



# Assessing Learning in PE

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

**Metzler, M. (2005). Instructional models for physical  
education. Scotsdale, Holcomb Hathaway.**



# 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 a 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

MODEL	MAJOR LEARNING OUTCOMES	TRADITIONAL ASSESSMENTS	ALTERNATIVE ASSESSMENTS	TIMING
Direct Instruction	<ol style="list-style-type: none"> <li>1. Motor performance</li> <li>2. Knowledge of rules</li> <li>3. Fitness</li> </ol>	Skills tests Written tests Fitness tests	Performance checklists	Formative Summative
Personalized System for Instruction	<ol style="list-style-type: none"> <li>1. Motor performance</li> <li>2. Knowledge of rules</li> <li>3. Fitness</li> </ol>	Skills “quizzes” Written tests Fitness tests	Performance checklists Logs	Continuous
Cooperative Learning	<ol style="list-style-type: none"> <li>1. Knowledge of concepts</li> <li>2. Team participation</li> <li>3. Social development</li> </ol>	Skills “quizzes” Written tests	Group projects Multimedia projects Portfolios Journals	Continuous Formative Summative
Sport Education	<ol style="list-style-type: none"> <li>1. Game performance and strategy</li> <li>2. Team participation</li> <li>3. “Duty role” performance</li> </ol>	Written tests	Role-playing checklists Team projects Game performance summaries GPAI Journals	Formative Summative

# Assessment Strategies and Timing with Instructional Models (continued)

MODEL	MAJOR LEARNING OUTCOMES	TRADITIONAL ASSESSMENTS	ALTERNATIVE ASSESSMENTS	TIMING
Peer Teaching	<ol style="list-style-type: none"> <li>1. Motor performance</li> <li>2. Cognitive knowledge (to teach)</li> <li>3. Social development</li> </ol>	<p>Skills tests</p> <p>Written tests</p>	<p>Performance checklists</p> <p>Journals</p>	<p>Continuous</p> <p>Formative</p>
Inquiry Teaching	<ol style="list-style-type: none"> <li>1. Higher-order knowledge, combined with</li> <li>2. Movement skills</li> </ol>	<p>Written tests</p>	<p>Oral examinations</p> <p>Interviews</p> <p>Journals</p>	<p>Continuous</p> <p>Formative</p> <p>Summative</p>
Tactical Games	<ol style="list-style-type: none"> <li>1. Tactical knowledge, combined with</li> <li>2. Motor performance</li> </ol>	<p>Written tests</p>	<p>GPAI</p> <p>Performance checklists</p> <p>Oral examinations</p>	<p>Continuous</p> <p>Formative</p> <p>Summative</p>
Teaching for Responsibility	<ol style="list-style-type: none"> <li>1. Social development</li> <li>2. Motor performance</li> </ol>	<p>Skills tests</p>	<p>Performance checklists</p> <p>Journals</p>	<p>Continuous</p> <p>Formative</p> <p>Summative</p>

# Making Assessment Practical

- Don't try to assess all learning outcomes—  
assess only 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