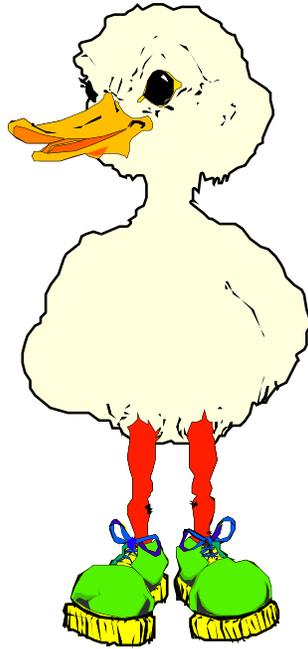


# ***P.E. Is More Than Duck, Duck, Goose***



**Southern District**

**2014**

***“No Quacks About It: You Can Assess”***

***Assessing without Tears and Fears***

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activities with a purpose



No Quacks about It: You Can Assess!

## Quality learning in physical education PK-12 occurs when assessment is...

### Broad-Based (Uses)

- \*A variety of techniques
- \* Performances
- \*Written responses
- \*Rubrics
- \*Observation
- \*Checklists
- \*Demonstrations
- \*Portfolios
- \*Peer Assessment
- \*Self-assessment
- \*Technology
- \*Oral responses
- \*Independent projects
- \*Presentations
- \*Journaling

### Assessment

### Interactive

- \*A variety of people involved
- \* Shared
- \*Interactive technology

### Extension

- \*of knowledge, skills, & attitudes
- \*relevant to real life
- \*keyed to benchmarks

### Reflective

- \*self-evaluation
- \*student set goals

Quality learning in physical education PK-12 occurs when assessment is . . .

- Y Broad-based, interactive, and meaningful
- Y Responsibilities are shared by teachers, students, and peers
- Y Practices are connected to classroom activities
- Y Student goal setting and self-evaluation are used to promote growth.
- Y Promotes extension of knowledge, skills, and attitudes for each learning situation

Formative Assessment	Summative Assessment
<i>Assessment for learning</i>	<i>Assessment of learning</i>
<ul style="list-style-type: none"> <li>▪ Occurs all the time in the classroom</li> <li>▪ Is used to improve learning and performance</li> <li>▪ Provides feedback</li> <li>▪ Involves both the teacher and the student in reflection and review of <b>progress</b></li> <li>▪ Enables students to target weaknesses</li> <li>▪ Includes observation, rating, checklists, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides a summary of student learning or attainment at a particular point in time</li> <li>▪ Is used at the end of key stages, units, or the year.</li> <li>▪ Is used to make judgments about a student's <b>performance</b></li> <li>▪ Provides quality assurance to courses</li> <li>▪ Includes the use of standardized tests or evaluation instruments</li> </ul>

*Accountability and assessment are two terms we cannot ignore in elementary physical education. Finding out how far students can throw a ball is less important than helping them learn to throw it well."*

*ArdoVino, S. Sanders, Hopple*

### **Tools for assessment**

There are many tools that can be used by teachers to assess' student learning and understanding. There are the traditional ones using standardized tests for fitness, tests for sports rules, sport skills, and sports knowledge. Alternative assessment includes portfolios, video-taping, student journals, self-assessment, peer assessment thirty second wonders, rubrics, homework, open-ended questions and many others.

Whatever tools the teacher chooses to use for assessment should answer some of the following ten questions.

### **Does the tool.....**

1. Relate to the philosophy/purpose of the program?
2. Measure student progress?
3. Require active participation by learner (s)?
4. Include process as well as product?
5. Promote learner self-evaluation?
6. Enable learners to set their own goals?
7. Provide formative information?
8. Inform teachers, parents, and learners?
9. Inform the teacher about the effectiveness of his/her program?
10. Inform the teacher about the effectiveness of his/her instruction?

*The single most common barrier to sound classroom assessment is the teachers' lack of vision of appropriate achievement targets within the subjects they are supposed to teach.*

*Rick Stiggins*

### **Learning Targets**

- **Knowledge** - Mastery of substantive subject content where mastery includes both knowing and understanding it. An example – knows and understands the critical concepts and elements for catching a ball thrown above their head
- **Reasoning** - The ability to use knowledge and understanding to figure things out and to solve problems. An example - Examine data/results from their Fitnessgram assessment and propose a meaningful interpretation
- **Performance/skills** - The development of proficiency in doing something where the process is most important. An example - Dribbles to keep the ball away from an opponent

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- **Products** - The ability to create tangible products that meet certain standards of quality and present concrete evidence of academic proficiency. An example - Develop a personal health-related fitness plan

### Without Clear Targets We Can't Do Any of the Following...

- Know if the assessment adequately covers and samples what we taught.
- Correctly identify what students know and don't know and their level of achievement.
- Plan next steps in instruction.
- Give detailed, descriptive feedback to students.
- Have students' self-assess or set goals likely to help them learn more.
- Keep track of student learning target by target or standard by standard.
- Complete a standards-based report card.

