

Appendix D

Suggested Assessment Strategies

Grade 7: Alternative Activities

Teacher Observation:

- Note students who are applying fair play concepts and guidelines while participating in various activities.
- Observe and assess how well students are able to use guided discovery to effectively use appropriate body mechanics.
- Observe students demonstrating their ability to use movement concepts and alternative activity skills during practice and competition (Movement Concept Wheel - Appendix G).

Grade 7: Court and Field

Performance Tasks:

- Demonstrate the ability to use coordinated movement through the summation of forces to achieve desired actions. Students demonstrate the ability to use movement concepts of force, level and range while sending/receiving.
- Demonstrate the ability to use static and dynamic balances during the performance of skills such as basic stance, sending and receiving.

Student Evaluation:

- Assess achievement with respect to one or more of the concepts and/or skills during the lesson. Students could comment on their overall progression throughout the theme or make a summary comment regarding their abilities now compared to their abilities when they started the theme. This could be accomplished through a self- evaluation rubric.
- Make an entry into an activity log book indicating how to would solve a particular movement problem (if your opponent is at the front of the net, how can you win the rally?).
- A journal entry could be completed indicating the how well fair play concepts were adhered to during the unit by all students. Alternately, students write an anecdotal report on their level of participation to include in their portfolios.

Grade 7: Fitness Activities

Teacher Observation:

- Note students who willingly participate, show improved participation or non-involvement (Refer to pages 10-13 - Hellison's Levels of Responsibility).
- Questions students about the components of fitness which are used during aerobics. Alternately, ask students how fitness activities can be incorporated into their daily lives through such activities as walking or jogging (Class discussion).

Performance Tasks:

- Demonstrate a fitness hustle sequence. Alternately, students may want to create and perform an individualized fitness hustle which concentrates on identified personal fitness concerns, as well as, allow for the application of movement concepts such as the possible movement of body parts.

Student Evaluation:

- Students respond in their journal as to whether or not they could carry on a conversation while engaging in aerobic activity.
- Monitor and record heart rate to determine where an aerobic training zone should be introduced.
- Students complete a “yes/no” checklist about meeting the necessary requirements in making a fitness hustle.

Program Evaluation:

- Provide students with an exiting poll to complete with respect to their feelings about a certain activity, the lesson or the unit (see thumbs up/thumbs down diagram in Appendix C).

Grade 7: Leadership/Cooperative Activities

Teacher Observation:

- Observe the levels of cooperation between partners/groups, the knowledge and use of several movement concepts and how well students can communicate and assist others.

Student Evaluation:

- In a journal entry students can note how their peers provide feedback to other students including him/her.
- In small groups or with a partner, students can question each other about concepts taught during the activity. The pair or small group reports back to the class on their observations of each others performance. Students must use positive reinforcement.
- Respond to teacher-posed questions or enter into a journal some observations on students’ use of movement concepts such as balance, level and different body shapes.

Grade 7: Outdoor Activities

Performance Tasks:

- During orienteering, students demonstrate their ability to orient themselves to a map. Provide the opportunity for students to use a map to find their way around a small area such as the school grounds. Develop a rubric to assess.
- Students engage in an opportunity to invent their own activity/game in the outdoors. The outdoors offers a variety of settings in which students can invent games, thereby allowing opportunities to cooperate, set fair play standards, demonstrate self-responsibility and develop understanding of movement concepts while applying them. Any modification of a game such as capture the flag or hide and seek does this very well. Once given some basic guidelines or ideas, students can be very imaginative in games they create. Teachers would assess for creativity, modifications of existing games and rules, level of responsibility displayed, level of cooperation between group members or how effectively the activity was explained to others.

Grade 7: Rhythmic Activities

Performance Tasks:

- Students create their own rhythmic movement incorporating a sport or other activity. The use of videos and commercials can serve to motivate students. Many videos and commercials use music and movement as a tool to attract attention. Sport advertisements are rich with clips edited to music and contain full sequences of movement skills choreographed to modern music. This provides an opportunity to expand on this trend by incorporating it into class. Teachers can assess any number of outcomes and skills such as level of creativity, use of various movement patterns and concepts, incorporation of other activity skills and the level of cooperation and collaboration displayed.

