

APPENDIX G: INFORMATION RELATED TO PLANNING FOR ASSESSMENT OF LEARNING OUTCOMES

Planning for Assessment of Learning Outcomes

The following information explains each column of the chart Planning for Assessment of Learning Outcomes provided in the Overview of this document. Teachers may find it useful when planning their learning, teaching, and assessment strategies.

Column 1. Start with the Student Learning Outcome(s)

The Framework identifies specific student learning outcomes for each grade, organized within the five general learning outcomes (GLOs). The learning outcomes identify what students are expected to know and be able to do by the end of each grade. Starting with the end result in mind (the outcome) helps keep programming focused and consistent.

Column 2. Learning/Teaching Strategies

These are the learning activities in which students will participate to achieve the physical education/health education learning outcomes. The chart lists examples of various types of learning/teaching strategies that reflect different learning approaches, multiple intelligences, and links to assessment strategies. The list is not exhaustive. (For additional information, see Manitoba Education and Training, *Success for All Learners*, Chapter 4.)

Column 3. Assessment Purpose(s)

The purpose can be formative, summative, and/or diagnostic.

A. Formative Assessment

- Formative assessment occurs before an instructional unit is completed to provide students and teachers with feedback about student progress in accomplishing learning outcomes and about the effectiveness of instructional programming content, methods, sequence, and pace. Fair practice ensures a connection between method of instruction and method of assessment/evaluation.
- The information should not be used for assigning marks as the assessment often occurs before students have had full opportunities to learn content or to develop skills.

B. Summative Assessment (Evaluation)

- Summative assessment is used primarily for assigning marks and is based on an interpretation of the assessment information collected at the end of a block of instruction to determine the extent to which students have attained learning outcomes.
- A variety of assessment information is to be used for reporting and determining the effectiveness of instructional programming. (See Manitoba Education and Training, *Reporting on Student Progress and Achievement*.)

C. Diagnostic Assessment

- Diagnostic assessment is a more analytical type of assessment used in situations when a student may need special help or support.

Column 4. Assessor(s)

This column identifies who will do the assessing (e.g., the teacher, the student doing self-assessment, or the student[s] assessing a peer or group).

A. Teacher Assessment

- The teacher assesses individual students or groups of students using a variety of assessment tools to implement the various assessment strategies.

B. Self-Assessment

- Students apply established criteria to reflect upon and/or assess their own progress and achievement. Through the development of self-assessment skills, students can learn accuracy and accountability.
- The ability to perform self-assessment is a critical programming goal that has implications for lifelong learning.
- Self-assessment helps students develop understanding of the established criteria. This is particularly true with respect to movement skills for which a cognitive understanding is a necessary step to good performance.
- Self-reflection is a part of self-assessment and includes personal responses and reflections about oneself or the learning process (e.g., using questionnaires, surveys, interest inventories, descriptions of likes/dislikes, responses to performance results). These reflections and responses can be recorded and included in student learning logs, journals, and portfolios.

C. Peer Assessment

- Having students make systematic judgements about each other's performance relative to stated criteria for the student learning outcomes extends the teacher's knowledge about an individual or group.
- Peer assessment is an efficient way to collect a great deal of reliable information in a short amount of time. Evaluating the work of others is a valuable learning experience for the student who is doing the assessment.
- Peers must be knowledgeable about the criteria for assessment, willing to take their responsibility seriously, and treat others with respect.
- In assessing their peers, students need to start with a limited role (e.g., count the number of skips the partner performs in one minute) and use simple checklists, rating scales, and frequency indexes.

D. Group Assessment

- Group assessment is similar to peer assessment; however, group assessment involves using groups of students to assess other groups or using one student to assess a group.

Column 5. Assessment Strategies

Assessment strategies are ways of gathering information about what a student knows, is able to do, and is learning to do. Strategies should be authentic, meaningful, and active (where applicable), as well as developmentally, culturally, and age appropriate. Assessment strategies include observation, performance tasks, questioning/interviews, journals/learning logs/reflections, and paper and pencil tasks.

