

Measurement & Evaluation



Allyson Barber

Dr. Lewis

MOV 309

12/10/10

Elementary Physical Education

Kicking: 2nd grade



Unit Length: 2 weeks

Assessments: 4, one for each learning domain

Unit Objectives:

Health-Related Physical Fitness:

During the following practice task:

- Kicking for distance

The students will demonstrate muscular strength by:

- Kicking the ball with enough force to send it 30 feet.

Psychomotor:

During the following practice tasks:

- Partner passing
- Passing to a target

The students will demonstrate properly kicking a ball by:

- Support foot on the side of the ball
- Arms out for balance
- Kicking foot swings backward by flexing at the knee
- Swing kicking foot forward and contacting ball with inside of foot or top of foot
- Follow through

Cognitive:

When given a written test, the students will demonstrate their knowledge of kicking with proper form by responding to the questions correctly.

Affective:

The students will demonstrate personal responsibility by:

- Following teacher's directions and rules
- Using the equipment properly and sharing
- Respecting other students
- Having self control

Assessment in the Health-Related Physical Fitness Domain:

Formative/Alternative Assessment: Rating Scale

Kicking for Distance

Criteria for Competence: Kick the ball with enough force to send it 30 feet.

Rubric:

Level	Distance
4	The ball reaches beyond 45 ft
3	Attempted to kick the ball and it reaches 30 ft to 44 ft 11 in
2	Attempted to kick the ball and it reaches between 15 ft to 29 ft 11 in
1	Attempted to kick the ball and it reaches anywhere from 0 ft to 14 ft 11 in
0	Does not complete the assessment task

Does not complete= 0 pts

0-14 ft. 11 in. with attempt= 1 pt

15-29 ft. 11 in. with attempt= 2 pts

30-44 ft. 11 in. with attempt= 3 pts

45 ft and beyond with attempt= 4 pts

*Each student gets 3 attempts. After 3 attempts, their 3 scores will be added together for their total score.

Description of Assessment Tool:

Health-Related Physical Fitness:

The health-related physical fitness assessment rating scale tests the student's ability to kick a ball for distance. This tests the student's muscular strength since they have to kick the ball with enough force to send it 30 feet. I will administer this test in the classroom at a station. Students will have task stations the day I assess their kicking distance, and when they arrive to my station, I will watch each student kick the ball 3 times. After they have kicked 3 times, they will receive a score out of 12, 9 pts being at competent level.

This assessment is relevant to what I have been teaching, and easy to administer since there are task stations and there is a specified rating scale. This test uses an accurate scoring system, so it has objectivity. If more than one person were to score the assessment, they would each give the same score because they are simply measuring how far the ball is kicked. This assessment tool would be useful and appropriate for students in my class because it is assessing them on their physical fitness within the unit of kicking. This assessment could be used to determine placement, achievement, and improvement. I could use this test at the beginning of the unit and at the end to see if they have mastered kicking for distance and improved the distance the ball traveled.

To document progress and performance of the students, I would use my table with student's names on it as I am administering the test. To determine the grade, the students will get 3 attempts. Each attempt is worth a total of 4 points. They would receive 0 pts if they do not complete a kick, 1 pt for 0-14 ft. 11 in., 2 pts for 15-29 ft. 11 in., 3 pts for 30-44 ft. 11 in., and 4 pts for 45 ft and beyond. After the 3 attempts, their scores will be added together for their total score. This domain will be 10 percent of the student's total grade for this unit. I chose 10 percent because I am more focused on whether students are learning to properly kick a ball within the psychomotor and cognitive domains and how well they work with others than I am with how well they do in physical fitness. With physical fitness, my goal would be for them to complete the task to the best of their ability, and not worry as much about grading it.

