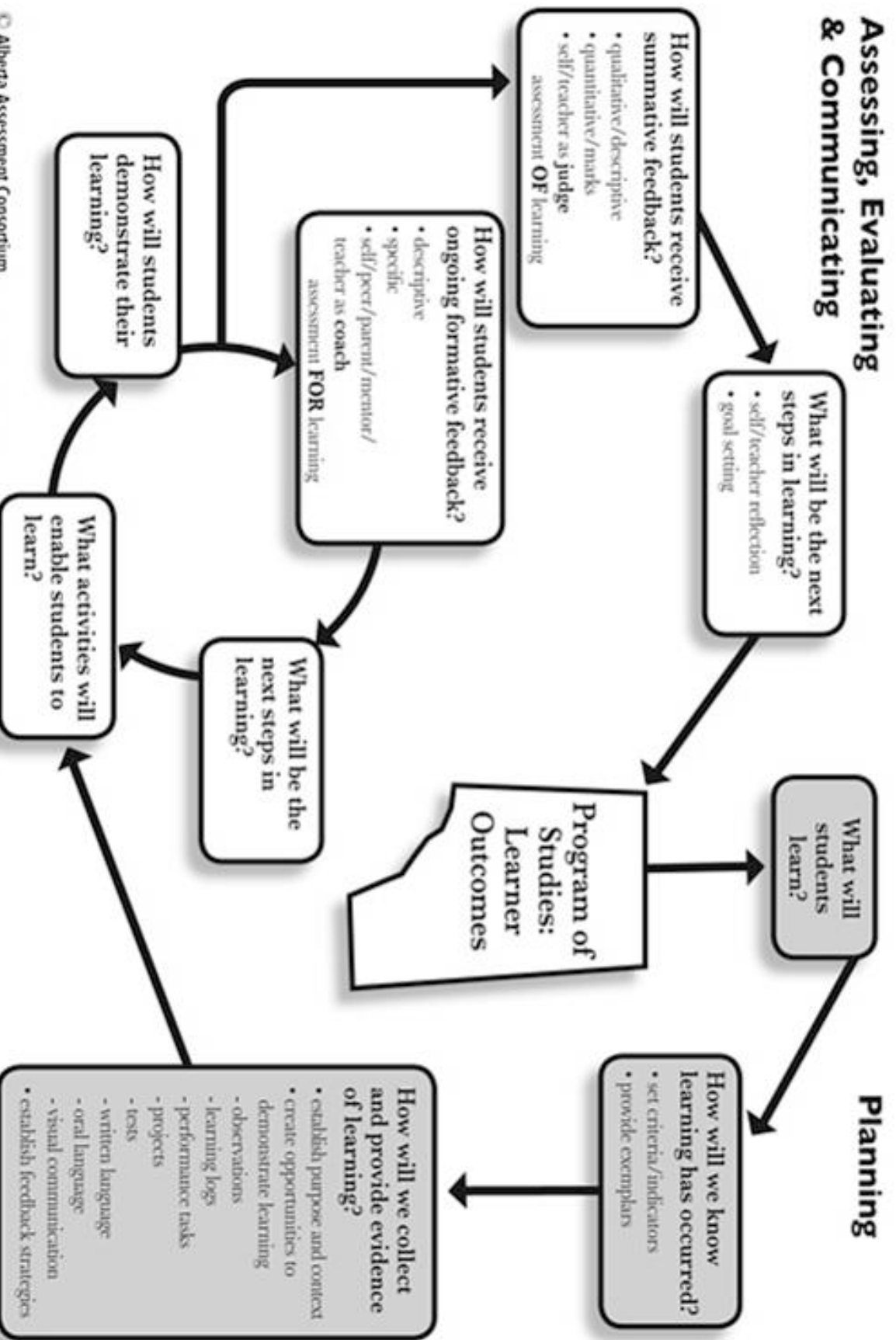


Resources available to support Implementation:

- Physical Education Online
English: www.education.gov.ab.ca/physicaleducationonline
French: www.education.gov.ab.ca/educationphysiqueenligne