A. Observation

- Observing students participating in a variety of physical activities provides daily opportunities for informal assessment of skill growth and development.
- It is important to document observations by keeping records.
- Assessment tools that assist with recording information and maintaining records include checklists, rating scales, scoring rubrics, frequency index scales, inventories, anecdotal notes, codes, and self-adhesive notes or grids.
- Observation Tips:
 - Observe a certain number of students per class rather than all students.
 - Focus on one skill at a time.
 - Stay at one station to assess students. Have students change stations.
 - Display scoring rubrics, rating scales, and checklist criteria.
 - Use computer/information technology to assist in recording observations.

B. Performance Tasks

- Performance tasks (e.g., skill demonstrations, games, routines, drawings, projects, presentations) are activity-based tasks used to observe student acquisition and/or application of knowledge, skills, and/or attitudes.
- Some activities (e.g., games, folk dances, routines, cycling a specific route, presentations) allow for more *authentic* assessment than other activities.
- Prior to assessing task performance, teachers (with or without students) develop descriptors/criteria based on the student learning outcomes.
- Assessment tools such as scoring rubrics and rating scales include performance descriptors/criteria.
- These tools, as well as anecdotal notes and checklists completed by the individual student, peers, groups, and/or the teacher, help measure the level of student performance, progress, and achievement, and help organize and interpret evidence.

C. Questioning/Interviews

- Effective questioning (e.g., open-ended, divergent, convergent) promotes critical thinking and allows teachers to identify what the student knows and what the student needs to learn.
- Questions can be delivered formally or informally through interviewing carried out as a station activity or through whole-class questioning.
- Student responses can be given in writing or through a variety of methods (e.g., human opinion lines, thumbs-up/down/sideways signals, stand-up/sit-down indicators).
- Responses should be recorded using class checklists or other record-keeping methods.

D. Journals/Learning Logs/Reflections

- Journal writing and learning log entries in physical education/health education provide opportunities for students to record their personal thoughts, reflections, choices, feelings, progress, and/or participation, patterns, and changes related to active, healthy living.
- This type of strategy also allows for formative assessments and the development of portfolio products.
- Students can demonstrate their understanding using words, pictures, and labelled drawings. Entries could include active living participation charts/records, personal goal-setting plans, and so on.
- Suggested sentence stems for personal journal entries:
 - I think... I feel... I know... I wonder...
 - What I like most about physical education is...
 - The most important thing I learned in physical education/health education this week was...
 - I used to think... but now I know...
 - I was surprised to learn that...
 - Three words that best describe my performance are...
 - Physical education is frustrating when... perfect when...
 - I found it easy to...
 - Next time I would...

E. Paper and Pencil Tasks

- Paper and pencil tasks may involve answering multiple-choice, true or false, open-ended, or matching questions, completing a drawing, or labelling a diagram.
- Test items tend to assess knowledge of factual information and application of basic skills in isolated, decontextualized ways rather than assessing the application of the knowledge and skills in meaningful, everyday situations.
- Because formal written tests have limitations in measuring movement-based learning outcomes, the use of paper and pencil tasks should be limited.

Column 6. Assessment Tools

Assessment tools are instruments for measurement or making judgements, based on the interpretation of evidence, to determine how well the student is performing or learning. They include the criteria or performance descriptors to determine the level of student progress and achievement. Examples of assessment tools are checklists, rating scales, scoring rubrics, frequency indexes, inventories, and anecdotal notes.

A. Checklists

- A checklist is an assessment instrument used to record the presence or absence of specific, pre-selected concepts, skills, processes, or behaviours and attitudes (see Manitoba Education and Training, *Reporting on Student Progress and Achievement*, 38).
- It includes a list of specific criteria and/or descriptors for behaviours and/or performance related to student learning outcomes and attitude indicators.
- The criteria and descriptors used in checklists should be clear, specific, easily observable, and understood by students. Students are encouraged to assist in the development of criteria and descriptors. New items can readily be added to generic forms for various assessments by the teacher or students.

B. Rating Scales

- Rating scales include clear and concise lists of criteria that allow student performance to be judged along a continuum. Rating scales can be descriptive (e.g., always, frequently, rarely), graphic, and/or numeric (e.g., 5, 4, 3, 2, 1, with 5 being high and 1 low).

C. Scoring Rubrics

- Separate sets of descriptors/criteria for each performance level reflect learning outcome components and distinguish the quality of a performance or product. Rubrics usually have three to five levels.
- Students assist with the development of criteria for each performance level where possible so that there are clear expectations for students at the outset of a project/assignment, performance, or demonstration.
- Rubrics provide more detail than do rating scales or checklists and are time-consuming to construct. They should be created for large products and processes.
- Scoring rubrics may range from two to five points:
 - two-point rubric (e.g., yes, no; developing, developed; okay, improvement desired)
 - three-point rubric (e.g., proficient, competent, improvement desired; powerful, capable, developing; mature, formative, initial; outstanding, acceptable, progressing)
 - four-point rubric (e.g., outstanding, good, okay, novice; exemplary, competent, developing, emerging)

- five-point rubric (e.g., consistently, frequently, sometimes, with direction, rarely; awesome, very good, satisfactory, minimal, non-existent; all, almost all, some, few, none; maintenance, action, preparation, contemplation, pre-contemplation)
- There are two types of scoring rubrics:
 - **Holistic rubrics** score the student's performance as a whole and combine a variety of essential performance elements in order to determine the overall level of competency (e.g., one rubric is used to assess several elements such as cooperation, participation, fair play, and communication skills).
 - **Analytical rubrics** outline specific essential elements so that the student receives feedback on the level of performance for each essential element (e.g., a separate rubric is used for elements of fair play that includes respect for opponents, rules, and officials, self-control, and equitable playing).

D. Frequency Indexes

- A frequency index indicates how often various skills, behaviours, and/or attitudes occur.
- Teachers may use a class list to add check marks each time a student performs or demonstrates a certain characteristic. For example, the student
 - properly performs an overhand throw in a game situation
 - assists other players
 - demonstrates fair or unfair play
 - works well with others
 - is active or inactive
 - follows safety procedures and game rules

E. Inventories

- An inventory is given to students in order to find out prior knowledge, past experience, abilities, and/or current interest in an activity/area.
- An inventory can be either verbal (informal inventory) or written, and can consist of a series of questions or statements requiring responses. For example, teachers may use questionnaires, surveys, and/or a show of hands on specific topic areas (e.g., sports interests, food intake, physical activity participation in leisure time).

F. Anecdotal Notes

- An anecdotal note is a brief, narrative description of observations that provide information regarding a student's learning/development/behaviours/needs. It captures observations that might otherwise be lost.

- Anecdotal recording can be time-consuming and, therefore, requires an organized, efficient approach. Teachers may find it helpful to use
 - a list of students for each class, divided into three columns: Date, Observation, Planned Action
 - brief, focused, and objective notes
 - codes for quick recording (e.g., C–cooperation, FP–fair play, IA–inattentive)
 - self-adhesive notes or comment forms that students fill out, including date, name, and description of behaviour (positive or negative). Notes can be placed on a class record-keeping sheet.
 - computer technology (e.g., software programs for creating class recording lists, hand-held computers)

Column 7. Implications for Future Planning and Communicating Student Progress and Achievement

Learning, teaching, assessing, evaluating, and reporting is an ongoing, cyclic process. Teachers constantly collect data or feedback to make adjustments for future planning and enhancement of student learning in light of the vision of the Framework: *physically active and healthy lifestyles for all students.*



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