Assessment in the Psychomotor Domain:

Formative/Alternative Assessment: Rating Scale

Kicking with Proper Form

Criteria for Competence:

Demonstrates properly kicking a ball by:

- Support foot on the side of the ball
- Arms out for balance
- Kicking foot swings backward by flexing at the knee
- Swing kicking foot forward and contacting ball with inside of foot or top of foot
- Follow through

Level	Form
4	Demonstrates all of the selected elements with flowing motion
3	Demonstrates properly kicking a ball by: -Support foot on the side of the ball -Arms out for balance -Kicking foot swings backward by flexing at the knee -Swing kicking foot forward and contacting ball with inside of foot or top of foot -Follow through
2	Demonstrates kicking with three to four elements present
1	Demonstrates kicking with two or fewer elements present
0	Does not complete the assessment task

Level 0= 0pts, Level 1= 1 pt, Level 2= 2 pts, Level 3= 3 pts, Level 4= 4 pts

*Each student gets 3 attempts. After 3 attempts, their 3 scores will be added together for their total score.

Description of Assessment Tool:

Psychomotor:

The psychomotor assessment rating scale tests the student's ability to kick a ball with proper form. This tests whether the students have all 4 of the steps to kicking a ball properly. I will administer this test in the classroom at a station. Students will have task stations the day I assess their kicking form, and when they arrive at my station, I will watch each student kick the ball 3 times. After they have kicked the ball 3 times, they will receive a score out of 12, 9 pts being at the competent level.

This assessment is relevant to what I have been teaching and easy to administer since there are task stations and a specified rating scale. This test uses an accurate scoring system, so it has objectivity. If more than one person were to score the assessment, they would each give the same score because they are simply measuring what components within the kick the students have or don't have. This assessment tool would be useful and appropriate for students in my class because it is assessing them on their kicking form, which is the most important aspect of the kicking unit. This assessment could be used to determine placement, achievement and improvement because I could use this test at the beginning of the unit to see what they know, and then at the end of the unit to see how much they have improved and learned.

To document progress and performance of the students, I would use my table with student's names on it as I am administering the test. To determine the grade, the students will get 3 attempts. Each attempt is worth a total of 4 points. They would receive 0 pts if they fall within level 0, 1 pt for falling within level 1, 2 pts for falling within level 2, 3 pts for falling within level 3 and 4 pts for falling within level 4. After 3 attempts, their three attempts will be added together for their total score. This domain will be 40 percent of the student's total grade for this unit. I chose 40 percent because physical education is mostly teaching within the psychomotor domain. I want to know whether or not the students are able to take what we learned on how to kick with proper form and perform it correctly.

Assessment in the Cognitive Domain:

Written Test: Kicking Form

Summative Assessment at the end of Unit

Please circle true if you think the sentence is right. Please circle false if you think the sentence is wrong.

- 1) You should use your toes to kick a ball.
 - a. True
 - b. False**
- 2) Before you kick the ball, you should put your arms out for balance.
 - a. True**
 - b. False
- 3) After you kick the ball, you should follow through.
 - a. True**
 - b. False
- 4) Your non-kicking foot should be behind the ball.
 - a. True
 - b. False**
- 5) Your kicking foot should swing backward before kicking the ball.
 - a. True**
 - b. False

*Correct answers are bolded

*Each answer is worth 2 points, making the test worth 10 points total.

Description of Assessment Tool:

Cognitive:

The cognitive assessment written test will test the student's ability to link their knowledge and performance of the skill and how to perform the skill properly. I will administer this test during the lesson closure at the end of class on the last day of the unit since I would like it to be a summative assessment. After they have completed the test, they will bring it to me and I will grade the test. Each question is worth 2 points, with the test being a total of 10 points.

This assessment is relevant to what I have been teaching and easy to administer since it will be handed out and completed in class. This test uses an accurate scoring system, so it has objectivity. If more than one person were to score the assessment, they would each give the same score because the answer is either correct or incorrect. This assessment would be useful and appropriate for students to complete at the end of the unit. I would be able to see that they know how to perform the components of the skill correctly. This assessment could be used to determine placement, achievement and improvement because I could give it at the beginning of the unit and at the end of the unit to see how much the students have learned about kicking.

To document progress and performance of the students, I would use a spreadsheet on my computer that keeps track of what score they received. To determine the grade, the students will have 5 true and false questions and each question is worth 2 points, with the total score being out of 10 points. This domain would be 25 percent of the student's total grade for this unit. I think it is important not only to physically be able to perform the skill, but also gain knowledge in how you perform the skill as well.

