

Assessment in Sport Education

In this chapter you will learn how to employ assessment strategies and tools specific to Sport Education and its intended season outcomes. You will learn how to assess your students' performance as players and in nonplaying roles on the duty team. In addition, you will learn how to assess students' fair play performance as well as their physical activity beyond physical education classes. This chapter is closely aligned with the seasonal outcomes presented in chapter 4.

Consider the following questions: Do you want your program to be valued by students, parents, and school administrators? Do you believe that your work is as important as that of classroom teachers? Answers to these questions will reveal your beliefs about the place and value of physical education in the larger context of education. A *yes* answer to these questions implies that you can effectively communicate credible information about the impact of your program to school and district administrators as well as parents. Without credible information, it may be difficult to influence administrators' policy and budget decisions that affect your program. Without such information, you will find it difficult to gain parental support. In this chapter, we will describe strategies for putting yourself in a position to develop this credible information about student performance.

Ask yourself these questions: How do you know your students are progressing in their game play? What do you look for? How do you know that the team coaches are successful in their leadership role? What do you look for to judge whether students are exhibiting fair play? How do you know if students are engaged in physical activity in their discretionary time away from school? Answering these questions requires you to assess your students regularly throughout the season. When you assess students on an ongoing basis, the students benefit and you are in a better position to promote your program with administrators and parents.

WHAT CONSTITUTES ASSESSMENT?

Assessment can be defined as the "variety of tasks and settings where students are given opportunities to demonstrate their knowledge, skill, understanding, and application of content in a context that allows continued learning and growth" (Siedentop & Tannehill, 2000, pp. 178-179). Assessment always requires some measurement, whether it is through observations of students while performing as players or in duty-team roles,

written tests, or student work products such as records of physical activity in discretionary time. Assessment allows you to develop important information about where students are in the learning process and the effectiveness of your instructional efforts.

Good physical educators assess students' learning both informally and formally. Assessment is informal when teachers observe students and then provide positive feedback, corrective feedback, prompts, and encouragement. Frequent use of this type of assessment is critical in supporting students' learning. Well-timed and properly targeted feedback can be enormously helpful to students as they move toward competence and confidence. It can also help you in deciding when to move on to a new practice task, what content to select for future lessons, how to modify a certain activity to make it more challenging or easier, when to transition to help students progress as they engage in learning activities, and so on.

Assessment becomes formal when you develop some type of permanent product (or record) of your students' performance. This type of assessment is necessary to produce the credible information both for grading purposes and for demonstrating program impact to the various constituents. Thus, the teacher's assessment serves multiple purposes.

Assessment in physical education is not as easy as it is in the classroom. Because many outcomes in classroom subjects are cognitive, classroom teachers can assign homework, require essays, give quizzes, and give end-of-course exams. With these tools, they can create a series of permanent products that serve as performance indicators from which students get feedback about how they are doing and get to know their strengths and weaknesses. Physical education teachers can give quizzes and even require some written homework to assess students' knowledge. However, many of the unique outcomes of physical education are in the psychomotor domain and thus need to be assessed while students are engaged in physical activities (e.g., physical activity, technique practice, games, dance, weight training) during class time. In other words, the products (or outcomes) in physical education most often are not permanent in the way that written papers, quizzes, and exams are. Thus, much of the assessment must take place in real time, and someone (i.e., you or your students) must observe the performance as it occurs and develop a record of the performance.

ASSESSMENT OF LEARNING AND FOR LEARNING

It is important to distinguish between assessment *of* learning and assessment *for* learning (Black & Wiliam, 1998). The former reflects the need for schools to demonstrate what students have learned. This view of assessment is typically associated with the need to assign semester grades and thus is closely linked with the need to test students. On the other hand, assessment for learning is the type that is aimed at helping your students progress as they participate in learning activities. You should be mindful that assessment of and for learning are both important dimensions of your role as a physical educator. Students deserve your support in learning the subject matter, and school administrators and parents deserve to see that their investments in physical education programs are justified.

Assessment *of* learning in physical education results in students receiving a letter grade as they do in other subjects. In some schools, grades may only be in the form of a pass-fail or satisfactory-unsatisfactory report. In the last two decades, as part of the standards-based education movement, states and school districts have moved to standards-based assessment. Instead of letter grades, report cards may now show where students are performing relative to national or state content standards. Moreover, a recent development in physical education is that many states are considering or have passed legislative mandates that include minimum expectations for the number of minutes that students spend in moderate to vigorous physical activity. This has important implications for how physical education programs are delivered and how programs show that they are meeting those expectations.

Assessment *for* learning occurs throughout every lesson and helps you make the necessary adjustments to how you instruct throughout the season and share with students the degree to which they are making progress. For example, because duty-team performance is an integral part of determining the season champion, you need to assess it regularly. When you award or deduct duty-team points (which directly influence league standings), let the duty team and all other class members know how many points they earned or lost and why. It is best if you communicate this right as it happens. The lesson closure provides you with another opportunity to highlight the duty team's performance to all students in class. The same goes for students' fair play performance. By assessing and reporting duty-team and fair play performances that count toward the seasonal championship, you will create a situation where teams work to improve their performances. If duty teams continue to have difficulty with officiating or scorekeeping, you will need to plan for additional class time to review the expectations and procedures as well as point out examples of excellent performance.

Whether your school district employs traditional letter grades or a standards-based approach, you are required to do some kind of formal assessment. When a parent or an administrator asks about the grade of a particular student, you need to have evidence of the assessment that led to that grade. Thus, your assessment efforts must result in a permanent record of performance. In many school districts, administrators and parents do not hold physical education in high esteem. One factor that perpetuates these views is the failure of physical education programs to demonstrate that they accomplish what they promise. In many cases physical education teachers grade students solely on attendance, dressing for class, and minimal involvement in activities (i.e., participation)—the show-up, dress-up, and stand-up criteria for grading. It is simply indefensible to argue for increased time allocation for physical education delivered by certified specialists and then assume that all we have to do is make sure that our students come to class on time, are appropriately dressed for activity, participate minimally, and behave appropriately. If you agree that physical education should be a valued subject, you need to commit to assessing student learning as part of your teaching.