### Hot Potato Tag

**Equipment:** Any type of ball or throwing object

**Objective:** To assess overhand throwing/catching technique and allow for skill practice.

**Description:** Students will throw and catch a ball/object with a partner while music plays. When music stops, whoever has the ball preforms 3 push-ups and then chases their partner and tries to tag. When the music starts again, students resume throwing and catching.

### You Make the Call

**Equipment:** One balloon or beach ball per group of two

**Objective:** Practice striking

**Description:** Partners work together using balloon or beach ball. One partner hits it to the other partner and calls out a body part that their partner must use to volley it back. Switch after four volleys.

### Balloon Frenzy

**Equipment:** Three or four balloons or more

**Objective:** Practice volleying and team work

**Description:** Groups of 3 or 4 students work cooperatively to keep balloons in the air. Once a student makes contact with a balloon they must contact a different balloon for the next volley. As groups are successful, add more balloons.

### Double Dog Dare

**Equipment:** One balloon or beach ball per group of two

**Objective:** Practice striking

**Description:** Partner dares the partner to volley the balloon in a pattern. For example "I dare you to volley using your foot, head, and elbow" and then hit back to me. The partners then switch roles.

**"The purpose of assessment is to enhance learning, not just document it."  
Assessment will be tied directly to curriculum, students are told what they  
need to learn, are taught what they were told they had to learn, and are  
assessed on what they are taught. Lois Carnes**

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### Swatball

**Lesson Focus:** Tracking and striking/volleying

**Equipment:** The best ball to use is a vinyl ball that you can purchase at a discount store for about \$2.00. The only other equipment needed to play is a set of scrimmage vest and floor tape.

**Boundaries:** Swatball can be played in any gym or large multipurpose room with 4 walls and a high ceiling. The end walls serve as goals, and the side walls are in the field of play. Tape is used to mark a crossbar across the entire length of the end walls about 5-and-a-half to 6 feet high. The crossbar defines the top of the goal. A goalie box may be fashioned using an existing line on the gym floor or by creating a line using floor tape. This line should be anywhere from 6 to 8 feet away from the end line.

**Teams:** Depending on the size of the gym and ages of students, Swatball can be played with anywhere from 20 students to more than 60. For example if you have 40 students, then they are divided into two teams of 20 each. Each team is further divided into two groups of 10. One group of 10 is goalies and the other 10 are the offense and their job is to score.

**Description/Rules:** The game begins with a jump ball in the middle but each team must remain on their own half of the court until the ball is tapped. The ball may only be struck by swatting it with the front or back of an open hand. Players may never possess or hold the ball. The players may not use the fists to strike the ball.

The ball may be swatted to make three different types of passes. A player may swat the ball to make short passes in order to move the ball down the court. Medium passes are swatted to perform tactics such as a give-and-go, and long passes are swatted to clear the ball and/or move the ball quickly to open spaces.

Besides passing, the only other way a ball may be moved is through the use of an air dribble. Air dribbling occurs when a player strikes the ball in the air above their head repeatedly. An opponent may intercept an air dribble or any other type of pass at any time as long as there is no foul committed. A foul occurs when there is excessive contact between players.

Goalies are required to stay in the goalie box. Offensive players are not allowed inside the goalie box. Unlike other players, the goalies may use any part of their body to block the ball from going into the goal (including kick saves) but they may never block catch or hold the ball and must only strike the ball with an open hand.

Each goal is worth one point and there is only one way to score a goal: by striking the ball into the goal area. One of the most exciting and unique aspects of the game occurs when a goal is scored. After a goal, without a break in the action, each team's offensive player must switch roles with the team's goalies. All players must move into their new positions as quickly as possible. In other words, as soon as a goal is scored, the goalies of the team that was scored upon immediately go on the attack and become the offense while their teammates run back to become the team's goalies. If there are a large number of players in the class, two new teams can come into the game after a few minutes.

There are a number of violations that can occur during a Swatball game:

- Player strike the ball with a closed fist.