Assessment in the Affective Domain:

Summative Assessment at end of Unit: Everyday Expectations

Criteria	A Good Sport 3	Almost up to Par 2	Off Sides 1
Respect for Teachers Instruction and Rules	Consistently follows rules and listens to the teachers instruction, helps establish that rules are followed	Usually follows the rules and teachers instruction, helps to see that rules are followed some or most of the time	Little or no respect for rules and the teachers instruction
Respect for Others	Consistently respects others in a kind matter, "A good team player"	Usually shows respect to others in a kind matter, can work well with others some or most of the time	Disrespectful, uses put downs and name calling, does not work well with others
Equal Opportunity	Excellent behavior during playing time and giving everyone a chance, shares and uses equipment properly	Usually plays well with others and shares and uses equipment properly some or most of the time	Does not play well with others and does not share or use equipment properly
Self Control	Excellent control of feelings and has body control	Usually has control of feelings and has body control some or most of the time	Does not have control of feelings and has no body control

*This assessment is worth a total of 12 points.

Each "A Good Sport" is worth 3 pts

Each "Almost up to Par" is worth 2 pts

Each "Off Sides" is worth 1 pt

Description of Assessment Tool:

Affective:

The affective assessment written test will test the student's ability to act appropriately in class. I will watch student's behavior throughout the unit, and take notes each class period where I need to so I remember what happened. I will administer this test once the unit is over to summarize each student's behavior within that unit.

This assessment is relevant because it tests the students on what the classroom expectations are everyday when they walk into class. This test uses an accurate scoring system, so it has objectivity. If more than one person were to score this assessment, they should give the same score because there is a specific criterion for each score that needs to be followed. This assessment would be appropriate for students because it tests them on what their everyday expectations are, and if you are not watching students and don't have rules for them to follow, as a teacher you will lack classroom management. This assessment could be used to determine improvement because I could test how well they are following everyday expectations at the beginning of the unit and at the end to see how well they consistently follow the rules.

To document progress and performance of the students, I would use a spreadsheet on my computer that keeps track of what score they received. The rubric is out of 12 points. For each criteria they can receive, 1 point, 2 points or 3 points; 3 points being the best for each criterion. This domain would be 25 percent of the student's total grade for this unit. I think it important that students learn how to work well with others and follow instructions and rules to get the most out of physical education.

Elementary Physical Education

Floor Hockey: Dribble and Shoot

5th Grade



Unit Length: 2 weeks

Assessments: 4, one for each learning domain

Unit Objectives:

Health-Related Physical Fitness:

During the following practice task:

- Dribbling Drill

The students will demonstrate muscular endurance by:

- Performing the dribbling motion with a stick, end line to end line, for one minute, making it down and back three times.

Psychomotor:

During the following practice tasks:

- Dribbling obstacle course
- Shooting at a target

The students will demonstrate properly dribbling by:

- Gripping the hockey stick with the dominant hand lower and hands apart
- Continuously dribbling
- Using both sides of the stick
- Keeping the head up

The students will demonstrate properly shooting by:

- Gripping the hockey stick with the dominant hand lower and hands apart
- Keeping the backswing below the waist
- Contacts the ball or puck on the blade
- Follows through

Cognitive:

When given a written test, the students will demonstrate their knowledge of dribbling and shooting in floor hockey by responding to the questions correctly.

Affective:

The students will demonstrate personal responsibility by:

- Following teacher's directions and rules
- Using the equipment properly and sharing
- Respecting other students
- Having self control

Assessment in the Health-Related Physical Fitness Domain:

Formative/Alternative Assessment: Rating Scale

Dribbling Drill: Distance in one minute

Criteria for Competence: Making it down and back, from end line to end line 3 times in one minute

Level	Distance
4	Dribbled down and back 4 or more times
3	Dribble down and back 3 times
2	Dribbled down and back 2 times
1	Dribbled down and back 1 time
0	Does not complete the assessment task

Level 0= 0pts, Level 1= 5 pts, Level 2= 10 pts, Level 3= 15 pts, Level 4= 20 pts

(Take total length and times by 5, so if student had 2 ½ they would get 12.5 pts)

***This assessment is worth a total of 20 points.**

Description of Assessment Tools:

Health-Related Physical Fitness:

The health-related physical fitness assessment rating scale tests the student's ability to run with the stick to get the feel for dribbling while testing muscular endurance. This tests the student's muscular endurance since they have to run end line to end line at least 3 times in one minute. I will have the students get with a partner. The partner will count and keep track of how many times the student goes down and back. Then the students will hand the sheets to me when they are finished. They will receive a score out 20 points, 15 being at the competent level.