As shown in chapter 4, Sport Education involves a spectrum of appropriate seasonal outcomes, each of which can be used for grading and program advocacy. They range from demonstrating that your students are reaching appropriate levels of moderate to vigorous physical activity to showing that students have high levels of self-efficacy toward physical activity in general and toward the specific activities that define the season. The assessment for seasonal activities also focuses on progress in learning techniques and tactics, exhibiting fair play, and performing duty-team roles well (see figure 4.1 in chapter 4).

ASSESSMENT WITHIN SPORT EDUCATION

Sport Education gives teachers more time and opportunity to engage in assessment activities. The longer season, coupled with the students becoming more self-managed, creates extended periods to assess student progress toward the intended season outcomes. The small-group model and the emphasis on student responsibilities typically gets teachers out of their role as traffic director, freeing them to spend more time observing students and providing feedback and encouragement. Many Sport Education teachers have noted that the model enables them to stand back and see the bigger picture of what is going on in their classes. Because Sport Education classes tend to be highly structured, with student coaches and managers occupying key roles in ensuring that activities move smoothly within the established structure, you will spend more of your time observing students as they perform techniques, tactics, and their roles as referees, scorekeepers, managers, fitness leaders, and the like.

“With the use of Sport Education and ongoing assessment, we can break free from this prehistoric way of assessing and grading. When using Sport Education, your classes are student led, leaving you time and energy to instruct more about the content and to assess more.”

High school physical education teacher, United States

Using small-sided games, in which all students get equal opportunity to learn and perform, will give you ample time to observe and help all your students. Because scorekeepers for each contest will record some form of statistics, a cumulative record of some key performance indicators will be available for both feedback for students to improve (i.e., assessment for learning) and for grading purposes (i.e., assessment of learning). As the season progresses, you will not only see improvement in students but also have records that show their improvement.

AUTHENTIC ASSESSMENT

The structure of Sport Education seasons, which emphasizes authentic competition, allows for true authentic assessment. Sport Education emphasizes authentic outcomes, which can be defined as the capability to do a task to its successful completion in a context that is relevant to how the task is done in the larger world (Siedentop, 1996). For educators who value authentic outcomes, the idea is to align instruction so students can demonstrate the outcome in the context in which it is appropriate (what we call *contextualized performance capabilities*). If a final exam exists, it is the culminating performance itself, what is referred to in educational assessment as an *exhibition*.

We speak of such a final challenge as an “exhibition.” It is a “test” in the sense that the big game on opening night is a “test.” Unlike the conventional “final,” the exhibition—like a piano recital or a play—lets the performer show off or “exhibit” what he or she knows. (Wiggins, 1987, p. 15)

In Sport Education, the exhibitions include the balance beam routines during a final competition, 3v3 volleyball championship matches, track and field culminating events, performance of an aerobic dance or hip-hop routine before judges, and the like. Such end-of-season assessments are important because they mark the achievement of specific goals. However, judging a team or an athlete solely on a single performance at the end of a season does not provide data that are as valid as performance across the length of a season.

Sport Education offers opportunities for regular assessment that can be used for giving feedback, marking progress, and contributing to a final assessment. This ongoing assessment occurs in the appropriate contextual situation (e.g., the game, performance, or contest). Thus, assessing students in tasks that are not gamelike makes little sense. Although students are given a number of opportunities to practice techniques or tactics, a better indicator is the degree to which they are able to incorporate them into the game, contest, or performance situation. Because Sport Education seasons involve frequent participation in game, contest, and performance situations and all those situations involve small teams or groups, students will get many more opportunities to use and practice the techniques and tactical moves, giving you more time to observe and assess their performance. When you use the small-sided games model, in which team performance is determined by the performances of all team members, you create

a situation in which students cannot hide and both the formal and informal contingencies will motivate them to learn and perform as well as possible. This situation is far different from the typical physical education setting in which large teams and low accountability for performance allow many students to participate at a marginal level.

“ Sport Education provided an assessment focus for teachers to talk about assessment. All teachers became better able to identify issues and articulate positions on assessment. Sport Education provided an opportunity to reflect on alternative assessment techniques and appeared to change teacher attitudes to assessment. ”

Taggart, Brown, & Alexander, 1995, p. 15

In Sport Education, you can capture enough of your students' performance across a range of activities to be able to claim that an informative, accurate estimate of performance has been made. Because all of the student roles are so important to the success of Sport Education, you must assess performance in refereeing, scorekeeping, and performing team administrative roles in addition to competing. Because students perform these roles throughout the season, an advantage of Sport Education is that during one particular game, you can watch students from one team perform their refereeing and duty roles while observing students from two other teams perform in contests. Plus, as we show in this chapter, you can go back later in the season and adjust your assessment scores.

When teachers know the content of a season well, they are able to qualitatively assess the performance of students in their efforts to learn the techniques and tactics of an activity. They know what a well-played basketball game looks like—students create space, spread the floor, make appropriate passes, move to support teammates on defense, and dribble, pass, screen, rebound, and shoot with a modicum of skill. They know what a well-performed folk or aerobic dance routine looks like—students have mastered the steps, transitions, and complex moves; the performance meshes with the musical accompaniment; and the entire dance flows to its conclusion. They know what a floor exercise routine looks like in gymnastics—they can see the elements chosen and how they fit together to make a total routine. These images should be your goals as a sport educator. They are authentic, and they tend to be valued by students and others who watch the students learning to perform them. These kinds of goals are within the reach of Sport Education teachers because the model gives students sufficient time to learn and improve until they become comfortable performing the techniques and tactics in the applied setting.

DEVELOPING A WORKABLE AUTHENTIC ASSESSMENT SYSTEM

Building an assessment system for Sport Education requires at least three steps. The first is to identify outcomes that are authentic in the sense that they make clear the nature of the performance that is useful in the applied situation. In chapter 4, we provided an overview of seasonal outcomes that are authentic, legitimate, and within reach in well-delivered Sport Education. The second step is to select assessment tools that provide the needed quality information about those selected outcomes. The third step is to use the assessment tools throughout the season to show the degree to which the planned outcomes were met. And the fourth step is to document student outcomes.