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- A player catches or holds the ball.
- A player dribbles the ball on the floor
- A player kicks the ball
- Excessive physical contact by a player.

If there are any of the above violations, play is whistled dead and the ball is given to the opposing team at the spot of the foul. Play is resumed with a free pass. The opposing team must give the passer 5 feet in which to pass the ball.

**Variations:** Two balls can be used instead of one during game play. At any point during the game, the teacher can toss a 2<sup>nd</sup> ball into play. After a goal is scored, the second ball is typically passed by a retreating offense player to a teammate who is coming out of the goal to play offense. Another variation is to split each team into two squads. Each squad rotates from goalie to offense to sideline after each goal. A 3<sup>rd</sup> more challenging variation is to employ four teams on the court at the same time, with each team guarding their own wall and shooting at the other three teams' goals. Safety must be ensured throughout the game, especially when a goal is scored and all four teams' transition from offense to goalies.

**Conclusion:** Swatball is an excellent remedy for the issues related to large classes. Swatball generates high-activity even with very large classes, is appropriate for a class of students with diverse skill levels, and is a great cardiovascular fitness activity.

5 minute video of the full game of Swatball, <https://www.youtube.com/watch?=1rZ7G3pgxel>

## **No Quacks about It: You Can Assess!**

### **Throwing and Catching**

**Purpose of Activity:** To determine if students can recognize and identify a critical element of throwing in a photograph or picture.

**Suggested Grade Level:** 3-5

**Materials Needed:** Picture Project assessment sheet, construction paper, books, magazines, newspapers.

**Time Needed to Complete:** One week.

### **Description of Idea**

Students will be given one week to find a picture which illustrates one of the critical cues for throwing or catching and mount it on construction paper. They will neatly label the picture with the name of the skill and critical cue.

### **Critical Elements Overhand Throwing**

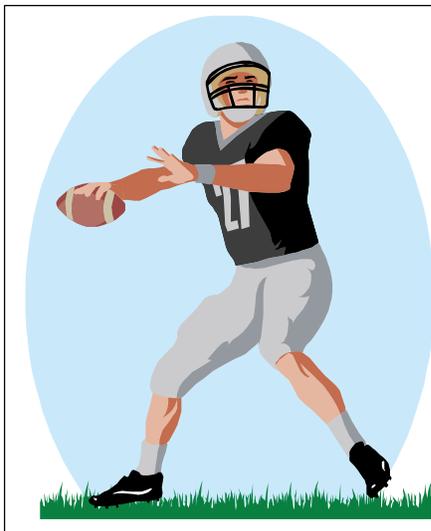
#### **K-5<sup>th</sup> grade**

- Point non-throwing side/shoulder to the target (i.e., if left handed thrower, point right shoulder/side towards target)
- Throwing arm way back behind head
- Step with your opposite foot towards target (i.e., if throwing with left hand, step towards target with your right foot)
- Follow through by letting your throwing arm come across the opposite side of your body
- To get the feel of the full throwing motion throw at something that is far away or throw hard

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

Find a picture which illustrates one of the critical cues for throwing or catching. Mount it on construction paper. Neatly label your project with the name of the skill and critical cue in large letters.



**Skill:** Overhand Throw

**Critical Element:** Step with opposite foot

Sample

### Scoring Rubric

**Level 4** – Skill is labeled, picture clearly shows critical cue, critical cue is correctly identified, good use of color, creative touches, and project is neat.

**Level 3** – Skill is labeled, able to identify critical cue in picture, critical cue is correctly identified, some use of color, project is neat.

**Level 2** – Skill is labeled, able to identify critical cue in picture, critical cue is not correctly identified, limited use of color, and project is fairly neat.

**Level 1** – Skill is labeled, unable to identify critical cue in picture, critical cue is not correctly identified, no use of color, project is messy.

Score: \_\_\_\_\_

## No Quacks about It: You Can Assess!

### Overhead Volleying Self-Assessment

**Purpose of Activity:** To assess children's attitudes/collaboration skills (re: partner work during partner volley practice) as well as assess their understanding of the volleying cues we were practicing.

**Suggested Grade Level:** 1<sup>st</sup> – 3<sup>rd</sup>

**Time Needed to Complete:** To be completed during the lesson. This sheet is to be compiled by the individual students separately even though the activity was partner work. This allows each member of the pair to respond honestly.

\_\_\_\_\_

Name

\_\_\_\_\_

Date

Today you practiced volleying a beach ball over our pretend "nets". Fill in the face to share your feelings about your volley practice today.