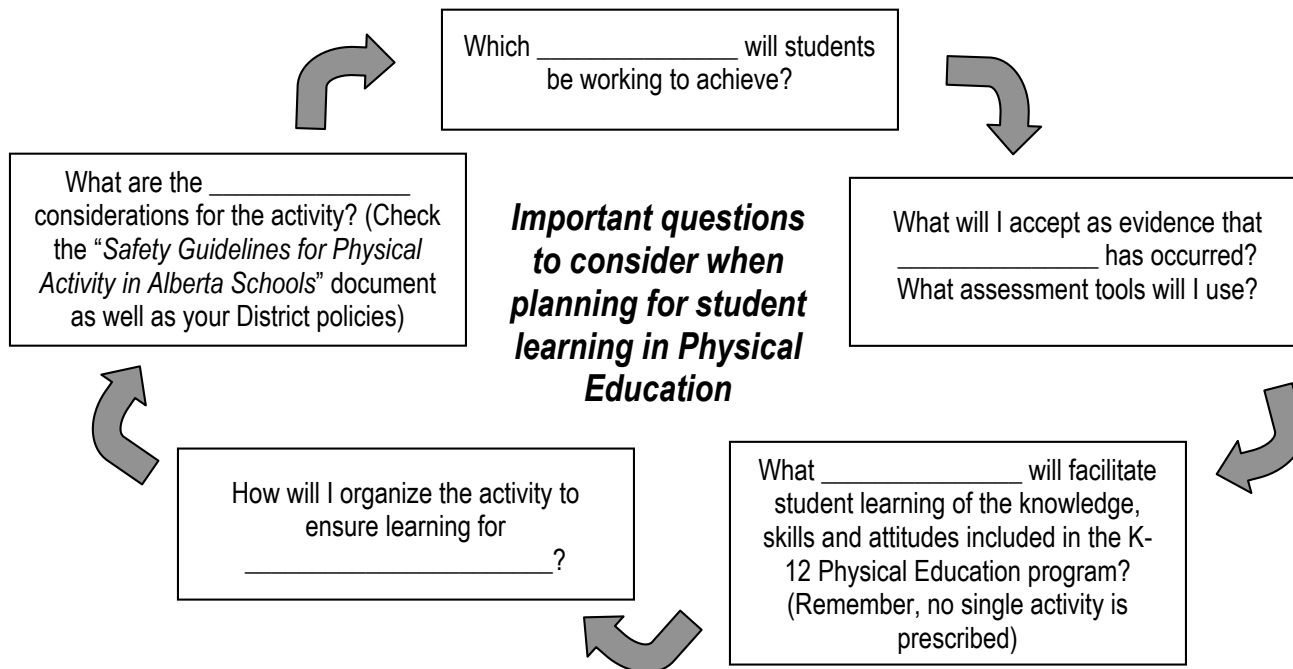
- Resources @ www.education.gov.ab.ca/k_12/curriculum/bySubject/physed
 - Physical Education Kindergarten to Grade 12 Guide to Implementation
English: LRC Product #425597, French: LRC Product #461335,
www.lrc.education.gov.ab.ca
 - Administrator's Overview, K-12 Physical Education
 - Physical Education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

Assessing Student Learning in the Classroom



Physical Education – Starting with the End in Mind

In our planning as teachers, we know that in order to ensure our teaching is aligned with the program outcomes, best practice is to start with the end in mind (*Understanding by Design, Wiggins & McTighe, 1998*). The “end”, is student learning and achievement of the program outcomes. Starting with the end in mind and working backwards in our planning will lead to engaging and effective learning experiences for students.







The Role of Physical Education

“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.”

“The physical education program emphasizes active living, with a focus on physical activity that is valued and integrated into daily life.”

Kindergarten to Grade 12 Physical Education Guide to Implementation, p 1, Alberta Learning, 2000

Because students need to . . .	then as a teacher, I need to . . .
<ul style="list-style-type: none"> Acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment 	
<ul style="list-style-type: none"> Understand, experience and appreciate the health benefits that result from physical activity 	
<ul style="list-style-type: none"> Interact positively with others 	
<ul style="list-style-type: none"> Assume responsibility to lead an active way of life 	

Speaking the Language of Assessment

The Alberta Assessment Consortium recognizes the importance of using language effectively to inform educational practice in the interest of higher levels of student achievement. Match the definition on the right with its term on the left.