Step 1: Select Authentic Season Outcomes

Chapter 11 Assess
In-Class Physical Activity

Chapter 11 Assess
Out-of-Class Physical
Activity

Chapter 11 Assess
Physical Activity Self-
Efficacy

The broad menu of season outcomes outlined in chapter 4 provides you with ample choices. However, we cannot emphasize enough the need to limit the number of outcomes selected for formal assessment. Given the increased focus in the United States and worldwide on increasing students' physical activity levels, we strongly recommend that you include assessments of seasonal outcomes related to the amount of physical activity students engage in and the degree to which they enjoy and feel confident about their skills. You can measure these using the physical activity and self-efficacy measurement tools available in the online resource.

This will help to demonstrate the relevancy of your program to parents and school administrators. In selecting other seasonal outcomes that are specific to the activity for the season (e.g., volleyball, dance) and to the many roles in Sport Education (e.g., fair play, refereeing, coaching), we also urge you to select just a few for any one season. For example, you could select one technique or tactics outcome, one outcome related to fair play, and one outcome related to performance in a nonplaying role.

Step 2: Select Assessment Tools

Once you have selected season outcomes, you need to select or design tools to assess achievement of those outcomes. Various tools are available for assessing students' learning and performance in Sport Education (see table 11.1). Examples include checklists, rating scales, written tests, out-of-class assignments (e.g., photos, practice plans, team and player profiles), peer assessments, self-reports (e.g., activity logs, team journals, surveys) and work tasks. The online resource provides many examples of assessment tools that you can employ to assess student performance progress.

Table 11.1 Assessment Options Across Sport Education Season Outcomes

Season outcomes	Checklists	Rating scales	Written tests	Out-of-class assignments (including artifacts)	Peer assessments	Self-reports (e.g., physical activity logs, surveys, journals)	Work tasks
In-class physical activity	X					X	
Out-of-class physical activity				X		X	
General physical activity self-efficacy and enjoyment		X				X	
Sport-specific self-efficacy and enjoyment		X				X	
Techniques and tactics (game-play performance)	X	X			X		
Duty-team performance (i.e., officiating and scorekeeping)	X	X			X		X
Team role performance	X	X			X		X
Fair play behavior	X	X			X	X	
Knowledge of sport/activity	X	X	X	X			

Next we will highlight examples of assessment strategies and tools from each of the seasonal outcome groups. Remember that assessment in Sport Education is integrated across the entire season. You will want to determine the lesson component and season phase during which the instrument will be used, how much time it will take to complete, and the number of times it will be used during a season. If you and your students have extensive experience in Sport Education, you may involve them in developing the tools for specific situations. For example, you may ask students to develop a checklist that measures fair play or the contribution in duty roles to one's team. In addition, self-assessment is a legitimate tool for measuring Sport Education outcomes.

Assessing In-Class Physical Activity

You can choose from several tools to assess your students' in-class physical activity. The choice of tool depends in part on cost and ease of use. Some tools include direct observation, pedometers, and heart rate monitors.

Chapter 11 Assess
In-Class Physical Activity

Direct Observation Student physical activity levels can be assessed using direct observation. You can select three students, and at set time intervals (e.g., between 90 and 120 seconds) quickly scan the selected students and determine whether they are engaged in moderate to vigorous physical activity (MVPA). This observation tactic is called *momentary time sampling*. Thus, at the end of each interval you take a snapshot of what the three students are doing and make a yes-or-no decision. A student lying down, sitting, or standing would be sedentary. If students are engaged in activity that requires energy expenditure of at least brisk walking, you would mark them as engaged in MVPA. A small prompting device called the *MotivAider* (www.habitchange.com) can remind you to make the observations every 90 seconds. Worn on a waistband or belt, it is a countdown timer that vibrates for 3 to 5 seconds at the end of each interval. If the prompt occurs during a short period of classwide instruction, you can then simply mark the students as sedentary at the conclusion of the instructional episode.

“It took a couple of class periods to get used to it, but even with just a little experience, the prompter was a great tool to remind me to periodically focus on assessing my students on their progress and performance.”

Middle school physical education teacher, United States

You would select a new trio of students each time you assessed this season outcome. In a 50-minute lesson with an observation interval of 90 seconds, you would obtain just over 30 samples, which provides an accurate estimate of students' MVPA levels. With some practice, this is an excellent low-cost approach to assessment. The paper-and-pencil recording card is shown in figure 11.1. The online resource also includes an electronic version in Excel format along with directions for use with a PDA.

Chapter 11 Assess
In-Class Physical Activity

Pedometers Pedometers are worn on the waistband or belt just above the right hip or in the back. They are relatively inexpensive and can be used for tracking physical activity during physical education classes and beyond. The technology behind pedometers has progressed to the point that you can select from those that only count steps, those that count steps and time accumulated in physical activity, and those that track time accumulated in MVPA. The latter feature is based on the number of steps taken per minute. You can set the minimum number of steps needed for the activity

Student MVPA Assessment (120 sec. interval)
 Date: 3/23 Grade: 8 Teacher: J.V.
 Students: Jose, Ciara, David
 Activities: _____

MVPA=Moderate to Vigorous Physical Activity
 Definition: Brisk walking or any activity that would require more energy than a brisk walk (includes strength exercises such as curl-ups and push-ups).
 Y= MVPA; N=No MVPA

Name:	<u>Jose</u>	<u>Ciara</u>	<u>David</u>
1.	☒ Y / ☐ N	☒ Y / ☐ N	☒ Y / ☐ N
2.	☒ Y / ☐ N	☒ Y / ☐ N	☒ Y / ☐ N
3.	☐ Y / ☒ N	☒ Y / ☐ N	☒ Y / ☐ N
4.	☒ Y / ☐ N	☐ Y / ☒ N	☒ Y / ☐ N
5.	☐ Y / ☒ N	☐ Y / ☒ N	☐ Y / ☒ N
6.	☐ Y / ☒ N	☐ Y / ☒ N	☐ Y / ☒ N
7.	☐ Y / ☒ N	☒ Y / ☐ N	☐ Y / ☒ N
8.	☒ Y / ☐ N	☐ Y / ☒ N	☐ Y / ☒ N
9.	☒ Y / ☐ N	☒ Y / ☐ N	☐ Y / ☒ N
10.	☐ Y / ☒ N	☒ Y / ☐ N	☒ Y / ☐ N
11.	☒ Y / ☐ N	☒ Y / ☐ N	☒ Y / ☐ N
12.	☒ Y / ☐ N	☐ Y / ☒ N	☒ Y / ☐ N
13.	☐ Y / ☒ N	☐ Y / ☒ N	☒ Y / ☐ N
14.	☒ Y / ☐ N	☒ Y / ☐ N	☐ Y / ☒ N
15.	☒ Y / ☐ N	☐ Y / ☒ N	☒ Y / ☐ N
Y Total:	<u>9</u> / 15 = <u>60</u> %	<u>8</u> / 15 = <u>53</u> %	<u>9</u> / 15 = <u>60</u> %