Student Evaluation:

- Reflect on how extensive rhythmic movement is a part of everyone's lives. As an extension activity, students could be asked to equate sport terminology with movement concept language. The fact that movement concept language is more easily transferable across activities than is sport-specific terminology (which can often be applied to only one specific sport) can be introduced by the teacher. Journal entries or even a reflective essay, poem or paper can be the means through which students express these ideas.
- Work with a partner or in groups to conduct experiments. Students can formulate a hypothesis and conduct the experiment based on this. Students are now engaged in conducting research and finding answers to movement problems. Science concepts can be reinforced by using such an activity. Assistance by the science teacher can be valuable and he/she may be able provide a sample evaluation form so students can evaluate each other.

Grade 8: Alternative Activities

Teacher Observation:

- Observe the students' execution of various movement concepts focusing on the relationship of body parts while moving, muscle tension and relaxation, possible movement of body parts, balance and direction (Movement Concept Wheel - Appendix G).
- Engage students in setting up safety guidelines for alternative activities. Any physical contact activity requires all students to display an awareness and concern for the safety of other students. Students may complete a journal entry outlining the safety guidelines or display the guidelines in the gymnasium.

Performance Tasks:

- A checklist of skills for each sport is useful to ensure all skills are covered and demonstrated to a certain level of proficiency.
- Demonstrate the ability to transfer concepts such as posture and stance while participating in alternative activities (Movement Concept Wheel - Appendix G)
- As a home assignment, research the history of an alternative activity and write a short report to present to the class. Teachers may wish to consult with their English department for developing a rubric.
- Refer to Hellison's Level's of Responsibility (pages 10-13) to determine a student's level of responsibility. Discuss this during a student/teacher conference.

Student Evaluation:

- Students reflect in their journal on the levels of responsibility they demonstrated and achieved, personal attitude toward alternative activities and the social/physical benefits of participation while working on movements/skills in group settings.
- Identify ways of improving performance of a specified skill. Set goals for improvement and track progress over time.
- Access a unit or activity using a feedback form predetermined by the teacher.
- Interview each other, ask questions and record answers. The students would then discuss together what they learned. Questions could include: What strategy did you use? Did your strategy work? What could you have done to improve on your skill development or performance? Was there difference between how you were at the beginning of the unit and at the end? What decisions or actions did you do differently at the end as opposed to the beginning of the unit? What actions or decisions had an effect on your skill development or performance?

Grade 8: Court and Field Activities

Teacher Observation:

- In groups, invent a court and field activity which combines two or more activities. A rubric/checklist may be used to evaluate and will provide appropriate, specific and positive feedback.
- While students are involved in small group activities, observe how well they demonstrate the use of movement concepts while varying strategies within court and field activities.

Performance Tasks:

- Demonstrate the ability to use appropriate body awareness (relationship of body parts while moving and muscle tension and relaxation) and the summation of forces to achieve the desired action while engaged in court and field activities.
- Invent a game or activity to allow further opportunities to cooperate, set fair play standards, demonstrate self-responsibility and to develop understanding of movement concepts while applying them. Students define the criteria that they feel are necessary to be successful in court and field activities.

Student Evaluation:

- Assess personal achievement with respect to one or more of the concepts and/or skills during the lesson. Alternately they could comment on perceived differences between personal responses/behaviours during physical education classes and activities outside of the structured curricula. See Appendix C for sample assessment strategies to use.
- At the conclusion of a group or partner activity, ask students to complete an inventory type rating scale of how people cooperated and used fair play concepts during the activity. Outstanding, good, satisfactory and needs practice could be the scale (provide explanation with each scale measure). This would be done anonymously so as to not pose undue stress on students who would not like to name other individuals. See Appendix C for sample assessment strategies to use.

Grade 8: Fitness Activities

Teacher Observation:

- Observe the extent to which students are using proper spotting techniques. Spotting in weight-lifting enhances the opportunity to show concern for the safety of others.
- Assess student-led warm-ups. Students come to class prepared (i.e. lesson plan) to lead their classmates in a warm-up and stretching session.

