

Assessing Movement Outcomes in Elementary Physical Education

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**Michael Wright, Ph. D.
CSU, Sacramento
Sacramento, Ca
wrightm@csus.edu
(916)-278-5689**

The Objectives of Physical Education

- Think for a moment and then please write down one thing you might want a student to learn in a physical education class.
- Why did you choose this objective?
- How might you determine if your students met your learning objective?

What Really Counts in Physical Education?

- How are grades usually measured in typical physical education classes?
- How are these objectives measured?
- How does this picture differ from what you know to be strong assessment practices?
- Why do you think these examples are so different from each other?

Defining the Assessment Process

- Combination of the following is defined as the assessment process:
 - ❖ Assessment = a systematic process of determining the extent to which students meet instructional objectives (Gronlund, 1981)
 - ❖ Formal Assessment = a preplanned technique that produces a written record of performance, knowledge, or behavior (Veal, 1988)
 - ❖ Grading = the process of assigning marks to students based on a formal assessment of changes in student behavior (Imwold, Rider, & Johnson, 1982)

The Reality of Assessment in Physical Education

- The assessment process is actually infrequent in physical education because:
 - ❖ students rarely produce written records of work
 - ❖ grading in physical education is usually a result of components of compliance
 - ❖ physical components of assessment viewed as unfair to the less "talented"
 - ❖ high student numbers, administrative support, & faculty commitment

Why Should We Change?

- Accountability for students, program, & subject matter
 - ❖ increased in content engagement & recognition by students, school, school board, etc.
- National call for changes in assessment process (NASPE, 1995)
- Need to accommodate many students with teacher friendly process that reflects student performance
- Formative Assessment Techniques
- NASPE's standards for physical education call for:
 - ❖ the engagement of students in subject matter (skills and physical activity),
 - ❖ teachers to consider alternative assessment techniques to evaluate this student performance.

On-Going, In-Class Assessment

- Assessment woven into instruction
 - ❖ the assessment process is a part of the regular instruction or monitoring process demonstrated by the teacher
 - ❖ can take place during all facets of the lesson
 - ❖ does not require special circumstances such as test protocol

On-Going, In-Class Assessment

- Provides written record of actual student performance
 - ❖ documentation of student performance is reflective of the work produced
 - ❖ permanent record for students, grade formulation, parents, & administrators

On-Going, In-Class Assessment

- Assessment is completed within the environment that the performance was intended (Authentic Assessment)
 - ❖ no contrived testing environment
 - ❖ reduction of student anxiety
 - ❖ reflects actual student performance rather than results of specialized test

What to Assess?

- Identify appropriate learning outcomes for students based on lesson or unit.
- Prepare tools to assess students performance of these outcomes over several components of the lesson
- Blend assessment into instructional processes.
- Continually assess throughout the unit of instruction.