Figure 11.1 A moderate to vigorous physical activity (MVPA) worksheet uses an observation tactic called momentary time sampling. Teachers quickly assess whether or not their students are engaged in moderate to vigorous physical activity.

to be considered at least moderate in intensity. Tracking time accumulated in physical activity is an attractive feature because it allows for a comparison with the Healthy People 2010 objective that aims to have students engaged in MVPA at least 50 percent of the class time. However, it does not account for whether the activity occurred at a moderate or vigorous level of intensity.

With a full set of pedometers, you can get a good measure of class activity levels. With some practice and guidance, students can learn to attach a pedometer and then return it without much delay when the measurement episode ends. Separate recording forms that students can use to track their in-class physical activity can be found in the online resource.

Chapter 11 Assess In-Class Physical Activity

Assessing Out-of-Class Physical Activity

Keeping track of students' out-of-class physical activity levels is possible by either using pedometers or physical activity logs. Pedometers and self-reports are relatively inexpensive and are widely used in teaching, research, and program assessment. They can provide invaluable information for demonstrating that your program is maximizing physical activity opportunities.

Pedometers Pedometers that measure time in physical activity have been used with success. A possible problem is the chance of students leaving them at home or losing

them altogether. The cost of replacing them may become prohibitive. However, if you have an ample supply of pedometers, they are an excellent tool to assess accumulation of physical activity both in class and throughout the day. For each school level, Excel-based tracking forms are included in the online resource. They include graphic displays that show the cumulative physical activity across days relative to the U.S. national recommendation of 11,000 steps per day (figure 11.2).

Out-of-Class Physical Activity Logs You can also assess out-of-class physical activity by having team members keep a log of all the physical activity in which they engage (for examples, see the online resource). Students record the type of activity, the day and date that they engaged in the activity, how long they engaged in the activity (or how many steps they took), and whether they participated alone or with others (e.g., friends, siblings, parents). Depending on their familiarity with the types of physical activity (as in the types of activities in the physical activity pyramid), you can ask them to classify the type of activity in which they engaged. Given that the U.S. national recommendations for physical activity are expressed in minutes, it is preferable that students use the same approach (or the approach of their country's national recommendations).

You also can build out-of-class physical activity into a season's competition by providing clear directions on how this will help teams accumulate points toward the championship. For example, for every 60 minutes of physical activity that team members accumulate outside of class, the team

Chapter 11 Assess
Out-of-Class Physical
Activity

Chapter 11 Assess
Out-of-Class Physical
Activity

Pedometer Step-Count Reports

Day	Date	Cumulative daily goal	Actual steps	Cumulative actual steps
Monday	4/24/2008	11,000	9,834	9,834
Tuesday	4/25/2008	22,000	12,651	22,485
Wednesday	4/26/2008	33,000	13,943	36,428
Thursday	4/27/2008	44,000	8,934	45,362
Friday	4/28/2008	55,000		45,362
Saturday	4/29/2008	66,000	12,569	57,931
Sunday	4/30/2008	77,000	11,128	69,059
		Average	11,510	

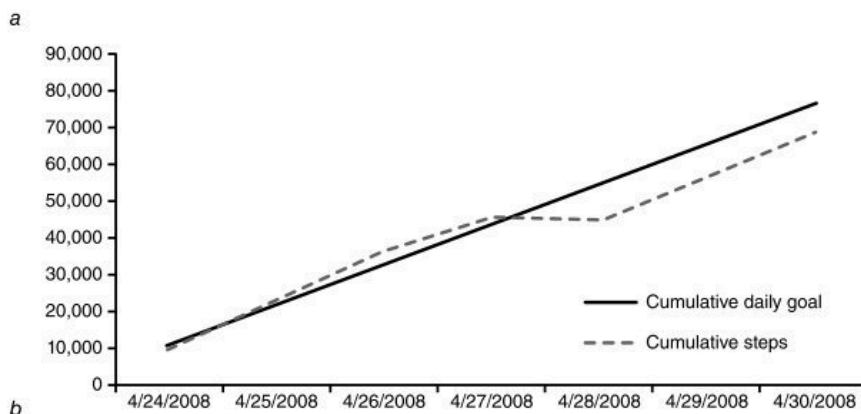


Figure 11.2 (a) Excel-based tracking forms can be used to track physical activity across days and the forms can be translated into (b) graphic displays.

can earn a certain number of physical activity points that count toward the seasonal championship. You will have to determine the appropriate number of minutes required and the point value to be earned. For example, if your school has a high percentage of students on free or reduced lunch, their physical activity opportunities may be much more limited because they likely will have less access to out-of-school settings and programs where they can engage in physical activity.

Assessing General Self-Efficacy and Enjoyment of Physical Activity

Chapter 11 Assess Physical Activity Self- Efficacy

Students can be asked to rate their confidence and level of enjoyment in engaging in physical activity in general by taking short surveys that require minimal time for completion (see the online resource). These can indicate the likelihood of students seeking out physical activity beyond classes.

Assessing Season-Specific Self-Efficacy and Enjoyment

Chapter 11 Assess Physical Activity Self- Efficacy

When you think back to your own sport and activity experiences, no doubt you are drawn more to some than others. Likely this is influenced in part by your own level of efficacy specific to these activities. You can assess your students' season-specific self-efficacy by having them complete a short survey in which they rate their confidence to be successful in that particular activity (e.g., dance, volleyball) as well as how much fun they had during their participation (see the online resource). Figure 11.3 shows a sample survey for use at the middle school level.

Assessing Game-Play Performance

Authentic assessment of how well students are playing (i.e., effectively using techniques, tactical moves, applying knowledge of game rules, fair play) can be done by deliberately observing students' actions during game play or performances that are part of the season. Options for this are presented next and include the use of game statistics and game-play rating scales.