Term	Definition
___ Assessment	A. Part of an ongoing, specific and constructive conversation about learning that relates directly to the learner outcomes.
___ Assessment <i>for</i> learning	B. What we expect students to learn ; the provincially mandated knowledge, skills and attitudes we expect students to demonstrate as a result of schooling.
___ Assessment <i>of</i> learning	C. Considering the quality of one's own work by applying criteria; requires that a student feels safe enough to be honest in making objective observations about the work (also called self-assessment or self-evaluation).
___ Criteria	D. Process of collecting information on student achievement and performance to improve student learning.
___ Descriptive feedback	E. A meaningful, real-life task that enables students to demonstrate what they know and can do in situations like those they will encounter outside the classroom as well as in situations that simulate how people do their work.
___ Evaluation	F. Assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes (also called diagnostic and formative assessment; refers to information not used for grading purposes).
___ Learner outcomes	G. Assessment experiences designed to collect information about learning to make judgments about student performance at the end of a period of instruction to be shared with those outside classrooms (also called summative assessment; refers to performance data compiled as a grade).
___ Performance	H. How well a student demonstrates grade level learner outcomes .
___ Performance Assessment	I. Making decisions about the quality, value or worth of a response for the purpose of providing descriptive feedback (formative) and marks (summative).
___ Self-reflection	J. What students need to do to show they have achieved the learner outcomes .

What's the Difference – OF and FOR?

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)

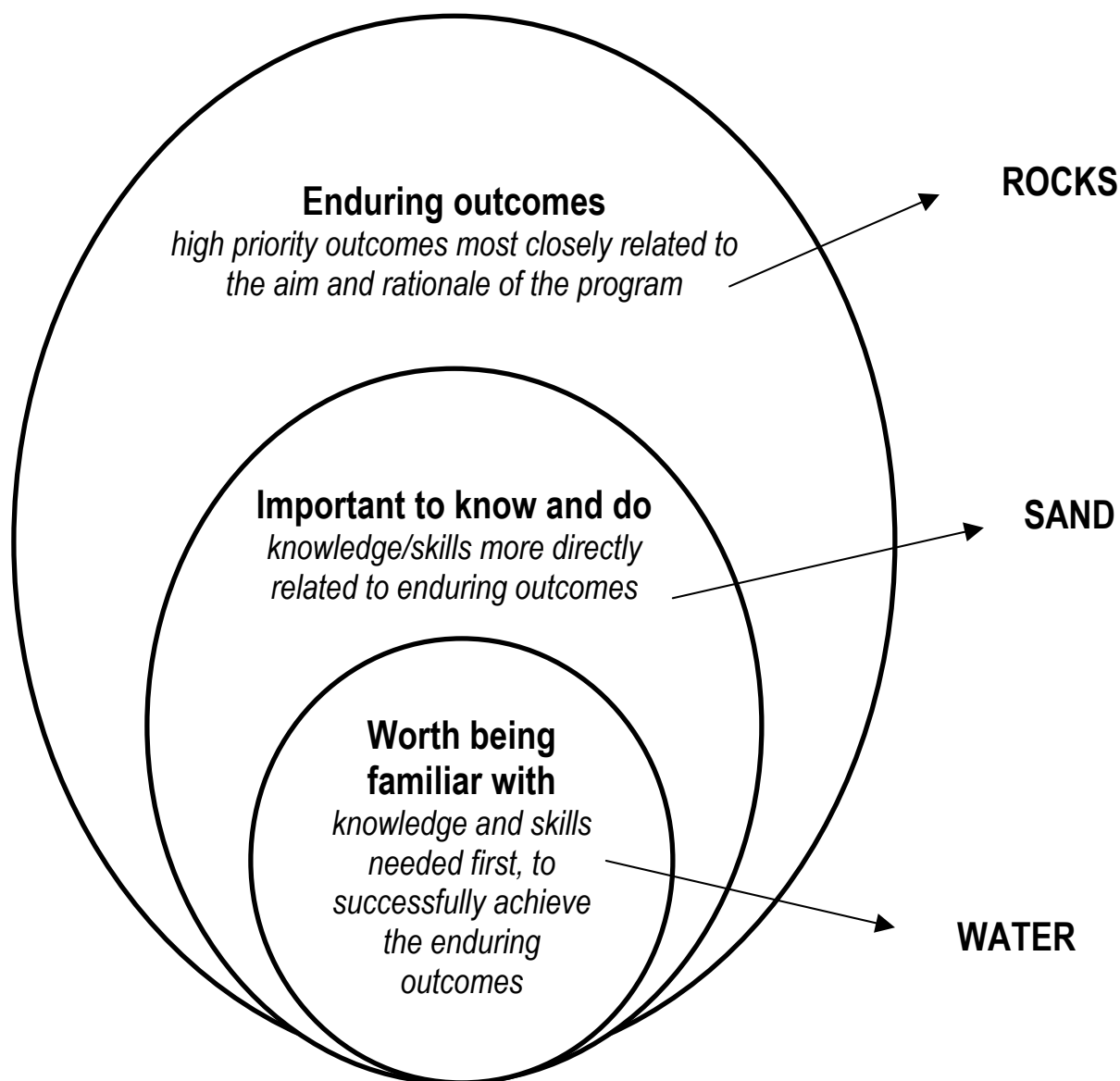
Assessment FOR Learning: Five Strategies that Really Work!