This assessment is relevant to what I have been teaching, and easy to administer since I am having the students keep track of how many times they have gone down and back. This test has an accurate scoring system, so it has objectivity. If more than one person were to score the assessment, they would each give the same score because they are simply counting how many times the student ran down and back. This assessment tool would be useful and appropriate for students in my class because it is assessing them on their physical fitness within the unit of hockey dribbling. This assessment could be used to determine placement, achievement, and improvement. I could use this test at the beginning of the unit without a ball and at the end with a ball to see if they have mastered dribbling a ball in hockey with speed.

To document progress and performance of the students, I would use my table with student's names on it as I am administering the test. To determine the grade, the students will run down and back for one minute and after the minute is up, the partner writes down how many down and backs the student got. If the student did not complete the task, they receive 0 points, level one on the rubric is 5 points, level 2 is 10 points, level 3 is 15 points and level 4 is 20 points. You would take however many down and backs the student achieved and times it by 5. For example, if the student got $2\frac{1}{2}$, they would receive 12.5 points for the assessment. This domain will be 10 percent of the student's total grade for this unit. I chose 10 percent because I am more focused on whether students are learning to properly dribble and shoot a ball within the psychomotor and cognitive domains and how well they work with others than I am with how well they do in physical fitness. With physical fitness, my goal would be for them to complete the task to the best of their ability, and not worry as much about grading it.

Assessment in the Psychomotor Domain:

Formative/Alternative Assessment: Rating Scale

Dribbling and Shooting with Proper Form

Criteria for Competence:

The students will demonstrate properly dribbling by:

- Gripping the hockey stick with the dominant hand lower and hands apart
- Continuously dribbling
- Using both sides of the stick
- Keeping the head up

The students will demonstrate properly shooting by:

- Gripping the hockey stick with the dominant hand lower and hands apart
- Keeping the backswing below the waist
- Contacts the ball or puck on the blade
- Follows through

Level	Dribbling	Shooting
4	Demonstrates all of the elements of dribbling with flowing motion	Demonstrates all of the elements of shooting with flowing motion
3	Dribbles the hockey ball/puck with all essential elements: -Gripping the hockey stick with the dominant hand lower and hands apart -Continuously dribbling -Using both sides of the stick -Keeping the head up	Shoots the hockey ball/puck with all essential elements: -Gripping the hockey stick with the dominant hand lower and hands apart -Keeping the backswing below the waist -Contacts the ball or puck on the blade -Follows through
2	Dribbles with 3 out of the 4 elements present	Shoots using 3 out of the 4 elements present
1	Dribbles with 2 or fewer of the elements present	Shoots using 2 or fewer of the elements present
0	Does not complete assessment task, or violates safety procedures regarding stick	Does not complete assessment task, or violates safety procedures regarding stick

Level 0= 0 pts, Level 1= 5 pts, Level 2= 10 pts, Level 3= 15 pts, Level 4= 20 pts

*This assessment is worth a total of 40 pts.

Description of Assessment Tool:

Psychomotor:

The psychomotor assessment rating scale tests the student's ability to dribble and shoot in hockey with proper form. This tests whether the students have all 4 of the steps to dribbling and shooting a ball properly. I will administer this test in the classroom at a station. Students will have task stations the day I assess their dribbling and shooting form, and when they arrive at my station, I will watch each student dribble the ball 3 times. After they have dribbled the ball they will receive a score out of 20, 15 being competent. The next day I will assess shooting instead of dribbling and administer it the same way with task stations.

This assessment is relevant to what I have been teaching and easy to administer since there are task stations and a specified rating scale. This test uses an accurate scoring system, so it has objectivity. If more than one person were to score the assessment, they would each give the same score because they are simply measuring what components within the dribble and shot the students have or don't have. This assessment tool would be useful and appropriate for students in my class because it is assessing them on their dribbling and shooting form in hockey, which is the most important aspect of the hockey unit. This assessment could be used to determine placement, achievement and improvement because I could use this test at the beginning of the unit to see what they know, and then at the end of the unit to see how much they have improved and learned.