Season-Specific Self-Efficacy Assessment (Junior High or Middle School)

Season just completed: Volleyball		4	3	2	1
	Directions: For each statement, mark the box that best describes how you feel about yourself this past season. During this season . . .	Very true	True	Untrue	Very untrue
1	. . . I had fun learning about this sport/activity.		✓		
2	. . . I improved as a player during this season.		✓		
3	. . . I had fun during the season as player.	✓			
4	. . . the activity was too difficult for me.			✓	
5	. . . I enjoyed having other roles than being a player.			✓	
6	. . . I was pretty good at doing this activity.	✓			

Figure 11.3 Ask students to complete this survey in order to assess their season-specific self-efficacy.

Adapted, by permission, from Danielle Blackwell, West Albany HS, Albany, OR.

Game Statistics The score sheets completed during competition provide direct performance indicators. Examples in basketball include field-goal and free-throw percentage, assists, and, turnovers. These assessment data are readily available because they are collected by students for each competition. However, they are tightly defined indicators and reflect mostly a technique focus. Furthermore, there are no criteria available to show what would be an acceptable shooting percentage in basketball. Thus, they are somewhat limited in how they can be used. You will need to decide if, when, and which game statistics you can use for assessment. The online resource includes several examples of score sheets for sports and activities that can be used to calculate game statistics.

Chapter 11
Scorekeeping and Game
Statistics

Game-Play Performance A more holistic approach is to use a three- or four-level rating scale that includes descriptions of students' performance levels for both technical and tactical aspects of game play, their knowledge of the game rules, and their fair play behavior. If your assessment focuses solely on techniques such as passing, dribbling, trapping, or shooting (as in soccer, floor hockey, or basketball), your opportunity to observe and judge individual students' performance might be limited, but ongoing observations over the course of the season should allow you to estimate student improvement in those techniques.

Students also spend a great deal of time in off-the-ball actions. For example, they will continually adjust their position on the field or court to support their teammate with the ball, guard an opposing player, or try to draw an opposing player away from the goal area, thereby creating space for other teammates. Learning to employ these tactical moves is central to developing good game play and reflects critical learning outcomes. Most important, such moves are directly observable and thus can be assessed.

In addition, students' knowledge of the game rules is reflected in how they play. Even if a student can select the right answer on a written test regarding the double-dribble rule, if she continues to violate that rule during the game, the team performance is impaired. The same goes for exhibiting fair play during game play.

Chapter 11 Assess
Game Play, Rules,
Knowledge, Fair Play

“Using the game-play assessment tool helps me stay focused on the important stuff we're supposed to teach.”
High school physical education teacher, United States

Performance levels range from struggling to developing to meeting and exceeding an acceptable level of performance. An example of this assessment tool is shown in figure 11.4 for use with various racket games (e.g., badminton, tennis, pickleball). It includes both technical and tactical aspects of game play, knowledge of game rules, and a fair play component. Other examples of game-play performance scales for sports and activities can be found in the online resource.

Assessing Duty-Team Performance

The smoothness and momentum of lessons depends in large part on the duty-team performance. Thus, this aspect of team performance also deserves close monitoring and should focus on preparation of the activity areas (e.g., equipment and field setup) as well as the quality of officiating and scorekeeping. The tool shown in figure 11.5 on page 171 can help you track the awarding (and deduction) of duty-team points throughout a lesson.

Teachers are not the only ones who can assess the performance of students in their role as referee. Peer evaluation is another appropriate means of assessment. One such example is a peer referee report (see figure 11.6 on page 172 and the online resource).

Scoring Guide for Assessing Racket Game-Play Performance

Select the term that best matches the player's performance for the observed skill or tactic.

How points generally are scored	Fewer unforced errors, more winners ← → More unforced errors, fewer winners			
Skill/level	Exceeds	Meets	Developing	Struggles
Technique: Serving	<i>Potent:</i> Uses serve as an attacking weapon with variance in placement and speed.	<i>Reliable:</i> More consistent and firm, but without varying placement or speed.	<i>Passive:</i> Simply gets the ball/shuttle in play, often with a loblike trajectory.	<i>Inconsistent:</i> Serve is put in play only sometimes.
Technique: Shot execution	<i>Unpredictable:</i> Employs variety of shots (lobs, forehand, backhand, drops, smashes, clears) and aims to move opponent out of position.	<i>Emerging:</i> - Hits shots with more consistency, but still tends to favor some. - Shots are hit flatter, leaving opponent with less time to react.	<i>Loopy and arched:</i> Shots are mostly lobbed to the opponent with little deliberate change of speed and direction.	<i>Inconsistent:</i> - Shots only sometimes result in maintaining rally. - Points scored are mostly a result of unforced errors.
Tactics: Shot selection	<i>Widely varied:</i> - Uses wide variety of shots at the right time. - Takes advantage of game situations, and shots reflect consideration of opponent's and own court position; good precision.	<i>Varied:</i> - Starts to vary shots at the right time. - Shots reflect consideration of opponent's and own court position, but although using a variety of shots, the precision still lacks consistency.	<i>Two shots:</i> - Keeps ball/shuttle in play, but offers opponent easy return opportunities. - Favors a couple of shots, but precision still lacking.	<i>One shot:</i> - Favors mostly one shot (e.g., forehand) regardless of game situation. - Shots are sometimes wild and are inconsistent. - Still focused mostly on cooperative rallying.
Tactics: Ball/shuttle placement	<i>To open spaces:</i> - Hits ball/shuttle consistently to deep/short corners either short or long. - Uses angles depending on opponent's court position. - Recognizes opponent's strengths and weaknesses.	<i>Some active placement:</i> - Places the ball/shuttle to uncovered spaces when it is hit directly to player. - Hits ball/shuttle more toward the corners (away from opponent) but without looking to land it near the lines. - Works opponent either short or long, using the angles depending on opponent's court position.	<i>Returns to opponent:</i> - Returns the ball/shuttle in most cases, but with little placement or consideration of opponent's position. - Struggles to place ball/shuttle when on the move.	<i>Survival focus:</i> - Aims to simply get the ball/shuttle back over the net. - No concern for a specific spot on the court. - May struggle to get the ball/shuttle over, so may need no-barrier net to play the game and larger racket or other modifications to play a game.