Source: Adapted from *Classroom Assessment: Minute by minute, day by day* by Leahy, Lyon, Thompson and Wiliam, Educational Leadership (ASCD, November 2005)

Strategy	Description	Application in Physical Education
1. Share outcomes and criteria with students prior to the learning activity		
2. Use effective questioning		
3. Provide descriptive feedback		
4. Increase student ownership		
5. Encourage peer coaching		

Outlook on Outcomes

- Not all outcomes are created equal! Student learning and assessment experiences should always be based on high priority, relevant outcomes.
- Consider the general outcomes (see page 2), as well as the information in the front matter of the *Program of Studies* when identifying specific outcomes of indisputable importance.
- Pay attention to the verbs found within the outcomes. These indicate what students must do to demonstrate their understanding. Assessment experiences must involve students in these processes. For example, if the outcome deals with performance, then the assessment task must involve the students in performance, rather than just summary or description.



Modified from *Understanding by Design* by Wiggins & McTighe (2005) Figure 3.3

Example: Grade 6 Physical Education: General Outcome B



General Outcome B – Benefits Health

Students will understand, experience and appreciate the health benefits that result from physical activity.

Enduring:

- (B6-2) **Demonstrate** and **select** ways to achieve a personal functional level of physical fitness through participation in physical activity - *application*

Important to Know and Do:

- (B6-3) **Explain** the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activities, and **relate** these to personal fitness level – *comprehension*
- (B6-6) **Identify** and **plan** for personal positive benefits from specific physical activities - *comprehension*
- (B6-7) **Describe** and chart individual fitness changes as a result of engaging in physical activity – *knowledge*

Worth Being Familiar With:

- (B6-1) **Explain** the relationship between nutritional habits and performance in physical activity – *comprehension*
- (B6-8) **Understand** the connection between physical activity, stress management and relaxation - *knowledge*

Complete the following table based on learner outcomes in Physical Education.

GENERAL OUTCOME:

GRADE:

Enduring:
Important to know and do:
Worth being familiar with:

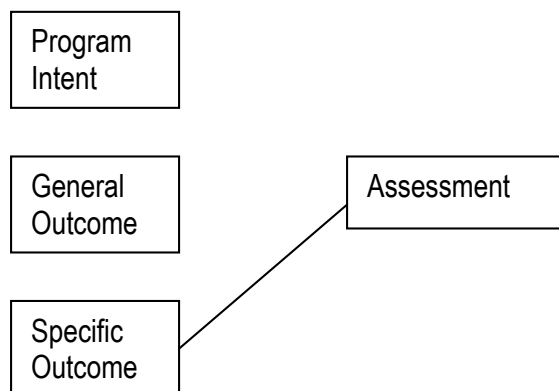
*Benjamin S. Bloom *Taxonomy of educational objectives*.

Allyn and Bacon, Boston, MA. Copyright (c) 1984 by Pearson Education.

LINKING ASSESSMENT EXPERIENCES TO THE PROGRAM OF STUDIES IN PHYSICAL EDUCATION

EXAMPLE 1 – Grade 2 Physical Education

Assessment with a Connection to only one level of the *Program of Studies*



Minimal connections

Sample Assessment Grade 2 Physical Education

Mr. Jim Nasium, your physical education teacher, has asked you to explain the safety rules of the gymnasium to a new student who will be arriving next week. He wants you to cover all the rules about such things as using equipment, moving in the gymnasium, and working with a partner and a group. Make a list of five rules for the new student, and explain why it is necessary to have these rules.

Sample Assessment Strategy included in the Kindergarten to Grade 12 Physical Education Guide to Implementation, p 240, Alberta Learning, 2000.

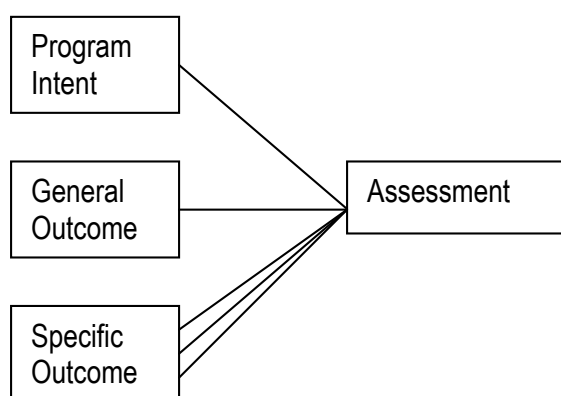
Link to the *Program of Studies*

D2-5	Demonstrate moving safely and sensitively in various environments, e.g., modified games.
------	--

Discussion

This assessment provides evidence of student learning relative to the specific outcome. This task is at the level of comprehension on Bloom's Taxonomy. This assessment, used in isolation only, will provide partial evidence of student understanding based on the intent of the program and general outcomes. In order to increase the assessment value of this task, it is necessary to pair this outcome with other outcomes that require higher level responses.

