Schools Come Alive
Assessment for Learning in Physical Education
Participant Handout

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

ABCĐ’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
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.

**General Outcome A**

Students will acquire skills through a variety of developmentally appropriate movement activities: dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

**General Outcome B**

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

- Functional Fitness
- Body Image
- Well-being

**General Outcome C**

Students will interact positively with others.

- Communication
- Fair Play
- Leadership
- Teamwork

**General Outcome D**

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

- Effort
- Safety
- Goal Setting/Personal Challenge
- Active Living in the Community

**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/subject/physical:**

- Physical Education Kindergarten to Grade 12 Guide to Implementation
  - English: LRC Product #425597, French: LRC Product #461355
  - 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.

**Important questions to consider when planning for student learning in Physical Education**

- Which ___________ will students be working to achieve?
- What are the ___________ considerations for the activity? (Check the “Safety Guidelines for Physical Activity in Alberta Schools” document as well as your District policies)
- What will I accept as evidence that ___________ has occurred?
- What assessment tools will I use?
- How will I organize the activity to ensure learning for ___________?
- What ___________ will facilitate student learning of the knowledge, skills and attitudes included in the K-12 Physical Education program? (Remember, no single activity is prescribed)
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*

<table>
<thead>
<tr>
<th>Because students need to . . .</th>
<th>then as a teacher, I need to . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment</td>
<td></td>
</tr>
<tr>
<td>• Understand, experience and appreciate the health benefits that result from physical activity</td>
<td></td>
</tr>
<tr>
<td>• Interact positively with others</td>
<td></td>
</tr>
<tr>
<td>• Assume responsibility to lead an active way of life</td>
<td></td>
</tr>
</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>____  Assessment</td>
<td>A. Part of an ongoing, specific and constructive conversation about learning that relates directly to the learner outcomes.</td>
</tr>
<tr>
<td>____  Assessment for learning</td>
<td>B. What we expect students to learn; the provincially mandated knowledge, skills and attitudes we expect students to demonstrate as a result of schooling.</td>
</tr>
<tr>
<td>____  Assessment of learning</td>
<td>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).</td>
</tr>
<tr>
<td>____  Criteria</td>
<td>D. Process of collecting information on student achievement and performance to improve student learning.</td>
</tr>
<tr>
<td>____  Descriptive feedback</td>
<td>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.</td>
</tr>
<tr>
<td>____  Evaluation</td>
<td>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).</td>
</tr>
<tr>
<td>____  Learner outcomes</td>
<td>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).</td>
</tr>
<tr>
<td>____  Performance</td>
<td>H. How well a student demonstrates grade level learner outcomes.</td>
</tr>
<tr>
<td>____  Performance Assessment</td>
<td>I. Making decisions about the quality, value or worth of a response for the purpose of providing descriptive feedback (formative) and marks (summative).</td>
</tr>
<tr>
<td>____  Self-reflection</td>
<td>J. What students need to do to show they have achieved the learner outcomes.</td>
</tr>
</tbody>
</table>
What's the Difference – OF and FOR?

Based on the work of Ruth Sutton

<table>
<thead>
<tr>
<th>Assessment FOR Learning (diagnostic and formative assessment)</th>
<th>Assessment OF Learning (summative assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>Application in Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Share outcomes and criteria with students prior to the learning activity</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Use effective questioning</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Provide descriptive feedback</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Increase student ownership</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Encourage peer coaching</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>GENERAL OUTCOME:</th>
<th>GRADE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enduring:</td>
<td></td>
</tr>
<tr>
<td>Important to know and do:</td>
<td></td>
</tr>
<tr>
<td>Worth being familiar with:</td>
<td></td>
</tr>
</tbody>
</table>

*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

Program Intent

General Outcome

Specific Outcome

Sample Assessment

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.


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.
EXAMPLE 2 – Grade 2 Physical Education

Assessment with Connections to Multiple Levels of the Program of Studies

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

<table>
<thead>
<tr>
<th>Specific Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2-2</td>
<td>Identify personal factors that encourage movement.</td>
</tr>
<tr>
<td>D2-5</td>
<td>Demonstrate moving safely and sensitively in various environments, e.g., modified games.</td>
</tr>
<tr>
<td>D2-9</td>
<td>Make appropriate movement choices considering personal space, safety, ability and the surrounding environment.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Alignment with Outcomes</th>
<th>Comment and Suggested Revisions (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will the assessment task provide evidence of student learning relative to the learner outcomes?</td>
<td></td>
</tr>
<tr>
<td>Are the assessment criteria balanced with the 'big ideas' (general outcomes) and the program rationale and philosophy?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appropriateness of Strategies and Tools</th>
<th>Comment and Suggested Revisions (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the assessment strategy appropriate for the level of cognition within the learner outcome (look at the verbs)?</td>
<td></td>
</tr>
<tr>
<td>Does the evaluation tool provide the type of information that can lead to decisions about student learning?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Balance between Formative and Summative</th>
<th>Comment and Suggested Revisions (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the formative (assessment for learning) task lead students towards success in future summative (assessment of learning) tasks?</td>
<td></td>
</tr>
<tr>
<td>Does the summative task include opportunities for formative assessment along the way?</td>
<td></td>
</tr>
</tbody>
</table>

*Developed by the Alberta Assessment Consortium, used with permission*
Resources

   - 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

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

   Item #MTI001E, $25.00, or online at www.ala.ca. Active Living Alliance for Canadians with a Disability

   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
“ATTITUDE is a little thing that makes a BIG difference”