Figure 11.4 This assessment template for racket games takes a holistic approach by including both technical and tactical aspects of game play, knowledge of game rules, and a fair play component.

Decision making	<i>Plays smart:</i> Effectively uses information about opponent's moves and shots to select own movement and shot selection.	<i>Controlled:</i> • Uses a shot if it is the appropriate one, but not as if it has been planned for and set up. • Considers opponent's shot selection, placement, and court movement to a limited extent.	<i>Reactive:</i> • Reactive shots rather than planned ones. • Shows hesitation or late reaction on where and when to move and what shot to employ.	<i>Does not use:</i> • Focuses mostly on just making contact. • Uses limited types of shots.
Tactics: Court coverage movement (recovery to base position)	<i>Fluid moves:</i> • In control of base position. • Plans movements a play ahead to be where opponent will return to the ball/shuttle. • Consistently incorporates movement to the shot and returns to base position after execution of each shot. • Uses fluid, effective footwork to get to and play strokes even when off balance.	<i>Strokes and moves:</i> • Recovers back to base position after most shots, attempting to avoid being stranded and incorporating movement into the shot. • Uses fluid and effective footwork to play the next stroke even when off balance. • Some control of central court position, but at times court movement is less fluid.	<i>Reacts to ball/shuttle:</i> • Court position is determined by the shot making of the opponent rather than a planned one. • Struggles to return to base position after playing effective shots from opponent. • Leaves open space for opponent to play the ball into. • Recovery from shots is delayed due to being off balance. • The limited footwork tends to be clumsy.	<i>Static:</i> • Player does not respond to the placement of the ball/shuttle. • No concept of base position or it is incorrect, thus starting play out of position and losing before beginning. • Player is rooted to one place on the court and strikes the ball/shuttle from there when possible.
Tactics: Anticipation skills	<i>Consistent:</i> Anticipates opponent's next shot by watching racket head, body position, court movement, and placement of the ball/shuttle from own shot.	<i>Some anticipation:</i> Tries to anticipate opponent's next play, but not early enough to gain an advantage moving to the ball/shuttle to catch opponent out of position with next shot. Shots are still somewhat defensive in nature.	<i>Sporadic:</i> • Sporadic anticipation of opponent's next play. • Little advantage gained and cannot catch opponent out of position with next shot. • Shots are taken later and are defensive in nature.	<i>Little to no anticipation:</i> • Reacts to all plays by opponent. • Constantly on the defensive. • Primarily concerned with how to hit shots (i.e., judging the correct pace with which to hit shots).
Knowledge of game rules as player	<i>Rule violations are absent from play:</i> • Double hits • Keeping score • Diagonal serving • Foot faults • Hitting a ball that clearly is heading out of bounds • Requires no reminders.	<i>Rule violations occur rarely:</i> • Double hits • Keeping score • Diagonal serving • Foot faults • Hitting a ball that clearly is heading out of bounds • Requires no reminders.	<i>Aware of rules, but still fails to execute:</i> • Double-hits • Keeping score • Diagonal serving • Foot faults • Hitting a ball that clearly is heading out of bounds • Requires few reminders.	<i>Lacks awareness of rules; violations occur frequently:</i> • Double hits • Keeping score • Diagonal serving • Foot faults • Hitting a ball that clearly is heading out of bounds • Frequent reminders needed.

(continued)

Fair play behavior	<i>Model:</i> • Shows respect to classmates, teacher, equipment, and facilities. • Works productively and effectively with teammates. • Eagerly fulfills assigned nonplaying roles. • Shows perseverance and appropriate assertiveness. • When needed, resolves conflict quickly and effectively. • Wins and loses with grace. • Consistently attends class, is on time, and is prepared.	<i>Fair play:</i> • Is in control of self and needs little teacher supervision. • Shows respect to classmates, teacher, equipment, and facilities. • When needed, resolves conflict quickly and effectively. • Participates in most team and class activities. • Fulfills assigned team roles. • Rarely misses class. • Few or no tardies.	<i>Little:</i> • Minimal control of self and needs frequent teacher supervision. • Not participating fully. • May interrupt others. • Reluctant to try best. • Tries to hide out from activities. • Taunts others (including teammates, officials, and others). • Blames others and denies personal responsibility. • Gets frustrated and quits on teammates. • Teases and pouts. • Makes excuses. • Misses several classes. • Tardy at times.	<i>None:</i> • No control of self and needs constant teacher supervision. • No appreciable participation. • Interrupts others. • Makes few attempts at participation. • Hides out from activities. • Taunts others (including teammates, officials, and others). • Easily overreacts and creates conflicts. • Blames others and denies personal responsibility. • Gets frustrated and quits on teammates. • Teases and pouts. • Makes excuses. • Misses class regularly or is frequently tardy.
--------------------	---	--	---	--

Figure 11.4 (continued)

Chapter 11 Assess Student Roles

Completed by the players on the participating teams, this checklist gives you (and the referees) important feedback about the referees' performance. Because all students will be in the role of referee, they are likely to take the evaluation more seriously knowing that they, too, will be evaluated.

Assessing Nonplaying Team Role Performance

Good performance in the nonplaying team roles (e.g., coach, manager, fitness trainer, publicist, choreographer) is essential to a great team experience. Figure 11.7 shows several examples of generic checklists teachers can use to assess performance in team roles (see also the online resource). Figure 11.8 on page 173 shows an example of how the various team roles in a dance season can be assessed using a checklist.

Chapter 11 Assess Student Roles

Teachers can also use team power ratings to assess duty-team performance. As teacher, you would award points for the following tasks that teams should be able to complete without problems: quick starts to team activity, equipment management, effective transitions to and between games, and postgame behavior (see figure 11.9 on page 174).

Chapter 11 Assess Student Roles

When team portfolios are developed, students can be responsible for keeping a log of their participation and learning in their roles, which may include personal reflection about their success and learning and even peer evaluations concerning their contribution to the team. They can also produce logs of their effort level for each class as a self-evaluation.