LINKING ASSESSMENT EXPERIENCES TO THE PROGRAM OF STUDIES IN PHYSICAL EDUCATION

EXAMPLE 2 – Grade 2 Physical Education**Assessment with Connections to Multiple Levels of the *Program of Studies*****Multiple connections****Sample Assessment Task
Grade 2 Physical Education**

Draw or take pictures of yourself being active in three different physical activities, during three different seasons of the year. Under each picture, explain:

- the reason why you chose to participate in the activity
- what you did to participate safely in the activity

Link to the *Program of Studies*

“The physical education program emphasizes active living, with a focus on physical activity that is valued and integrated into daily life.” *Kindergarten to Grade 12 Physical Education Guide to Implementation, p 1, Alberta Learning, 2000*

General Outcome D – Do It Daily... For Life!

Students will assume responsibility to lead an active way of life.

Specific Outcomes

D2-2	Identify personal factors that encourage movement.
D2-5	Demonstrate moving safely and sensitively in various environments, e.g., modified games.
D2-9	Make appropriate movement choices considering personal space, safety, ability and the surrounding environment.

Discussion

In this assessment task, students interact with multiple levels of the program of studies. The statement from the front matter of the program of studies, and general outcome D – Do It Daily...For Life, highlight the importance of active lifestyles. Student participation in physical activities and application of their knowledge of safe movement practices outside the setting of the traditional physical education class, creates a much stronger teaching/learning/assessment opportunity. Providing an opportunity for student choice will increase student motivation, and may encourage students to associate positive feelings with participation in physical activity. Students are working at Bloom’s level of application, while participating in physical activities, providing a rationale for their choices, and describing how they participated safely.

Making Decisions about Assessment Materials

Use the following questions to help you make decisions about assessment materials for use in Physical Education classes.

Alignment with Outcomes	Comment and Suggested Revisions (if any)
Will the assessment task provide evidence of student learning relative to the learner outcomes?	
Are the assessment criteria balanced with the 'big ideas' (general outcomes) and the program rationale and philosophy?	
Appropriateness of Strategies and Tools	Comment and Suggested Revisions (if any)
Is the assessment strategy appropriate for the level of cognition within the learner outcome (look at the verbs)?	
Does the evaluation tool provide the type of information that can lead to decisions about student learning?	
Balance between Formative and Summative	Comment and Suggested Revisions (if any)
Does the formative (assessment for learning) task lead students towards success in future summative (assessment of learning) tasks?	
Does the summative task include opportunities for formative assessment along the way?	

Developed by the Alberta Assessment Consortium, used with permission

Resources

1. **Alberta Assessment Consortium**, www.aac.ab.ca
 - A Framework for Student Assessment – Second Edition, 2005
 - A Framework for Communicating Student Learning, 1998
 - How to Develop and Use Performance Assessments in the Classroom, 2000
 - Smerging Data: Grading... More Than Just Number Crunching, 2001
 - Refocus: Looking at Assessment FOR Learning- Second Edition, 2005

2. **ABCD's of Assessment**, Edmonton Public Schools
Coming soon! Anticipated release in 2008

3. **Moving to Inclusion**, National Steering Committee of Moving to Inclusion initiative, 1994.
Item #MTI001E, \$25.00, or online at www.ala.ca, Active Living Alliance for Canadians with a Disability

4. **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

5. **Physical Education Online Website**
English: www.education.gov.ab.ca/physicaleducationonline
French: www.education.gov.ab.ca/educationphysiqueenligne

6. **Safety Guidelines for Physical Activity in Alberta Schools**, Alberta Centre for Injury Control and Research (ACICR) in conjunction with many partnering organizations, 2003
LRC Product #517063, \$18.70, or online at www.med.ualberta.ca/acicr

7. **Schools Come Alive**
A special project of the Alberta Teachers' Association Health and Physical Education Council
Website: www.schoolscomealive.org, Phone: 780-454-4745, Email: admin@schoolscomealive.org

