

**Planning for Quality Assessments**  
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- **Content Analysis**
  - A technique to determine all aspects of your instructional goal necessary for its achievement
  - Includes physical, tactical, social, and cognitive components.
  - Each component is broken down to allow for the development of instructional sequences
  - Content Analysis
  - Guidelines for making good decisions:
    - Choose items crucial for level of play that you expect from students
    - Prioritize learning for context of delivery
    - Make tough decisions of what to omit and modify
    - Have the end in mind
  - Content Analysis Guideline
  
- **End Results and Benefits**
  - Guideline for teaching and learning
  - Knowledge gained about subjects that might be unfamiliar
  - List of teachable components (depending on level of analysis)
  - Building blocks for learning objectives
  - Possible links to standards
  
- **Choosing Appropriate Objectives**
  - Allow the literature to be your guide (NASPE 1995, State Frameworks, District Guidelines, etc.)
  - Use your professional judgment and experiences with best practices
  - Ensure that your objectives are custom built for your student diversity
  - Educate the whole student (cognitive, affective, and psychomotor)
  - Producing Clear Objectives
  - Write objectives in terms of what students will accomplish
  - Write objectives broadly and specifically for level of instruction (standard, curriculum, unit, lesson)
  
- **Objectives should include student behavior, the condition of occurrence, and the evaluative criteria (Rink, 1999)**
  - Understanding How Objectives Get Accomplished
  - Accountability - student responsibility

- Clarity/Ambiguity - defining tasks
- Risk - definition, difficulty, accountability
- Task Boundaries - degree of accountability
- **Choosing Level of Objectives**
  - Standards Level – applies concepts and principles to the learning and development of motor skills
  - Curricular Level – can apply the concept of force reduction to performance in gymnastics, manipulative, and dance skills
  - Unit Level – can apply the concept of force reduction to catch a thrown or batted ball
  - Lesson Level – can meet and absorb the force of a tossed ball with a bat
- **Criteria for All Objectives**
  - Write objectives in terms of what students will learn (SWBAT)
  - Write objectives for all three learning domains (psychomotor, cognitive, & affective)
  - Three components of all objectives
    - Behavior – expected of the students
    - Condition – situation under which the behavior is to be exhibited
    - Criteria – performance level expected
- **Objectives in 3 Domains**
  - Psychomotor – action terms of what students will do physically
  - Cognitive Levels
    - Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation
  - Affective Levels
    - Reception, Response, Valuation, Organization, Internalization
- **Writing Appropriate Objectives for Subject Matter Authorization**
  - Choose the correct content
    - Result of content analysis
  - Choose correct level
    - Curricular & Unit
  - 3 conditions of learning
    - The more specific the easier to evaluate
    - Use levels of rubric for criteria
- **Conclusions**
  - Begin by identifying appropriate objectives within the three learning domains
  - Write the objectives in a way that is easily understood by teacher and student
  - Understand how tasks are accomplished in physical education
  - Complete the assessment