Assessing Fair Play Behavior

Developing strong fair play behaviors is a central focus in Sport Education. Thus, it warrants ongoing assessment. There are several ways to accomplish this. First, as

Duty-Team Daily Performance Assessment

Yes (+1 to 3) or no (–1 to –3)

	Sample										
Duty team of the day	Brazil										
Season day	3	1	2	3	4	5	6	7	8	9	10
Tasks											
<i>Pregame tasks</i>											
At field/court on time and prepared	1										
Score sheets prepared	–1										
Started game on time	1										
Other											
<i>In-game performance</i>											
Knew and applied the rules	1										
Was fair	1										
Paid attention during game	1										
Other											
<i>Postgame tasks</i>											
All equipment returned	–1										
Score sheets complete and accurate	1										
Statistics shared with teams	–1										
Other											
Total											
Cumulative total	3	0	0	0	0	0	0	0	0	0	0

Figure 11.5 This assessment tool helps you track the awarding (and deduction) of duty-team points throughout a lesson.

noted earlier, you can assess fair play during game play. Second, you can track your awarding (and possible deduction) of fair play points throughout the season with the fair play assessment tool presented in figure 11.10. Third, you can have students rate themselves on their own social behaviors following each game (see figure 11.11 on page 175). And fourth, as students gain more experience with Sport Education, referees can rate the two participating teams' fair play behavior (see figure 11.12 on page 175).

Chapter 11 Assess
Fair Play

Assessing Knowledge of the Sport or Activity

Students' knowledge can be assessed in multiple ways, including observation of knowledge in action (as noted earlier) as well as artifacts such as written tests and quizzes, worksheets, and out-of-class assignments. Traditionally, teachers have relied on written tests to assess students' knowledge of the rules of a sport. We believe, however, that this takes up precious class time that could instead be devoted to students engaging in game play where they can demonstrate their knowledge of the rules either as players or game officials.

Peer Assessment of Referee Performance

Team:	Final score:				
Match:	vs.				
Referee:		1 =	Poor		
		2 =	Not bad		
Answer questions as a team. Be fair and honest.		3 =	Average		
		4 =	Good		
		5 =	Excellent		
Referee performance area	1	2	3	4	5
The referee was fair and impartial.					
The referee knew the rules.					
The referee gave clear explanations.					
Rate the overall job of this referee.					

Figure 11.6 This tool allows for peer evaluation—another appropriate means of assessment.

Rating Scale

Name: _____ Team: _____

Referee	Always 1 point	Mostly 0.5 point	Sometimes 0 points
Shows all signals at appropriate times.			
Shows correct signals.			
Makes signals clear and visible to all players.			
Makes precise and exact hand motions.			
Uses whistle.			
Total			

Scorer	Always 1 point	Mostly 0.5 point	Sometimes 0 points
Keeps accurate and complete statistics.			
Announces every change of score.			
Makes clear and loud score announcements.			
Announces point.			
Assists referee in making calls.			
Total			

Team statistician	Always 1 point	Mostly 0.5 point	Sometimes 0 points
Collects game results promptly.			
Enters results in team binder following each game.			
Keeps records in order.			
Communicates team stats to team frequently.			
Provides team publicist with updates (if applicable).			
Total			

Figure 11.7 Various examples of generic checklists teachers can use to assess performance in team roles.

Role Responsibility Checklist: Dance Season

Instructions

Determine your role and corresponding responsibilities for the day's lesson. At the end of the lesson you will be asked to determine the responsibilities that you successfully completed. For each responsibility successfully completed, place a check [✓] in the box. For each responsibility that you did not successfully complete, place a zero [0] in the box.

Roles and responsibilities	Lesson											
	1	2	3	4	5	6	7	8	9	10	11	12
Choreographer												
• Leads dance troupe practice.	✓											
• Assists teacher when needed.	0											
• Assists teammates in learning dance moves.	✓											
Fitness trainer												
• Selects appropriate warm-up activities.												
• Leads troupe warm-up.												
• Reports injuries to teacher.												
• Aids teacher in administering first aid.												
Dance season committee member												
• Assists in selecting dance troupes.												
• Summarizes the application dance scores.												
• Monitors allotted dance times during contests.												
• Judges Dance Fever application tasks.												
Disc Jockey (DJ)												
• Maintains and monitors audio equipment.												
• Chooses appropriate music for troupe routines.												
• Records team strategy practice.												
Master of ceremonies (MC)												
• Introduces troupe members, dance themes, and musical selections.												
• Attends to management of practice and application tasks.												
Reviewer/critic												
• Publicizes records via newsletters and so on.												
• Reports progress daily to troupe members.												
• Assumes role responsibilities for absent troupe members.												

Figure 11.8 This role responsibility checklist shows an example of how team roles can be assessed in a dance season.

Reprinted from *Assessing Student Outcomes in Sport Education: A Pedagogical Approach* (2003), with permission from the National Association for Sport and Physical Education (NASPE), 1900 Association Drive, Reston, VA 20191, USA.

Team Power Rating

	Season days	1	2	3	4	5	6	7	8	9	10	
	Date											
Teams	Tasks											
Panthers	Quick team start	1	1	1	1		1	1	1		1	
	Equipment returned	1	1	1	1		1	1	1		1	
	Efficient transition to game	-1	0	1	0		1	1	1		0	
	Postgame behavior	1	1	1	0		1	0	1		2	Total
	Daily total	2	3	4	2	0	4	3	4	0	4	26
Tigers	Quick team start	1	1	1		1	1	1		1	1	
	Equipment returned	1	1	1		1	1	1		1	1	
	Efficient transition to game	1	1	0		1	1	1		1	1	
	Postgame behavior	1	0	1		1	1	1		1	0	Total
	Daily total	4	3	3	0	4	4	4	0	4	3	29
Islanders	Quick team start	1	1		1	1	1		1	1	1	
	Equipment returned	1	1		1	1	1		1	1	1	
	Efficient transition to game	1	1		0	1	1		1	1	1	
	Postgame behavior	1	1		1	1	1		1	1	0	Total
	Daily total	4	4	0	3	4	4	0	4	4	3	30

Figure 11.9 Team power ratings can be used to assess duty-team performance.

Teacher Assessment of Fair Play Behavior

Game: vs.		Date:			
Division:					
Sport:					
Duty team:					
Referee name:					
For each question, circle the most appropriate point value for each team based on the game you just refereed.					
Fair play features	Team name	Team name	Team name	Team name	Team name
1. Full, responsible participation					
2. Gave best effort					
3. Respected teammates, opponents, and officials					
4. Good sport					
5. Helpful, not harmful					
Total					
Note: Multiple teams can get the same score.					