To document progress and performance of the students, I would use my table with student's names on it as I am administering the test. To determine grades, the students will dribble and shoot, and then receive a score out of 20 for each, 15 being competent. They would receive 0 points for level 1, 5 points for level 2, 10 points for level 3, and 20 points for level 4. This assessment with both dribbling and shooting combined is worth a total of 40 points. This domain will be 40 percent of the student's total grade for this unit. I chose 40 percent because physical education is mostly teaching within the psychomotor domain. I want to know whether or not the students are able to take what we learned on how to dribble and shoot with proper form and perform it correctly in hockey.

Assessment in the Cognitive Domain:

Written Test: Dribbling and Shooting in Floor Hockey (10 pts)

Summative Assessment at the end of the Unit

Please circle true if you think the sentence is correct. Please circle false if you think the sentence is incorrect. (10 pts)

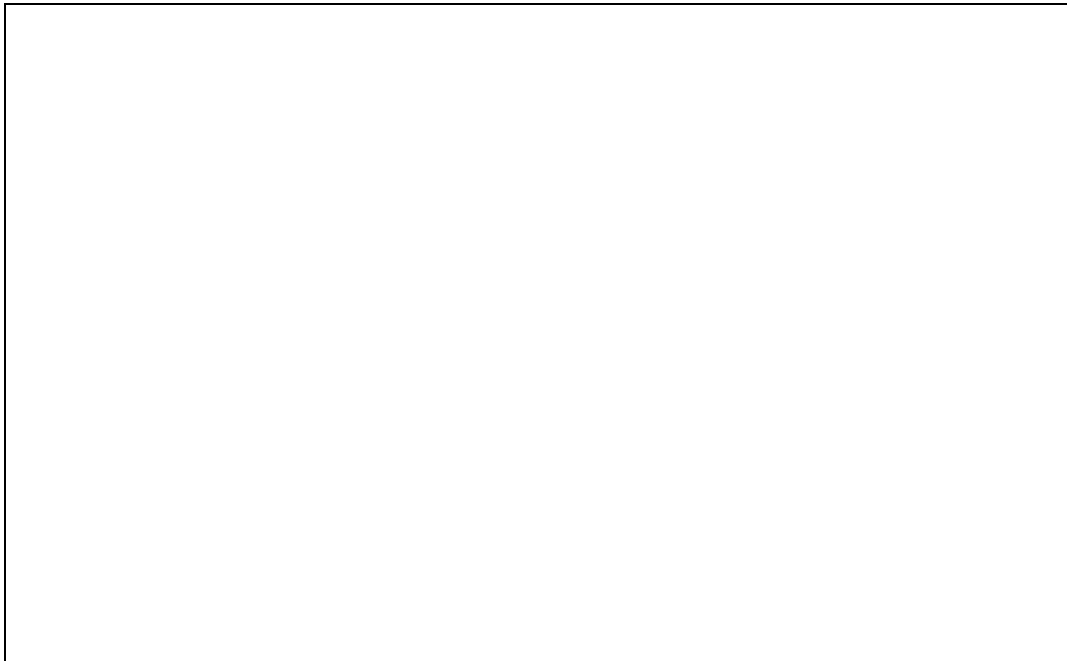
- 1) Your head should be looking at the puck when you are dribbling.
 - a. True
 - b. False**
- 2) When you grip the stick, your hands should be together.
 - a. True
 - b. False**
- 3) When you grip the stick, your dominant hand should be lower and closer to the blade.
 - a. True**
 - b. False
- 4) When you are dribbling, you should use the side of the blade that feels most comfortable to you.
 - a. True
 - b. False**
- 5) When you shoot the puck, you should bring your swing back as far as you can for more power.
 - a. True
 - b. False**

- 6) Please list the four cue words that we learned for shooting the puck in the correct order. List the 4 cue words in the box below that says “4 cue words”. (8 pts)

4 Cue Words:

- 1) Grip**
- 2) Backswing**
- 3) Contact**
- 4) Follow Through**

- 7) Please draw me a picture in the blank box below of you shooting the puck at a goal. You need to include yourself, a puck, a stick and a goal in your picture. (2 pts)



Description of Assessment Tool:

Cognitive:

The cognitive assessment written test will test the student's ability to link their knowledge and performance of the skill and how to perform the skill properly. I will administer this test during the lesson closure at the end of class on the last day of the unit since I would like it to be a summative assessment. After they have completed the test, they will bring it to me and I will grade the test. The test is worth a total of 20 points.

