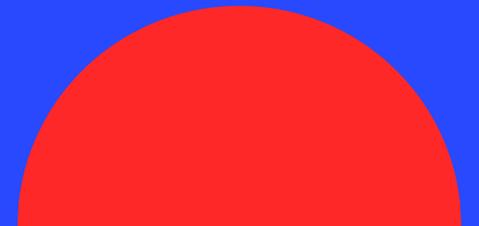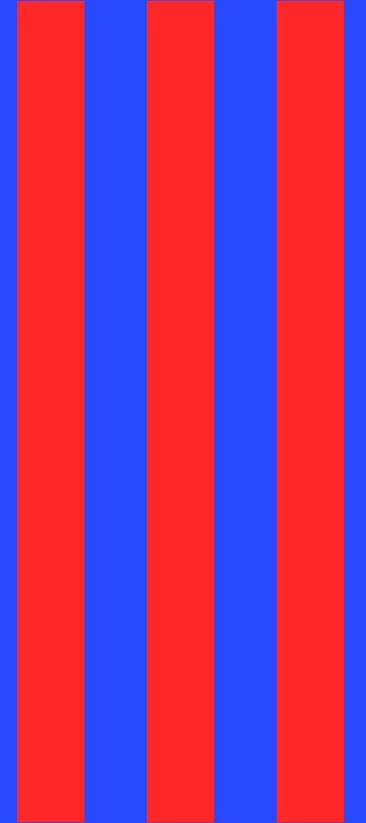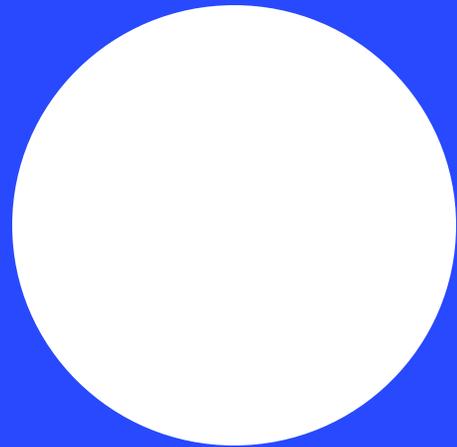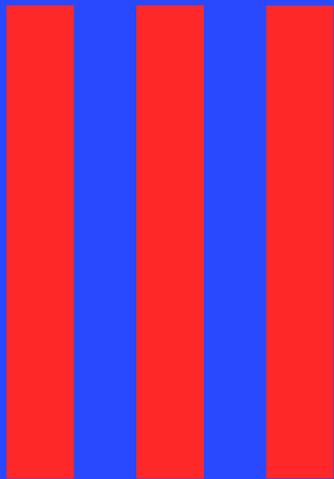# ASSESSING STUDENT LEARNING

By: Jason Baillargeon
Birch Grove Primary School

ASSESSMENT HUNT: PSYCHOMOTOR

Psychomotor Peer-Assessment allows students to engage with each other while thinking about cues and what the partner is doing well or can do better with. This assessment provides an honest opinion from somebody other than the teacher.

ASSESSMENT HUNT: PSYCHOMOTOR

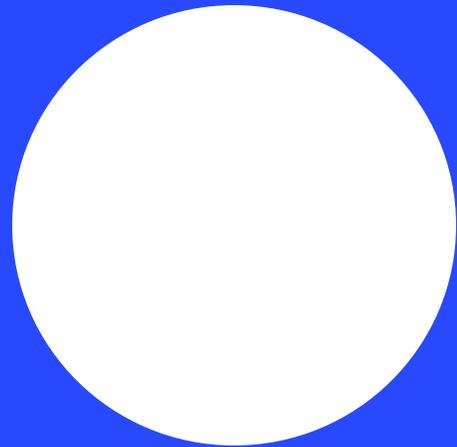Psychomotor checklist allows the teacher to observe students throughout the lesson and grade them based on observed results.

ASSESSMENT HUNT: PSYCHOMOTOR

Psychomotor Rubric gives students a baseline of expectations for what they need to be able to do throughout the class and what score they would receive accordingly.
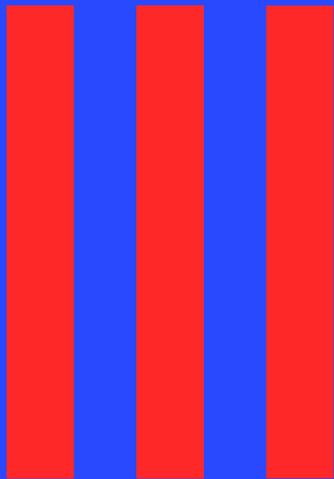
PE Skill Outcome Scoring Rubric

The following PE Skill Outcome Scoring Rubric can be used to convert the results of the PE Skill Assessment Sheets for grading purposes:

4 Points: A Gold Medal Performance. The student performed the skill fluently, confidently, and consistently with no mistakes. The student EXCEEDED standards.
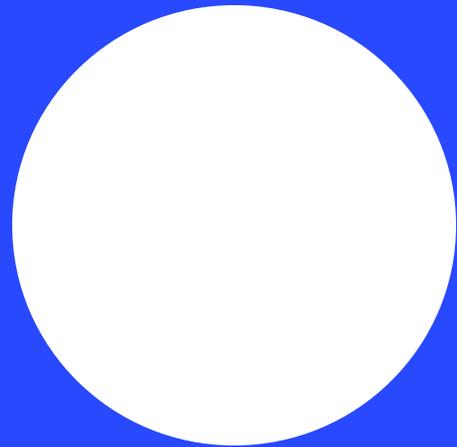
The student completed all of the six required elements

3 Points: A Silver Medal Performance. The student performed the skill smoothly and consistently with very few mistakes. The student was able to MEET standards.