Performance Tasks:

- Create or produce a poster display which outlines the activities, steps and rationale behind a warm-up and stretching routine. Poster displays can include any number of fitness concepts, warm-up or stretching activities and placed around the gym for class warm-ups, stretching and teaching points. Alternately, students can create a video or web page instead of a poster.
- Design individualized fitness programs in consultation with the teacher. This allows the student to apply fitness/movement concepts, increase self-confidence and increase self- image.

Grade 8: Leadership/Cooperative Activities

Teacher Observation:

- Demonstrate awareness of safety issues (see Hellison's levels of responsibility on pages 10-13).
- Note the degree to which students cooperate, use strategies and include all students when engaged in activities.

Performance Tasks:

- Invent, pose or create a movement problem or challenge and then suggest ways it can be solved. Using the activities in which they have participated, students construct a task or activity to be solved by other students. This can be done on task cards, a poster display or an instruction sheet that can be passed to students and the instructor. Ask students to present the challenge to the class and lead the class through the activity.
- In groups brainstorm a variety of skills, strategies and behaviours that are helpful when involved in tasks, challenges or activities that require teamwork and cooperation. Students expand upon this by creating a poster to be displayed in the gym as a reminder about the behaviours and strategies they should employ when participating in activities.
- Students engage in activities where they have to cooperate and think a plan through. Students can respond in their journal as to how effective their strategies were and how involved everyone was in cooperating to help the team be successful.

Student Evaluation:

- Complete a checklist of behaviours and skills on several group members after an activity. There can be several criteria listed on the checklist. This evaluation or checklist is shared amongst teammates only and passed to the teacher at the conclusion of class. Since the results or behaviours are only discussed among groups, feedback should be encouraging and checklists will reflect positive as opposed to negative behaviours. Criteria can include: How many praise phrases were used? Did each person contribute to the group? Name one positive contribution each person made to the team?

Grade 8: Outdoor Activities

Teacher Observation:

- Observe how well students are adhering to practices and guidelines of safety and fair play. For example, are students cooperating with each other or are individuals trying to do it all themselves? Are students moving in safe ways or are they moving without regard to their own safety or the safety of others? Are they in control of their bodies?

Performance Tasks:

- Demonstrate the ability to use appropriate body awareness, possible movement of body parts and quality of movement concepts such as force and balance to achieve the desired action while engaged in outdoor activities. Can students move the canoe around using various strokes? Is balance maintained while stopping on skis? During a slight downhill, while cross country skiing, do students perform a double pole action or are they still using the diagonal stride? (Movement Concept Wheel - Appendix G)

Student Evaluation:

- Assess personal level of skills at the beginning of the unit and at the end. Ask students to comment on how they feel they have progressed with respect to one or more of the concepts and/or skills during the unit. Alternately, students could assess how they enjoyed various activities or comment on what could be done to improve their enjoyment of the activities.
- Make an entry into a journal reflecting on the many outdoor activities in which they or people they know often participate independently of school. Teachers can encourage and highlight the life-long aspect of outdoor activities at every opportunity.

- Write about the appreciation of nature and the importance of safety while engaged in out of school activities.
- Work with a classmate to provide and receive feedback on an outdoor activity. Ultimate Frisbee, for example, uses any number of movement concepts and strategies. The use of range to pass the frisbee successfully, running in different pathways, using different speeds and the importance of body language. Teachers can provide a checklist, rubric or similar criteria for students to use while working with their classmates.
- Pose a problem or scenario to a partner that he/she has to solve. It can be something like, “How do you go up a hill while skiing?” Or “If you were hiking in the woods and someone got injured, what are some things you can do to help with the situation?” After answers are provided, ask the partner to provide positive and specific feedback to the answers. Discussion of such concepts and the sharing of ideas will enhance understanding and enjoyment for all participants. Make entries into the activity log book as a record of the discussion.