This assessment is relevant to what I have been teaching and easy to administer since it will be handed out and completed in class. This test uses an accurate scoring system, so it has objectivity. If more than one person were to score the assessment, they would each give the same score because the answer is either correct or incorrect. For the picture, as long as they have the criteria I ask for, they will receive all the points for that question. This assessment would be useful and appropriate for students to complete at the end of the unit. I would be able to see that they know how to perform the components of the skill correctly. This assessment could be used to determine placement, achievement and improvement because I could give it at the beginning of the unit and at the end of the unit to see how much the students have learned about dribbling and shooting in hockey.

To document progress and performance of the students, I would use a spreadsheet on my computer that keeps track of what score they received. To determine the grade, the students will have 5 true and false questions and each question is worth 2 points, 1 question that is short answer/fill in the blank that is worth 4 points, and then a picture that is worth 2 points, with the total score being out of 20 points. The short answer should be appropriate because we would go over the cue words everyday to learn the skill so they should be instilled in the students brains. This domain would be 25 percent of the student's total grade for this unit. I think it is important not only to physically be able to perform the skill, but also gain knowledge in how you perform the skill as well.

Assessment in the Affective Domain:

Summative Assessment at end of Unit: Everyday Expectations

Criteria	A Good Sport 3	Almost up to Par 2	Off Sides 1
Respect for Teachers Instruction and Rules	Consistently follows rules and listens to the teachers instruction, helps establish that rules are followed	Usually follows the rules and teachers instruction, helps to see that rules are followed some or most of the time	Little or no respect for rules and the teachers instruction
Respect for Others	Consistently respects others in a kind matter, "A good team player"	Usually shows respect to others in a kind matter, can work well with others some or most of the time	Disrespectful, uses put downs and name calling, does not work well with others
Equal Opportunity	Excellent behavior during playing time and giving everyone a chance, shares and uses equipment properly	Usually plays well with others and shares and uses equipment properly some or most of the time	Does not play well with others and does not share or use equipment properly
Self Control	Excellent control of feelings and has body control	Usually has control of feelings and has body control some or most of the time	Does not have control of feelings and has no body control

*This assessment is worth a total of 60 points.

Circle a number for each criteria:

Each "A Good Sport" is worth 15 pts

Each "Almost up to Par" is worth 10 pts

Each "Off Sides" is worth 5 pt

Description of Assessment Tool:

Affective:

The affective assessment written test will test the student's ability to act appropriately in class. I will watch student's behavior throughout the unit, and take notes each class period where I need to so I remember what happened. I will administer this test once the unit is over to summarize each student's behavior within that unit.

This assessment is relevant because it tests the students on what the classroom expectations are everyday when they walk into class. This test uses an accurate scoring system, so it has objectivity. If more than one person were to score this assessment, they should give the same score because there is a specific criterion for each score that needs to be followed. This assessment would be appropriate for students because it tests them on what their everyday expectations are, and if you are not watching students and don't have rules for them to follow, as a teacher you will lack classroom management. This assessment could be used to determine improvement because I could test how well they are following everyday expectations at the beginning of the unit and at the end to see how well they consistently follow the rules.

To document progress and performance of the students, I would use a spreadsheet on my computer that keeps track of what score they received. The rubric is out of 60 points. For each criteria they can receive, 5 points, 10 points or 15 points; 15 points being the best for each criterion. This domain would be 25 percent of the student's total grade for this unit. I think it important that students learn how to work well with others and follow instructions and rules to get the most out of physical education.

Resources:

Lacy, A. C. (2010). *Measurement and Evaluation in Physical Education and Exercise Science* (6th ed.). San Francisco: Pearson Education Inc.

(2010). *PE METRICS: Assessing National Standards 1-6 in Elementary School*. Reston, VA: NASPE.

***Who I talked to**

Abbi Neelis and I met to work on this to enjoy each other's company and discuss what was expected of us, and I also talked with **Dean Krum**. 😊