The student completed 4 or 5 of the six required elements

2 Points: A Bronze Medal Performance. The student was able to perform the skill but lacked control and consistency in their movement. The student DID NOT MEET standards.

The student completed 2 or 3 of the six required elements

1 Point: A Participation Ribbon Performance. The student was not able to perform the skill with any control and consistency. The student DID NOT MEET standards.

The student completed 1 or less of the six required elements

ASSESSMENT HUNT: COGNITIVE
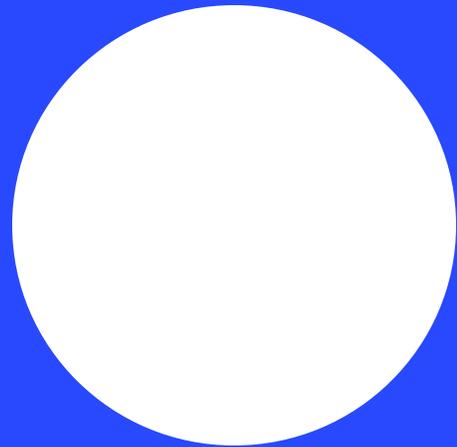
Cognitive Exit slip allows written proof of student learning at the conclusion of each lesson, teacher can grade them and bring them back for the next lesson.
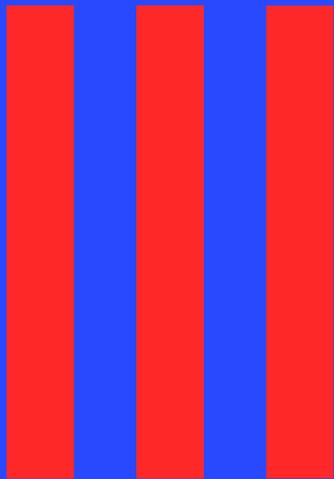
Catching and Throwing Cognitive Assessment

Underhand   Underhand
Overhand   Overhand

What foot do you step with when you throw?

Same   Opposite

Where do you point your hand when you throw?

At the target   Away from the target

ASSESSMENT HUNT: COGNITIVE
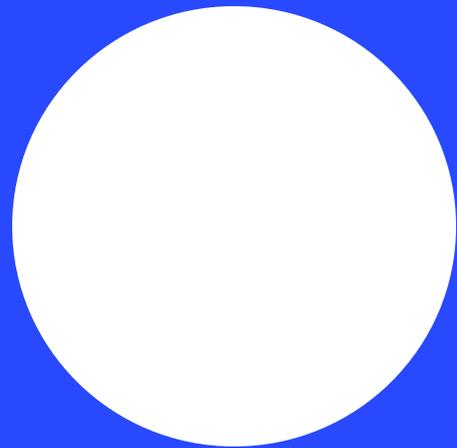
Cognitive Quiz checks for understanding that students are grasping the content as intended.
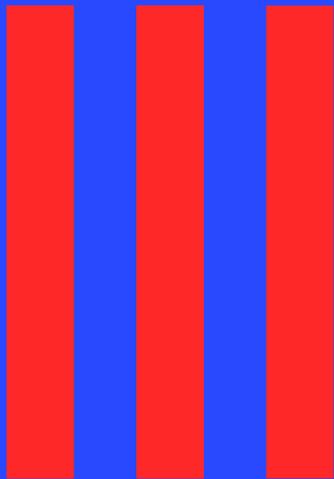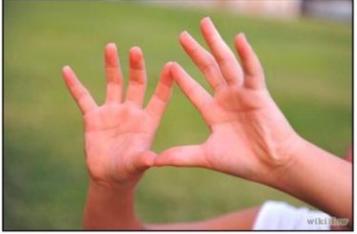
ASSESSMENT HUNT: COGNITIVE
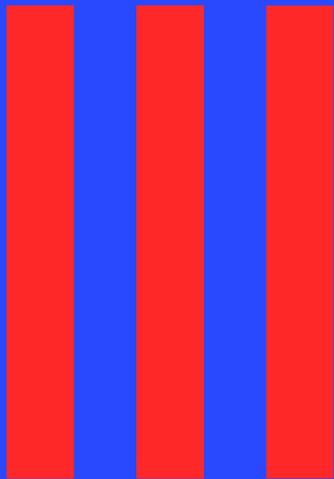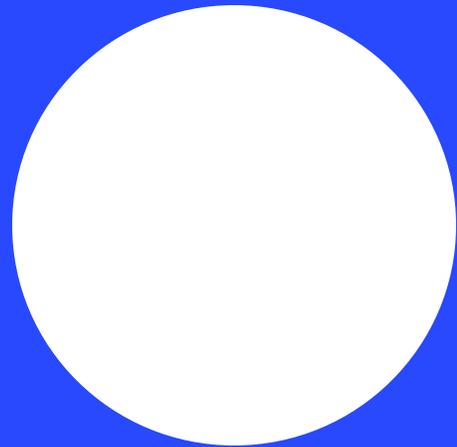
Cue Checklist is a cognitive check for understanding that the students know what steps they must take to find success in performing the skill.

ASSESSMENT HUNT: AFFECTIVE

Behavioral Checklist assesses affective domain throughout the lesson and allows the teacher to give students what expectations are required to earn a happy face.

Behavior Checklist

Expectation:	Did you meet it?	How did it go?
		☺ ☺ ☹
		☺ ☺ ☹
		☺ ☺ ☹
		☺ ☺ ☹
		☺ ☺ ☹
		☺ ☺ ☹

ASSESSMENTS CHOSEN

This unit will be assessed in the psychomotor domain by using teacher checklists, and additionally in the cognitive domain using exit slips looking for cues and other questions relevant to the specific lesson and unit.

IMPLEMENTATION OF ASSESSMENT
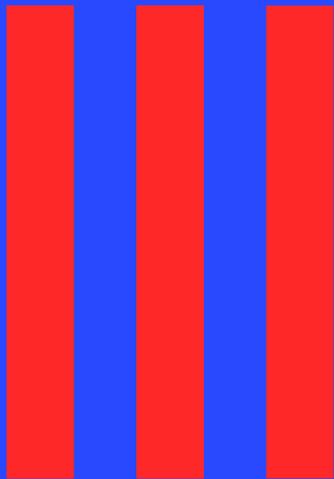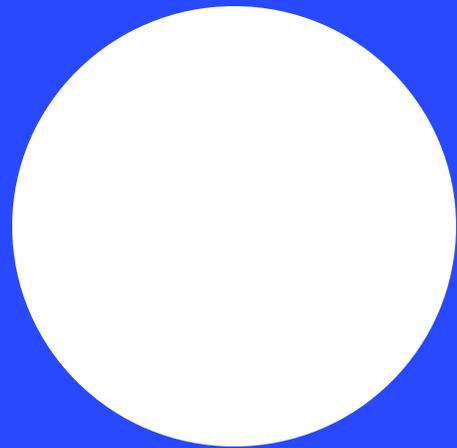
Students will be assessed in the psychomotor domain by the teacher moving around station to station or observing a whole class activity watching for specific skills or objectives dependent on the objective. This example is data taken from lesson 2 of the unit based on success rates of catching.

Catching Teacher Checklist

NAME	30% or less	50% success	80% or higher
Student 1	✅		
Student 2		✅	
Student 3			✅
Student 4		✅	
Student 5		✅	
Student 6	✅		
Student 7		✅	
Student 8		✅	
Student 9			✅
Student 10	✅		
Student 11	AB		
Student 12	✅		
Student 13			✅
Student 14		✅	
Student 15	✅		
Student 16			✅
Student 17	✅		
Student 18	✅		
Student 19	✅		

IMPLEMENTATION OF ASSESSMENT

FINAL ASSESSMENT

The cognitive domain will also be assessed at the conclusion of each lesson of this unit. Students will be given ample time sitting in their team designated spots with crayons available for them. This is what the final assessment was made up of:

Name: _____

- What shape should you make while doing overhand throw?

- What are the three cues of catching?

- Draw a line matching the throws:

Underhand Throw Swing Up

Overhand Throw Swing Back

- Draw a picture of Ready Hands:

IMPLEMENTATION OF ASSESSMENT
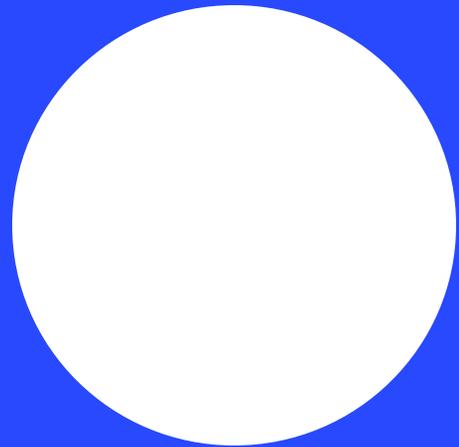
FINAL ASSESSMENT VIDEO

5 MINUTE MARK BEGINS
IMPLEMENTATION OF FINAL
ASSESSMENT IN FOCUS CLASS.

ANALYSIS OF BEGINNING DATA

Catching Success Rate Distribution
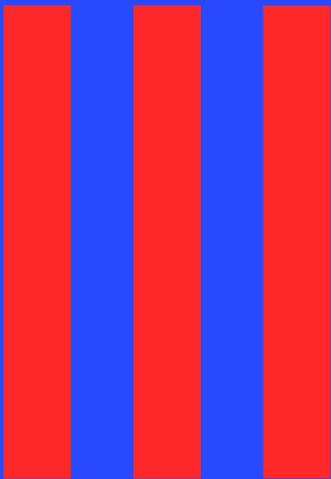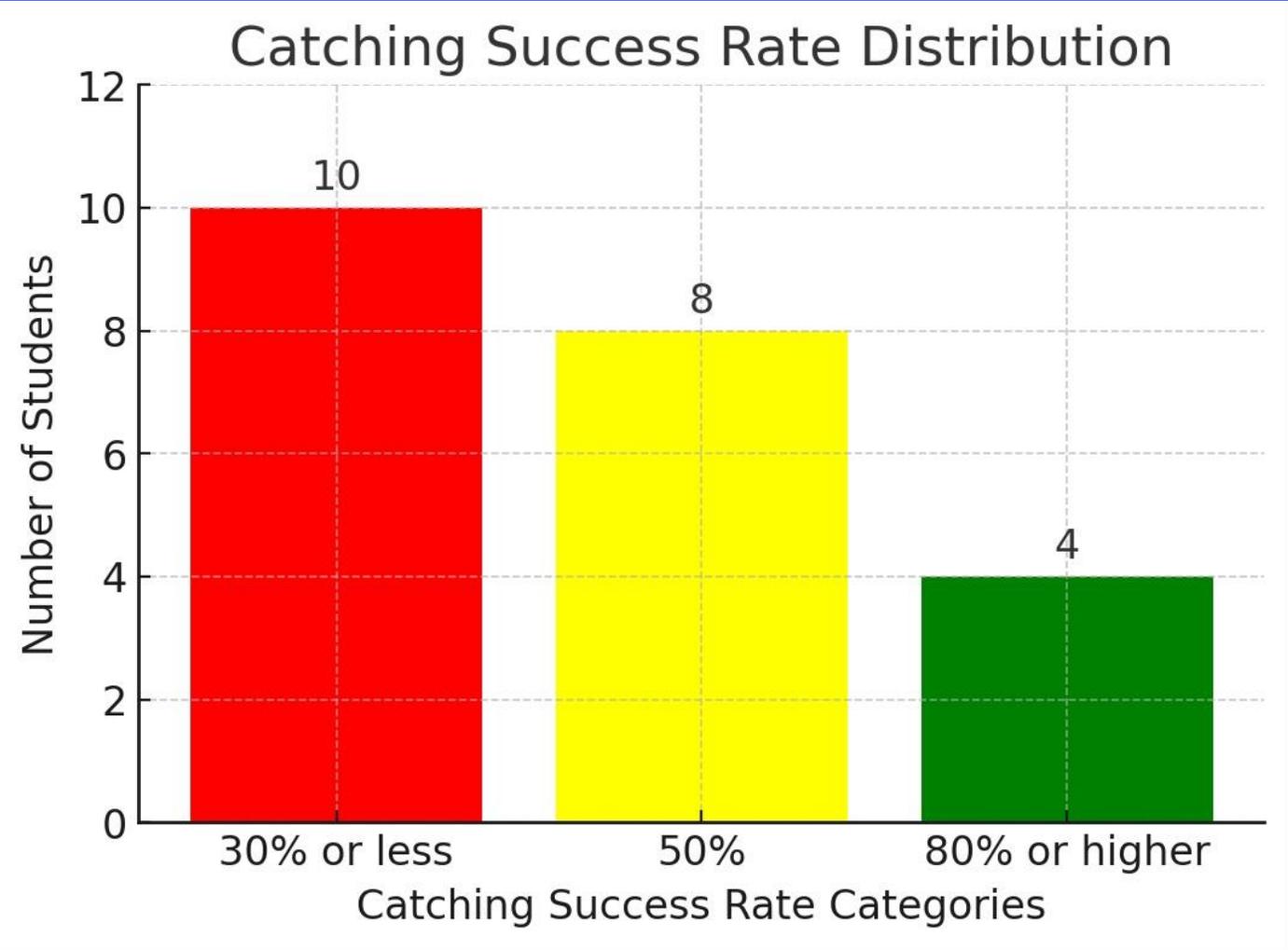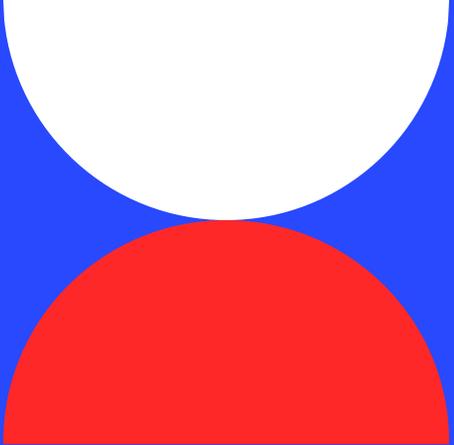
ANALYSIS OF BEGINNING DATA

This data is taken from lesson two of this unit and shows that majority of the students in the class found themselves not reaching the success rate targeted for the end of this unit. This leaves a lot of room for improvement over the course of the next three lessons in the psychomotor domain. The teacher assessed this data taking time with each student station by station documenting what the student was oresenting.

ANALYSIS OF BEGINNING DATA

LESSON 2 EXIT SLIP
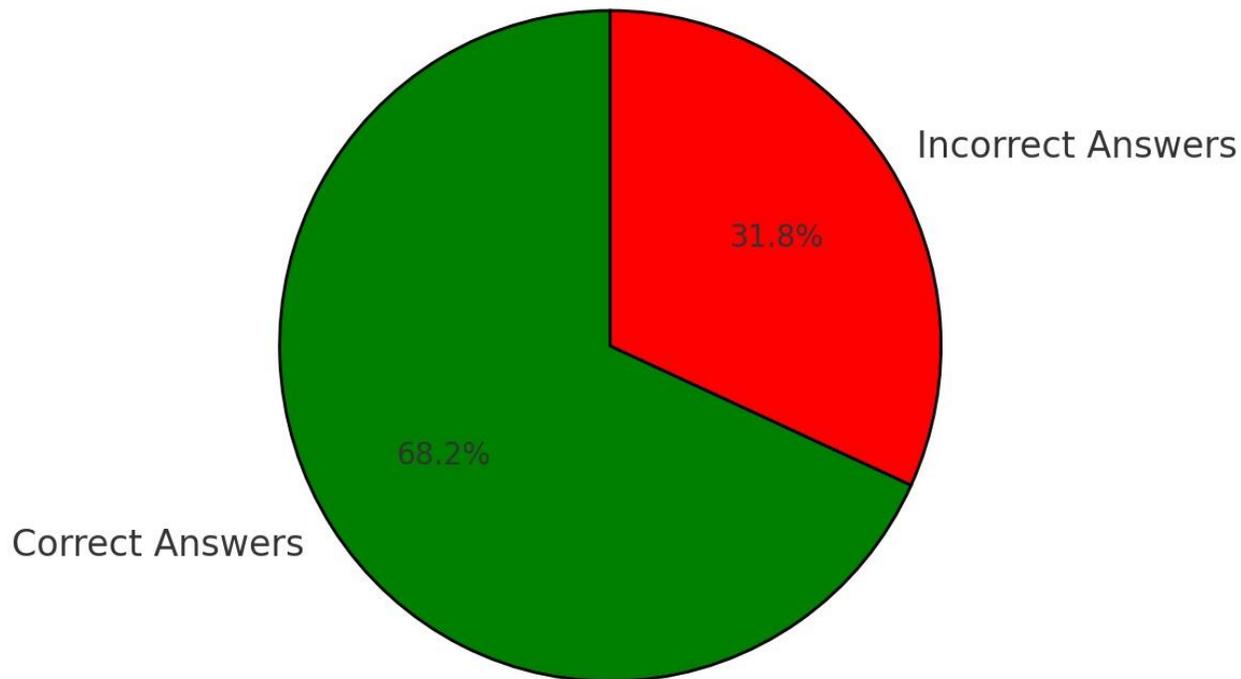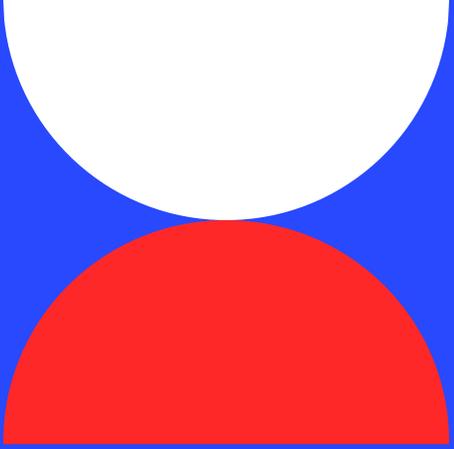
ANALYSIS OF BEGINNING DATA

Students showed more success cognitively from this lesson and majority of students were able to successfully differentiate how to catch a ball below the waist rather than one coming right towards you. I attribute this success to the introduction of the lesson emphasizing to students to think about different ways to catch.

ANALYSIS OF FINAL DATA

Student Performance in Throwing and Catching Skills
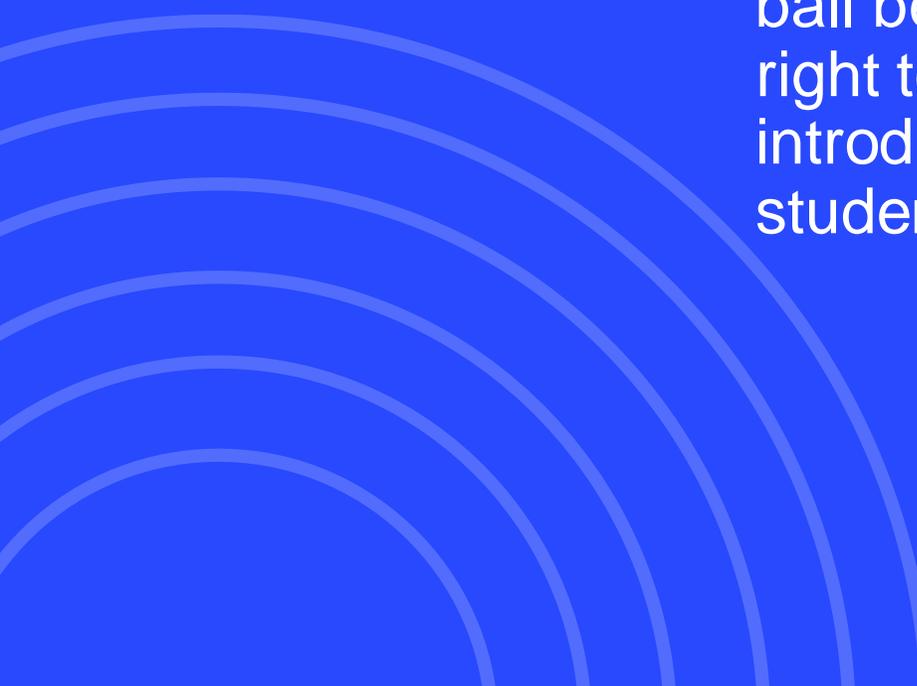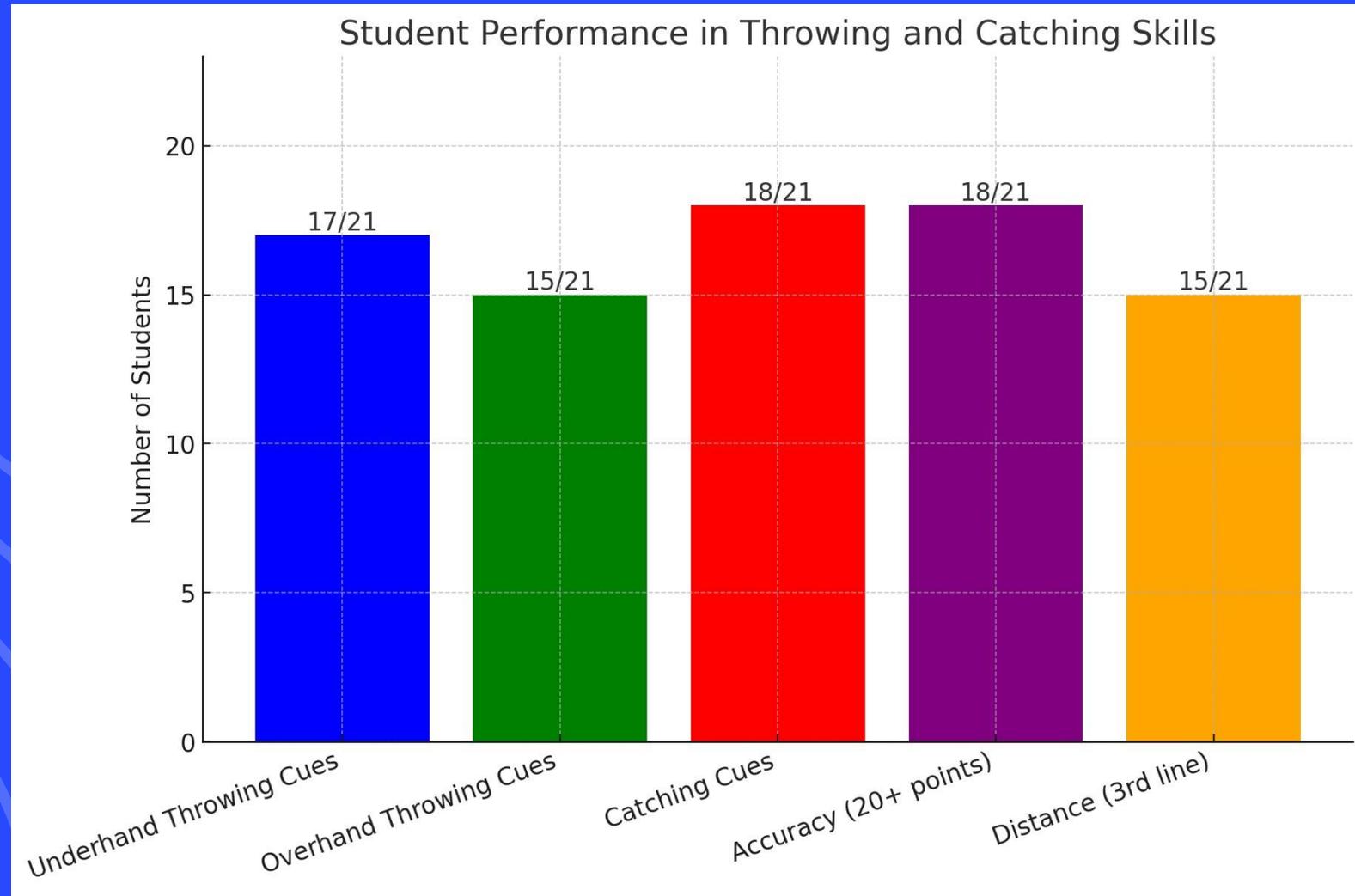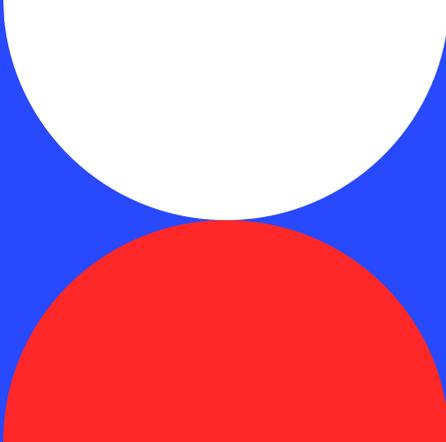
ANALYSIS OF FINAL DATA

This graph shows that at least 15 students are displaying the desired skill level I was looking for the end of this unit. Ideally, I would have liked to see this number be closer to 17 or 18 but this data will be important to display for the students next grade and prior knowledge and expectations. Regardless these numbers are largely up since the start of the unit.

ANALYSIS OF FINAL DATA

Final Assessment Results

Failed

19%

81%

Passed
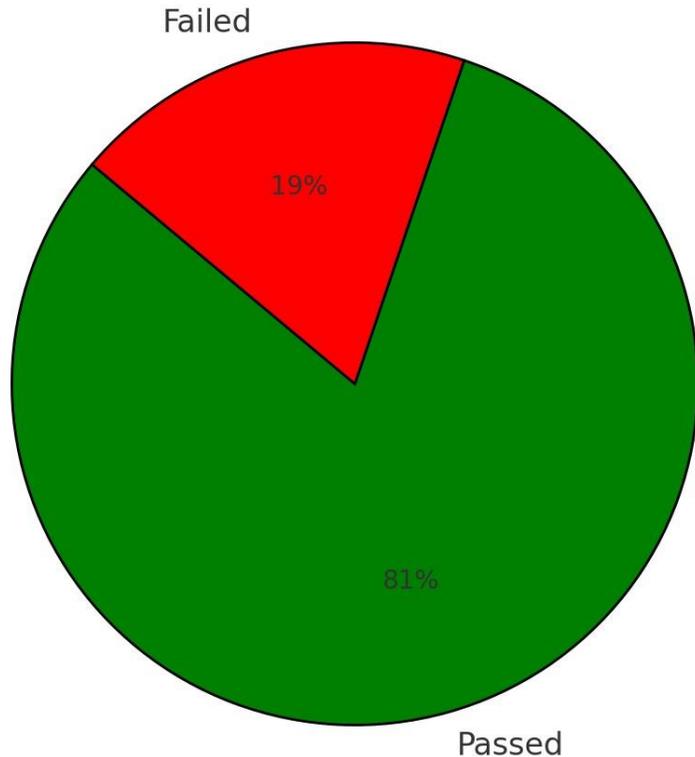
Cognitively, I was very happy to see the class reach the 80% mark that was the goal of the unit. This data is based off the results of the final assessment. I contribute this success to the Gym Word of the day used for every lesson, and the in-depth demonstrations of each skill. Students always knew what was expected of them.

CONCERNS OF VALIDITY
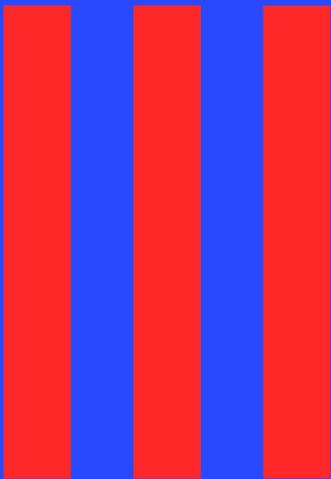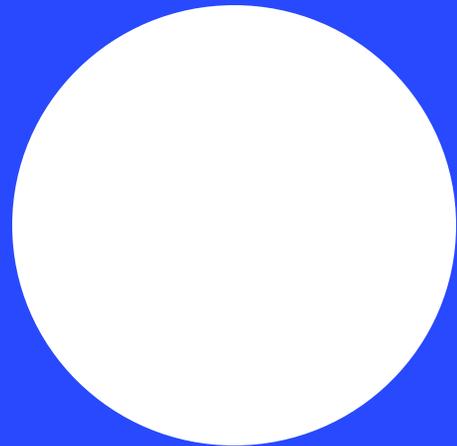
Overhand Throw Cue Checklist

NAME	SWING UP	STEP	THROW
STUDENT 1	X	X	✅
STUDENT 2	✅	✅	✅
STUDENT 3	✅	✅	✅
STUDENT 4	✅	X	✅

STUDENT 5	X	X	✅
STUDENT 6	X	X	✅
STUDENT 7	✅	✅	✅
STUDENT 8	✅	✅	✅
STUDENT 9	✅	✅	✅
STUDENT 10	✅	✅	✅
STUDENT 11	AB	AB	AB
STUDENT 12	✅	X	✅
STUDENT 13	✅	✅	✅
STUDENT 14	✅	✅	✅

Any concerns of validity should be put at ease due to the number of assessments given out over the course of this unit, and the amount of footage taken of myself giving corrective feedback to students, emphasizing the goals of all lessons, and myself maneuvering throughout the entire gym space during every lesson. Students were always given multiple chances before getting score on the checklist. Cognitively, I have every students exit slip graded and feedback given on the final assessment to focus students.

SHARING OF RESULTS
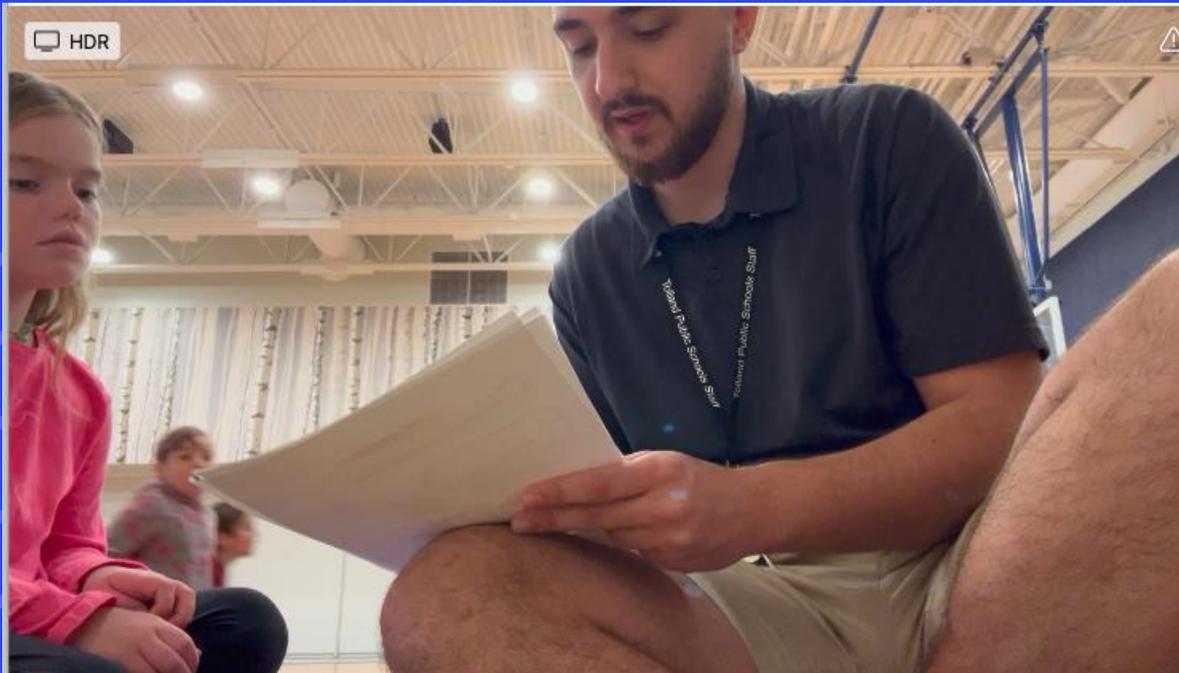
This is a screenshot taken from the direct feedback video with a focus student. I pulled students aside during the warmup of the next weeks class after the final assessment to discuss results and answers. This student achieved a passing score.
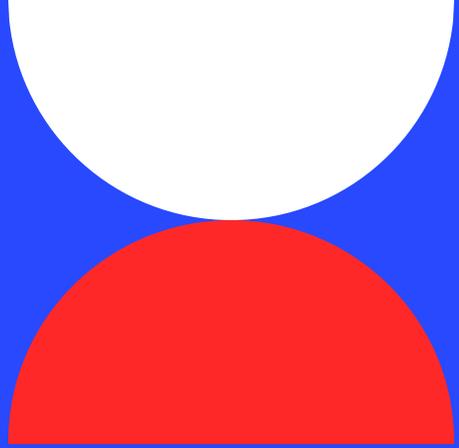
REFLECTION FOR FUTURE ASSESSMENTS

This experience with assessment has been incredibly valuable for my growth as a teacher. In talking with my cooperating teacher, I have concluded that for this age group the simpler the better. I have found greater success numbers with circling the best option rather than having the students write answers out. I have also learned how tricky it can be using a checklist in a lesson, and I would strongly consider developing a rubric to go with the checklist to give myself a pre determined scale to work from.

STUDENT WORK SAMPLES

OVERHAND THROW EXIT SLIP

Name: _____

1. Circle the correct overhand throw:

ASSESSMENT COMMENTARY

In a direct feedback video with my focus students, one focus student displayed a struggle to recite cues and articulate the "L" shape of overhand throw that was talked about at length throughout multiple lessons. I worked with the student to jog their memory, and they eventually did say the correct answer showing me that this student does grasp the content but may have more of a struggle displaying their knowledge.]

ASSESSMENT COMMENTARY

The focus students that I speak to in this video, I always speak to in order of low-level to medium level to high-level. This video shows my feedback progress from corrective to positive and then challenging the high-level student to think critically about why the way they are throwing is important and how does it bring in more success.]