Figure 11.10 This tool can be used to track fair play behaviors throughout the season.

Student Self-Evaluation of Social Behavior

Circle the statement that best describes how you played during this game.

1. I argued with the referee's calls.	Never	Sometimes	Mostly	Always
2. I fussed at my teammates if they made a mistake.	Never	Sometimes	Mostly	Always
3. I praised my teammates if they tried hard.	Never	Sometimes	Mostly	Always
4. I was a good winner, and I supported and praised the other team when we did not win.	Never	Sometimes	Mostly	Always
5. I showed enthusiasm and gave my best effort during the game.	Never	Sometimes	Mostly	Always

Figure 11.11 Students can rate themselves on their own social behaviors following each game.

Referee Assessment of Fair Play Performance

Game: Tigers vs. Leopards		Date: Feb. 12
Division: Western		
Sport: Floor hockey		
Duty team: Lions		
Referee name: Manuel G.		
For each question, circle the most appropriate point value for each team based on the game you just refereed.		
Fair play features	Tigers	Leopards
1. Played fair and offered positive comments to teammates and opponents.	2	2
2. Team played within the rules.	1	1
3. Team made negative comments among teammates to officials or opponents.	-2	-2
Note: Both teams can get the same score.		

Figure 11.12 As students gain more experience in Sport Education, referees can rate each team's fair play behaviors.

For example, in basketball you can directly observe how well both players and referees truly understand the traveling rule (a primary rule) based on the number of times that violation is committed and called. For documenting your students' knowledge of game rules, we strongly recommend that you assess their knowledge in action. The game-play performance rating scale shown earlier in figure 11.4 includes a section on knowledge of rules (as do all the other examples in the online resource).

Artifacts Artifacts are permanent products that can come in many forms. Examples include written tests, score sheets, written or electronic reports, worksheets, team and player photos, action photos, team statistics forms, flags, player profiles, and so on. The team binder or portfolio is the preferred place for students to place artifacts for subsequent review by the teacher. If you decide to assess rules knowledge by way of a written test, then be sure that this assessment occurs following the preseason scrimmages during which students will have practiced applying the rules, but before the regular season games begin. This will help you determine whether students have the needed knowledge to officiate the matches successfully during the season.

Chapter 11 Assess
Game Play, Rules,
Knowledge, Fair Play

Chapter 11 Assess
Game Play, Rules,
Knowledge, Fair Play

In certain cases, worksheets are appropriate artifacts for assessing cognitive skills. For example, scorekeeping skills can be assessed directly by reviewing the official score sheets completed during the formal competition. Throughout the season you can determine whether students not only know about scoring but also know how to keep score. Similarly, the lifting program worksheets that students use to track their progress in a weight training season can be used for formal assessment. As you monitor the class, you can spot-check five or six students (or a particular team) to determine whether they know how to track their progress. The lifting records are kept in the team binder and thus are easily reviewed. The weight training assessment template (see figure 11.13 and the online resource) has an assessment component called a *training log* that allows you to document the degree to which your students and teams track their own progress.

Chapter 11 Team
Portfolio

Out-of-Class Assignments Reports are another means of assessing student knowledge. Reports on the nation represented, famous athletes in the history of a sport, or critical issues in sport all are appropriate means of assessing student knowledge. This chapter's online resource includes a template for assessing such work. The focus of the assessment is the quality of the work in terms of content, depth,

Scoring Guide for Assessing Strength Conditioning Performance

Select the number that best matches the student's performance for the observed lifts.

Student name: _____ Class: _____ Teacher: _____

Area assessed	Exceeds performance standard 4	Meets performance standard 3	Progressing toward performance standard 2	Well below performance standard 1
Lift technique execution ----- Core ----- Upper body ----- Lower body	• Uses proper weight. • Throughout sets: Uses 3 Ss (i.e., slow, smooth, steady) appropriately. • Proper hand/foot position is maintained. • With dynamic lifts, ROM is utilized fully. • Exhales on exertion and inhales on recovery. • With static exercises (e.g., planks), body position is properly maintained.	• Uses proper weight. • Throughout sets: On most reps, uses 3 Ss (i.e., slow, smooth, steady) appropriately. • Proper hand/foot position is maintained. • With dynamic lifts, ROM is utilized fully on most reps. • Exhales on exertion and inhales on recovery. • With static exercises (e.g., planks), body position is maintained in most reps.	• Weight too heavy or light. • Throughout sets: Lift pace is either too fast or uneven throughout with some loss of control through much of the set (e.g., weights are still slammed down on release). • Hand/foot position is established and maintained. • With dynamic lifts, full ROM is utilized only partially. • Breathing pattern still inconsistent. • With static exercises (e.g., planks), body position is maintained in most reps. • Body is jerked out of position during latter reps.	• Weight too heavy or light. • Throughout sets: Lift pace is too fast early on, uncontrolled, or uneven throughout much of the set (i.e., weights slammed on release). • Hand/foot position is inappropriate or inconsistent. • With dynamic lifts, ROM is limited. • With static exercises (e.g., planks), body is not positioned properly. • Holds breath on exertion; breathes in between reps. • Body is jerked out of position during latter reps.

(continued)

Figure 11.13 This template includes a training log that allows you to document the degree to which your students and teams track their own progress.

Weight training etiquette and general class conduct	• Handles all equipment with care. • Cleans up stations after use. • Helps peers with attentive spotting and coaching. • Lets others work in. • Time lag between sets is appropriate. • Socializing is at appropriate level (i.e., does not detract). • Focused on completing good quality sets and reps or serving as spotter. • Employs safety equipment at all times.	• Equipment is used appropriately. • Cleans up stations after use. • Helps others with spotting at times. • Lets others work in. • Socializing is appropriate and nondisruptive. • Time lag between sets is acceptable. • Is focused on completing own sets and reps, but spotting is spotty. • Employs safety equipment at all times.	• Equipment is used appropriately. • Station cleanup is inconsistent. • Disrupts others. • Spots sparingly. • Time spent socializing is less dominant. • Inconsistent safety in equipment use.	• Mishandles equipment. • Leaves stations without cleaning up. • Disrupts others. • Neglects spotting duties. • Excessive noise. • Excessive time lag between sets. • