

APPENDIX F: SAMPLE ASSESSMENT TOOLS AND CHECKLISTS

This appendix provides information and resources for planning assessment of the Grades 11 and 12 Physical Education/Health Education curricula. The following assessment tools and checklists are included:

- Sample Teacher Checklist for Assessment of Final Complete/Incomplete Designation
- Sample Student Tracking Form for Module Completion
- Sample Fitness Portfolio Reflection Sheet
- Sample Portfolio Rubric
- Sample Physical Activity Practicum: Student-Teacher Conference Report
- Assessment Tool Kit
- Seven Intelligences – Seven Ways to Be Smart

Sample Teacher Checklist for Assessment of Final Complete/Incomplete Designation

Student Name _____ Date _____ Class _____

Key: ✓ Meets Expectations (Complete) - Needs Improvement (Incomplete)

Module A: Physical Activity Practicum	Module B: Fitness Management	Module C: Mental-Emotional Health	Module D: Social Impact of Sport	Module E: Substance Use and Abuse Prevention
GLO 1—Movement GLO 2—Fitness Management GLO 3—Safety	GLO 2—Fitness Management	GLO 5—Healthy Lifestyle Practices	GLO 4—Personal and Social Management	GLO 4—Personal and Social Management
<input type="checkbox"/> Physical Activity Log and Reflections	<input type="checkbox"/> RM 1–13 FM <input type="checkbox"/> SMART Goals	<input type="checkbox"/> RM 1–6 MH <input type="checkbox"/> Rotating Reel	<input type="checkbox"/> RM 1–4 SI	<input type="checkbox"/> RM 1–11 SU <input type="checkbox"/> KWL*
<input type="checkbox"/> 55 Hours of Moderate to Vigorous Physical Activity				
<input type="checkbox"/> Physical Activity Plan	<input type="checkbox"/> Think-Pair-Share	<input type="checkbox"/> Brainstorming	<input type="checkbox"/> Opinion Corners	<input type="checkbox"/> Jigsaw
<input type="checkbox"/> Safety and Risk-Management Plan				
<input type="checkbox"/> Parent and Student Declaration Forms	<input type="checkbox"/> Three-Point Approach*	<input type="checkbox"/> Rich Performance Task* (e.g., Role Play)	<input type="checkbox"/> Think-Pair-Share	<input type="checkbox"/> DECIDE Model
<input type="checkbox"/> Student–Teacher Conferences				
<input type="checkbox"/> Achieved Student Learning Outcomes	<input type="checkbox"/> Achieved Student Learning Outcomes	<input type="checkbox"/> Achieved Student Learning Outcomes	<input type="checkbox"/> Achieved Student Learning Outcomes	<input type="checkbox"/> Achieved Student Learning Outcomes
Final Assessment: _____ Complete _____ Incomplete				

* For more information on these and other strategies, refer to the following resources:

Manitoba Education and Training. *Senior Years Science Teachers' Handbook: A Teaching Resource*. Winnipeg, MB: Manitoba Education and Training, 1997.

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Sample Student Tracking Form for Module Completion

Student Name _____ Date _____ Class _____

Key: ✓ Meets Expectations (Complete) - Needs Improvement (Incomplete)

Student Name	Module A: Physical Activity Practicum				Module B: Fitness Management				Module C: Mental-Emotional Health				Module D: Social Impact of Sport				Module E: Substance Use and Abuse Prevention				Final Grade
1.																					
2.																					
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Sample Fitness Portfolio Reflection Sheet

Name _____ Reflection No. _____ Date _____

What behaviours/influences are helping/preventing me from achieving my fitness goals?

START	STOP	CONTINUE
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1. What do I need to **start** doing (or revise) to help me reach my fitness goals? Why?

