Assessing Learning in PE

Based on CHAPTER 7 Metzler (2005) - Assessing Student Learning in Model-Based Instruction.

Reasons for Assessment in Physical Education

- To describe how much learning has taken place in a given amount of time
- To judge or evaluate the quality of that learning
- To make decisions for improving instruction
Key Assessment Concepts and Terms

- Assessment and evaluation
- Timing of assessments
- Performance basis
- Organizational plans for assessment
Time Plans for Assessment

- Continuous assessment
  - Occurs during each learning task
- Formative assessment
  - Conducted periodically throughout the unit
- Summative assessment
  - Conducted at the end of the unit
Performance Basis

- **Norm-based assessments**
  - A teacher compares students’ performance to students who have taken the same test

- **Criterion-based assessments**
  - A teacher writes them to include only what he or she wants covered, to reflect specific kinds of outcomes

- **Self-based assessment**
  - Students, with teacher guidance, assesses own progress towards specific outcomes that they may or may not have designed.
Examples of Informal and Formal Assessment Plans

- **Informal**
  - Checking for understanding
  - Asking for a show of hands in answer to “how many of you…?”

- **Formal**
  - Giving a written quiz on key elements in an activity or written analysis of learning.
  - Giving a skills test
  - Asking students to write 5 things they like about an activity and why
Common Forms of Traditional Assessment

- Informal teacher observation
- Standardized skills tests
- Fitness tests
- Written tests
Advantages and Disadvantages of Traditional Assessment

- **Advantages**
  - Is seen to be objective and consistent
  - Implies rigorous standards

- **Disadvantages**
  - Problems of practicality – when and how
  - Leaves unanswered questions about achievement
  - Provides little info on how to improve knowledge, performance, or fitness levels
  - Narrow focus on achievement
Four Primary Principles of Alternative Assessments

- Knowledge can be demonstrated in a variety of ways, all of which are valid.
- The process of learning is as important as the outcomes themselves.
- Diverse learning goals require diverse assessments.
- Higher-order learning requires inventive assessment not possible with traditional methods.
Common Forms of Alternative Assessment

- Group projects
- Multimedia presentations
- Activity logs
- Personal journals
- Role-playing
- Oral examinations

(continued)
Common Forms of Alternative Assessment (continued)

- “Show and tell” presentation
- Interviews
- Teacher, peer, and self-observations with performance checklists
- Portfolios
- Rubrics
Advantages and Disadvantages of Alternative Assessment

**Advantages**
- Can be designed to monitor specific outcomes
- Students demonstrate learning in different ways
- Provides students with feedback about learning

**Disadvantages**
- Can be time-consuming for teachers to design and review
- Can be time-consuming for students to complete
Authentic Assessments

- Design assessments that involve real-life settings
- Authenticity is determined by the degree to which students demonstrate real-life applications
## Assessment Strategies and Timing with Instructional Models

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<th>MODEL</th>
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<td>Personalized System</td>
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Making Assessment Practical

- Don’t try to assess all learning outcomes—assess only the most important.
- Teach students to do self- and peer assessments.
- Use small, continuous assessments as much as possible.
- Build assessment into learning tasks.
- Use technology to gather, store, and analyze assessment information.