I worked well with my partner today.



I think I can teach someone else how to volley overhead.

2. To volley over-head correctly: - (Place a "✓" or an "X" in the blank spaces)

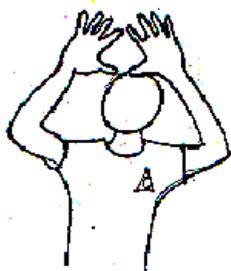
\_\_\_\_\_ I need to close my eyes.

\_\_\_\_\_ I need to get under the beach ball by bending my knees.

\_\_\_\_\_ I must stretch my body and arms up to push the beach ball up to the sky, over the net.

\_\_\_\_\_ I need to make an "upside-down heart" with my hands.

3. Circle and color in the child who is showing the correct finger position to volley overhead.



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\_\_\_\_\_  
Student Observed

\_\_\_\_\_  
Class

NASPE Standard # 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

The following skills were assessed from my observations>

\_\_\_\_\_  
Date

\_\_\_\_\_  
PE Teacher (assessor)



Can volley a balloon with my hands



Can volley a balloon and maintain control with hands, arms or racquet.



Can volley a light weight ball tossed by a partner, using arms, hands, or racquet.



Always demonstrates



Demonstrates competency sometimes



Needs to more practice

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### Volley Skill Assessment Stations

Students enjoy working with balloons and beach balls individually and with partners. Using a variety of tasks before presenting the stations will allow the students the time to progress before assessment.

Students are divided into six groups and placed at one of the six stations.

**Station 1** – each student has a balloon and attempts to keep it in the air using a variety of body parts.

**Station 2** – Each pair of students has a balloon and tap it back and forth to each other in control. If time allows teacher can create cards with different pictures of body parts for students to volley with.

**Station 3** – Each student has a balloon and a plastic golf tube. The student attempts to keep the balloon in the air using different parts of the golf tube.

**Station 4** – each student has a lolly-pop paddle (or similar paddle) and a balloon. The student attempts to keep the balloon in the air using the paddle. Once they are successful with a balloon let them try a yarn or puff ball.

**Station 5** – Each student has a beach ball or Balzac balloon and attempts to keep it in the air using their hands.

**Station 6** – Each pair of students has a beach ball or Balzac balloon and attempts to volley it back and forth to each other

## No Quacks about It: You Can Assess!

### Overhand Throw Peer Assessment

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Student

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Friend

NASPE Standard # 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

NASPE Standard # 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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Point non-throwing side/shoulder to the target



Throwing arm way back behind head



Step with opposite foot towards target



Follow through by letting your throwing arm come across the opposite side of your body



Always demonstrates



Needs to more practice

## No Quacks about It: You Can Assess!

### Catching a Ball Assessment

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

Perform each step of the ladder at least three times and mark either "Can Do" or "Needs Practice." When you successfully catch the ball three times, mark "can do."

	"I can do"	"I need more practice."
1. Toss and let ball bounce and catch.	_____	_____
2. Toss and catch at high level.	_____	_____
3. Toss, clap once, catch.	_____	_____
4. Toss, clap twice, catch.	_____	_____
5. Toss, clap three times, catch.	_____	_____
6. Toss ball forward, let bounce, move and catch.	_____	_____
7. Toss overhead, turn around, catch.	_____	_____
8. Toss to wall, let bounce, catch.	_____	_____
9. Toss to wall, no bounce, catch.	_____	_____
10. Have someone else toss you a ball and catch.	_____	_____

### Here are important catching criteria that we are learning during this unit.

1. Feet shoulder width apart and catch ball with the fingers.
2. Feet straddle position (one foot in front of the other).
3. Place the fingers upward (thumbs together) when catching a ball above the waist. Place fingers downward (little fingers together) when catching a ball below the waist.
4. Watch the ball into hands and give with arms to absorb force.

**Dear Parents:** Students are asked to practice each day at home with adult supervision. It would be great if you would help your child. Please date and sign the form so that it can be returned to me on your child's next PE class. Thank you for your help in developing the important skill of catching.

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# No Quacks about It: You Can Assess!

## Volley/Striking Sequence Assessment

\_\_\_\_\_

Name

\_\_\_\_\_

Date

NASPE Standard # 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Directions:** The student will volley a beach ball to their partner demonstrating three different body part sequences. Check if the student is able to complete the task.

YES

NO

Sequence: Foot Elbow Hand		
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YES

NO

Sequence: Elbow Foot Hand		
------------------------------------	--	--

Comments: \_\_\_\_\_

\_\_\_\_\_

Note: This can be used as a teacher, peer, or a self-assessment. If time allows the student can also create their own sequence and record it on the below.

## No Quacks about It: You Can Assess!

### Assessment Tool Examples

Characteristics of an effective assessment tool:

- ✓ Measures student learning
- ✓ Aligned with the content standard
- ✓ Has scoring criteria (which is shared with students)
- ✓ Is as authentic as possible
- ✓ Age appropriate
- ✓ Manageable

### Examples

Pairs/Share/compare	Students work with a partner to generate answers. Then they compare their work to the lesson's critical elements.
Teacher Observation	The teacher compares student performance to predetermined criteria.
Checklist	Students work in pairs. One is the "checker" the other is the "performer." Students use a checklist containing the skill's critical elements to determine if the performer is successfully performing each element of the skill correctly.
Finger points	A type of peer observation. Partners award finger points if skill elements(s) are executed correctly.
Freeze tag	Students freeze when tagged into one of the critical element positions of the skill.
Muscle kid	The teacher draws a diagram of a body on a whiteboard and labels the major muscles. Students take turns being the "muscle kid" (stand in a body builder's pose with arms bent up) while the other attempts to locate and name each muscle. Students can refer to the whiteboard to check their answers.
Stations with questions	Each station has a stretch to be performed. Stretches are in page protectors and taped to the wall. One side shows a picture of a stretch to be performed the other indicates the name and location of the muscles involved. Students perform the stretch, think about what muscle was being stretched, and then flip over the page to check their answers.
Spotlight tag	When tagged students come to the side line and must perform the correctly skill (Or answer a question) for a judge before they can return to the game.

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Clay and artist	Students work in pairs. One is the clay and other is the artist. The artist sculpts the clay into one of the critical element positions of the skill.
Actor and director	The director calls out the critical elements of the skill and pretends to film the actor's performance.
Sentence frames	Students complete a sentence. An example: "One part of the overhand throw that I am good at is ____." One part of the overhand throw I need to work on is "_____."
Thumb-o-meter	Students indicate with their thumb how they felt they did with a skill, concept, or behavior. Thumbs up= good, sideways thumb =okay, thumbs down= need more work

### Assessment for Learning

Using assessment to develop *motivated, confident, and responsible learners*

Five step process for "overhand throwing" or any other motor skill.

#### Step 1: Establish expectations for student learning

"What are we learning today?"

"Today you are learning how to throw overhand."



#### Step 2: Establish relevance

"Why do we need to learn this?"

"Joggy-Talky" In pairs, students jog around perimeter and brainstorm a list of activities they do that use the overhand throw.



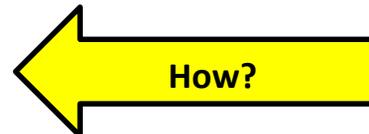
#### Step 3: Model the skill and give students a clear vision of the learning goal

"How will I know that I have learned?"

"Today you are learning how to throw overhand."

Remember to:

- Stand sideways to the target
- Bend throwing arm to 90 degrees
- Step with the front foot
- Follow through to opposite thigh



#### Step 4: Provide verbal cues

"Words to help you remember how to throw overhand are:

"T", "L" (elbow) Step, turn, throw, and tickle

#### Step 5: Learning activities/formative assessment to develop skill and reinforce key elements of the overhand throw

## No Quacks about It: You Can Assess!

**Peer Assessment** – While throwing back and forth with partner students give points for critical elements observed.

**Structured Observation** – While students are throwing with their partners, the teacher looks for, and provides feedback, on specific critical elements.

**Think-Pair-Share** – Students work in pairs to review and share critical elements.

**Freeze tag** – When tagged, students freeze into one of the skill phases. They become free when another student identifies the phase.

**Clay and artist** – One partner sculpts the other into a statue that demonstrates one phase of the skill

**Coach and player** – One partner observes the other playing activity and the other scores the critical elements observed.

### Step 6 – Closure and homework

#### Examples:

“Today we learned how to \_\_\_\_\_”

“When throwing overhand you need to \_\_\_\_\_ sideways, bend your back arm into the letter \_\_\_\_\_, and step with your \_\_\_\_\_, and follow through with your throwing arm to tickle your \_\_\_\_\_.”

#### Examples:

Share with family what you learned today in physical education.

Teach someone how to throw

Picture project