2. What do I need to **stop** doing that is preventing me from reaching my fitness goals? Why?

3. What do I need to **continue** doing to help me reach my fitness goals? Why?

4. **This week I am very proud of . . .**

Sample Portfolio Rubric

Student Name _____ Grade _____ Section _____

	4	3	2	1
Contents	___ Portfolio contains all the required material.	___ Portfolio contains most of the required material.	___ Portfolio contains some of the required material.	___ Portfolio contains little of the required material.
Evidence of Learning— Sample Selection	___ Samples show student progress and knowledge of active healthy lifestyle practices.	___ Samples show student progress and some knowledge of active healthy lifestyle practices.	___ Samples show some student progress and some knowledge of active healthy lifestyle practices.	___ Samples are not connected to student progress. No knowledge of active healthy lifestyle practices is displayed.
Organization	___ Portfolio is completely and neatly organized. A reader can easily find things.	___ Portfolio is well organized. A reader has little difficulty finding things.	___ Portfolio is fairly well organized. A reader may have a little difficulty finding things.	___ Portfolio shows some attempt at organization. A reader has difficulty finding things.
Mechanics	___ There are no errors in spelling, punctuation, or grammar. All samples are neat.	___ There are few errors in spelling, punctuation, or grammar. Most samples are neat.	___ Errors in spelling, punctuation, or grammar are evident. Some samples are neat.	___ Errors in spelling, punctuation, or grammar are numerous. No samples are neat.
Meaningful Personal Reflections	___ All reflections include personal reactions that are descriptive and insightful and relate to the stated principle.	___ Most of the reflections include personal reactions that are descriptive and insightful and relate to the stated principle.	___ Some of the reflections include personal reactions that are descriptive and insightful and relate to the stated principle.	___ Few of the reflections include personal reactions that are descriptive and insightful and relate to the stated principle.
Portfolio Presentation	___ Student spoke clearly, made appropriate eye contact* with audience, and confidently answered questions.	___ Student spoke relatively clearly, made appropriate eye contact* with audience, and answered questions.	___ Student spoke relatively clearly most of the time, made eye contact* with audience, and was able to answer some questions.	___ Student spoke unclearly, seldom made appropriate eye contact* with audience, and had difficulty answering questions.
Overall Portfolio Impact	___ The portfolio clearly demonstrates the student's knowledge and skills regarding active healthy lifestyle practices.	___ The portfolio helps to demonstrate the student's knowledge and skills regarding active healthy lifestyle practices.	___ The portfolio does little to demonstrate the student's knowledge and skills regarding active healthy lifestyle practices.	___ The portfolio does not demonstrate the student's knowledge and skills regarding active healthy lifestyle practices.

* Consider cultural appropriateness.

Score: ___/28

Final Assessment: ___ Complete ___ Incomplete

Sample Physical Activity Practicum: Student-Teacher Conference Report

Student _____ Date _____

1. How many hours have you completed so far towards the physical activity practicum?

2. Using your Fitness Portfolio Reflection Sheets, answer the following questions:
 - a. Discuss your thoughts on whether your physical activity plan is helping you achieve your fitness goals.
 - b. Do you anticipate or are you currently experiencing any difficulties completing the required 55 hours for the physical activity practicum? Discuss.
3. Next Steps:
 - _____ a. Continue with the original physical activity plan.
 - _____ b. Revise the physical activity plan.
4. The following revisions will be made to the physical activity plan:
 - a.
 - b.

Teacher Comments	Student Comments

An additional student-teacher conference is necessary:

_____ No

_____ Yes Date of next student-teacher conference: _____

Teacher Signature

Student Signature

Assessment Tool Kit*

Method	Description
Gathering Information	
Questioning	asking focused questions in class to elicit understanding
Observation	systematic observations of students as they process ideas
Homework	assignments to elicit understanding
Learning conversations or interviews	investigative discussions with students about their understanding and confusions
Demonstrations, presentations	opportunities for students to show their learning in oral and media performances, exhibitions
Quizzes, tests, examinations	opportunities for students to show their learning through written response
Rich assessment tasks	complex tasks that encourage students to show connections that they are making among concepts they are learning
Computer-based assessments	systematic and adaptive software applications connected to curriculum outcomes
Simulations, docudramas	simulated or role-playing tasks that encourage students to show connections that they are making among concepts they are learning
Learning logs	descriptions students maintain of the process they go through in their learning
Projects and investigations	opportunities for students to show connections in their learning through investigation and production of reports or artifacts
Interpreting Information	
Developmental continua	profiles describing student learning to determine extent of learning, next steps, and to report progress and achievement
Checklists	descriptions of criteria to consider in understanding students' learning
Rubrics	descriptions of criteria with gradations of performance described and defined
Reflective journals	reflections and conjecture students maintain about how their learning is going and what they need to do next
Self-assessment	process in which students reflect on their own performance and use defined criteria for determining the status of their learning
Peer assessment	process in which students reflect on the performance of their peers and use defined criteria for determining the status of their peers' learning
Record-Keeping	
Anecdotal records	focused, descriptive records of observations of student learning over time
Student profiles	information about the quality of students' work in relation to curriculum outcomes or a student's individual learning plan
Video or audio tapes, photographs	visual or auditory images that provide artifacts of student learning
Portfolios	systematic collection of their work that demonstrates accomplishments, growth, and reflection about their learning
Communicating	
Demonstrations, presentations	formal student presentations to show their learning to parents, judging panels, or others
Parent-student-teacher conferences	opportunities for teachers, parents, and students to examine and discuss the student's learning and plan next steps
Records of achievement	detailed records of students' accomplishment in relation to the curriculum outcomes
Report cards	periodic symbolic representations and brief summaries of student learning for parents
Learning and assessment newsletters	routine summaries for parents, highlighting curriculum outcomes, student activities, and examples of their learning

* Source: Earl, Lorna M., Steven Katz, and Manitoba Education, Citizenship and Youth. *Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006. 17. Available online at <www.edu.gov.mb.ca/k12/assess/publications.html>.

Seven Intelligences – Seven Ways to Be Smart*

(Ways to Prepare Lessons Using Different Intelligences)

Intelligences	Teaching Activities (Examples)	Teaching Materials (Examples)	Students Learn by (Examples)
Verbal / Linguistic (using and responding to written and spoken words)	large- and small-group discussion, choral reading, storytelling, poetry reading, lectures, writing, word games, brainstorming, Readers Theatre	books, tape recorders, journals, word games, books on tape, word processors, talking books, manuals	reading, writing, telling, listening, speech making, following directions, journal writing, taping own and others' thoughts and ideas
Logical / Mathematical (using scientific thinking and problem solving)	science experiments, mental calculation, number games, solving pattern problems, using formulas, critical thinking, logical problem-solving exercises, analytical thinking	calculators, science games, science equipment, mathematics games, logic puzzles, mathematics manipulatives	analytical thinking, categorizing, classifying, quantifying, critical thinking, conceptualizing, logical-sequential presentation of material
Visual / Spatial (using the sense of sight and the ability to make mental images)	visual presentations, mind mapping, using graphic organizers, visualization, imagination games, making connections and patterns, painting word pictures, creating metaphors, field trips	films, videos, art materials, pictures, slides, graphs, maps, charts, collages, posters, models, optical illusions, overhead projector, computer graphics and design software, CD-ROMs, cameras, telescopes, microscopes	mind mapping, colouring, seeing, drawing, visualizing, diagramming, seeking visual patterns, creating, designing, imagining
Body / Kinesthetic (learning and expressing by doing)	all types of hands-on learning, science and mathematics experiments, drama, dance, sports that teach, role playing, charades, field trips, mime, games, body language communication, cooking, gardening, real-life activities	mathematics manipulatives, real-life materials, virtual reality software, science labs	interacting through space and with objects, tactile experience—touching, building, fixing, manipulating materials, learning by doing
Musical / Rhythmic (using and reacting to rhythmic and tonal patterns)	playing music, using live music, group rapping, chanting, using tonal patterns, singing, humming, sound appreciation activities, using rhythms, listening to and identifying environmental sounds	musical instruments, tapes, music software	hearing music in the environment, responding to and associating sounds, creating music and rhythmic patterns, singing
Interpersonal (interacting with and learning about others)	peer tutoring, collaborative learning, conflict mediation, group brainstorming, community involvement, club activities, social construction of knowledge	board games, simulation games, interactive software	interacting with and learning about others, interviewing, sharing, observing others, teaching, debating, discussing
Intrapersonal (understanding self)	individualized instruction, independent study, providing options in course study	journals, individualized work materials	reflecting, making connections to personal life and feelings, having own space

References:

- Armstrong, Thomas. *Multiple Intelligences in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development, 1994.
- Gardner, H. *Frames of Mind: The Theory of Multiple Intelligences*. New York, NY: Harper and Row, 1983.
- Hewitt, Jean D. *Playing Fair: A Guide to the Management of Student Conduct*. Vancouver, BC: EduServ, 1992.
- Lazear, David. *Seven Ways of Knowing: Teaching for Multiple Intelligences*. 2nd ed. Palatine, IL: Skylight, 1991.

* Source: Manitoba Education and Training. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996. 4.14.