Grade 8: Rhythmic Activities

Performance Tasks:

- The teacher Assesses the degree of refinement of movement concepts and rhythmic movement, integration and use of different movement concepts, cooperation and the degree of responsibility displayed. Providing an activity with fitness stations allows students an opportunity to refine movements. In addition, students have an opportunity to work together in a cooperative group to choose and perform a rhythmic activity in synchronization. Movements that can be built upon to develop a short sequence/performance include:
 - Making some movements larger (i.e. steps)
 - Making some movements smaller (i.e. arm swing)
 - Repeating a movement
 - Performing movements very quickly or very slowly
 - Adding turning actions
 - Adding jumping actions
 - Travel in part of the movement phase
 - Perform a movement at a very high level,
 - Perform another movement at a very low level
 - Repeat a movement with a different part of the body

Grade 9: Alternative Activities

Performance Task:

- Create a list of desirable leadership traits. This can be presented in a poster format that can be displayed in the gym for future reference.
- Produce a poster or presentation on what type of individual activities can lead to careers or job opportunities in physical education or recreation. Research may be required on the Internet or interviews with local physical education or recreation specialists.
- In cooperative groups, research a game from another culture and present it to the class to play. Alternately, research activities from other cultures and the history of the sport. Identify the effect of the activity on that culture's quality of life in the form of a poster, presentation and/or project.

Student Evaluation:

- Use journal entries to reflect on qualities a leader has that makes him/her a leader. Can you identify any of the traits in yourself? Answer the question “do you feel a person must have leadership skills or be a leader to pursue a career in physical education?” Why or why not?
- Use a checklist of criteria to offer feedback to peers as to how well they are completing tasks, movements, cooperating, leading, etc. Students can reflect on the discussion or findings.

Program Evaluation:

- Students rate the quality of the alternative activities theme over three years with respect to outlined criteria. Students list the best things about the theme and negative aspects requiring the most change.

Grade 9: Court and Field Activities

Teacher Observation:

- Use an anecdotal report to track students' progress of movement concepts related to skills within court and field activities. Place in the students' portfolio.
- Observe students sending/receiving/striking/etc. Do they make use of the space and different levels in order to challenge the person they are playing? The teacher uses a checklist to ensure students are using proper techniques.
- Poses questions to determine the extent to which students have attained knowledge and experience about court and field activities. Sample questions include: When playing tennis or badminton, what defensive/offensive strategies could you use? What defensive strategy could you use to counteract an offensive strategy? What are some additional offensive and defensive strategies?

Performance Tasks:

- Choose to do a project or a journal related to initiating an activity program that reflects the interests of students and espouses fair-play concepts.
- Demonstrate ability to use coordinated movement and body mechanics through the summation of forces to achieve the desired action. Passing, receiving, sending, and moving with or without the implement all require body awareness and coordinated movement.
- Demonstrate the ability to use movement concepts related to court and field skills during regulation games. They should also be expected to exhibit fair play concepts.
- Students may opt to complete a project surrounding the question: “What effects do physical activities have on a person’s quality of life?” Students may choose this opportunity in lieu of doing one of the other forms of assessment. Part of the project could be to display a poster to in the gym highlighting the major findings of the research.
- Demonstrate an awareness of warm-up activities as being an integral part of activity. Students should perform a warm-up without having to be reminded or prompted.
- Participate in a ladder tournament where one must select their own opponent and monitor their progress. Students demonstrate that they are able to follow instructions and cooperate with others.
- Where a student’s school provides lunch time gymnasium supervision, students may opt to complete a project where they advertise and organize lunch-time intramural leagues. With assistance, students can learn to tabulate records, organize varying sizes of groups and take responsibility for leading active lifestyles.

Student Evaluation:

- Make a journal entry describing how court and field activities fit into their idea of fitness and active living. Is it an activity they see people pursuing into adulthood? Why or why not? “What effect does physical activity have on quality of life?”
- In their activity log book, students identify a skill or movement that they perform well or needs work. This can then be compared to how they performed at the beginning of the unit.
- Provide students with the chance to perform a chosen skill while the teacher and/or peer assesses how well they complete the task. Any assessments can be placed in a skills portfolio or journal.
- Students complete a checklist that provides information about specific movement concepts or activity skills.
- Peers can observe each other performing and rate or comment on each part of the performance. A record sheet or checklist is given to the student for feedback and he/she can make additional comments. A discussion of the results and cues for reinforcement should also be provided.
- Students ask each other what skill, technique, movement or behaviour they would like to improve upon that day and record the answer. The evaluator then helps the student improve before roles are reversed. At the end of the class, specific and positive feedback is given by each student to each other

Grade 9: Fitness

Student Evaluation:

- Log daily food consumption for one week. Create an appropriate daily menu for a person with a healthy active lifestyle based upon the Canadian Food Guide recommendations in Appendix H. Comparisons can be written in a journal, project format or incorporated in an active living log book. Alternately, comparisons can be discussed during class, or other courses such as science and health. Similarly, students can record their fitness activities in a Fitness Bank Account Book. At the end of each month they can see how many deposits (minutes of activity) they have made and their balance. This could be used as a cross curricular approach with other subjects such as math and family living.
- Assist each other in developing individualized circuits. Students should be able to progress from creating basic to advanced circuits once an understanding of the concepts surrounding fitness such as frequency, overload and components of fitness have been presented. Classes could consist of multiple circuits that would accommodate student progression. Teachers could provide a desired criteria that would guide students in their peer evaluation.

Grade 9: Leadership/Cooperative Activities

Teacher Observation:

- Note how many times a student uses praise phrases or encourages others during the activity.

Performance Tasks:

- Allow each team to demonstrate its game and provide feedback and praise. Games and activities created can then be used in future classes for a warm-up or as part of the class activity.
- Create a list of desirable leadership traits . This can be presented in a poster format that can be displayed in the gym for future reference.

Student Evaluation:

- Students write in their journal the qualities they feel a leader has that makes him/her a leader. Can they identify any of these traits in themselves? Answer the question, “Do you feel a person must have leadership skills or be a leader to pursue a career in physical education?” Why or why not?

Grade 9: Outdoor Activities

Teacher Observation:

- Determine the extent to which students are learning any environmental messages during their participation in outdoor activities. A sample activity where this can be done is an orienteering activity which could include check points with environmentally friendly messages. Once the activity is complete, the teacher collects from students the lists they generated through the recollection of the messages they read during the activity. A ready to use form or chart that students could complete would be useful.

Performance Tasks:

- Initiate and plan an activity that teaches environmental awareness and allows students to act in a socially responsive manner. The plan would include the what, how and why they are completing such a plan. The final stage would be to carry out the activity. Examples of such ideas may include: a bottle drive for recyclables, a garbage clean-up day at a local park, a pamphlet outlining how to conserve water, a sponsorship or fund-raising drive for an environmental group that does work in the community.

Student Evaluation:

- Write a thank you letter reflecting to the organization and/or their principal for the opportunity to take part in their project (i.e. Beach cleanup) or outing (i.e. Guided Nature Walk). This should also illustrate what they learned about environmental concerns and outdoor activities.
- Students can question each other on their knowledge of the environment, nutrition or their ability to be prepared for future camping trips and then share their findings with that person.
- A student checklist of criteria could be used in groups to offer feedback to a student as to how well they are completing tasks, movements, cooperating or leading. Each person can then reflect on the discussion or findings about his/her demonstration or knowledge. This makes the process non-threatening and does not single anyone out in the whole group setting.

Grade 9: Rhythmic Activities

Teacher Observation:

- Use a rubric to rate students' skill in combining rhythmic movements into a fluid sequence.

Performance Tasks:

- Research and illustrate the proper nutrition and activity program necessary for their favorite athlete to maintain an ideal performance and wellness level based upon the activity requirements of their bodies.
- Demonstrate the ability to combine movement and music appropriately.

Student Evaluation:

- Complete a journal entry about their attitude toward rhythmic activities prior to grade 7 and at the end of grade nine. Also, as part of the journal entry have students briefly discuss a professional athlete that they know or have researched, that is involved in rhythmic activities and the reasons he/she is involved.

Program Evaluation:

- Students rank the units covered from grade 7 to present in terms of fun, interest, applicability to physical education, promotion of personal fitness and healthy lifestyle, safety and comfort. This can assist the teacher with future curriculum planning.