

STANDARDS-BASED ASSESSMENT

Assessment is a critical component of a standards-based physical education program. It focuses instruction on student learning. The question teachers ask is no longer, "Did I teach the material?", but "**Did my students learn?**" "What evidence of learning do I have?" "Have the students mastered the grade-level standards?"

Effective teachers use assessment to develop and to alter their instructional plans based on the instructional needs of their students. It is critical to align curriculum, instruction, and assessments with one another and with the state standards.

An assessment is good when it allows students to demonstrate what they can do with what they know. Teachers provide information about the student's performance that is useful in guiding improvement and continued learning. Students have ample time to practice and to master the skills and knowledge to demonstrate proficiency at their grade-level.

Ongoing assessment challenges students to proficiently apply the skills, knowledge, and attitudes called for in the model content standards. Students then have a guideline and an understanding for content mastery and skill proficiency. The newest motivation theories stress the importance of assessing students on their improvement over time and establishing learning climates that are mastery-oriented (students work for personal improvement) rather than ego-oriented (students are focused on comparing themselves to others).

Formative & Summative Assessments are used as a part of the instruction process. Formative assessment helps teachers determine students' skill levels before and during the instruction phase (i.e. pre-fitness testing). Formative assessment helps teachers to decide whether to re-teach or to move-on. Summative assessment helps teachers identify how much students have learned at the end of the instructional process or unit or at the end of the school year (i.e., personal fitness plan). Summative assessment answers these questions: Does the student know and understand the concepts? Can he or she perform the skills and apply the knowledge? Has the student reached mastery to move on? Rubrics in particular can be used in both formative and summative assessments.

A variety of assessment tools are used to assess student-learning and to inform instruction. Assessment can take place at the beginning, during, or at the end of the learning experience (See "*Types of Assessment*").

A skill worth teaching is a skill worth assessing.

A 5-step process in standards-based assessment is one approach to ensure that assessment aligns with the content standards (See *NASPE PE Metrics*, "*Ultimate Frisbee*" assessment).

1. Identify the **Standard** - Skill or Content
2. Determine the **Performance Indicator**
3. Select/design the **Assessment Task**
4. Determine the **Criteria for Competence**
5. Describe the **Assessment Rubric** – Levels 4, 3, 2, 1, 0
 - 4 = Exceeds the standard *Consistently uses skills...(90%)*
 - 3 = Meets the standard *Usually...(75%)*
 - 2 = Approaching the standard *Sometimes...(50%)*
 - 1 = Beginning the standard *Seldom...(below 50%)*
 - 0 = No task completion *(0%)*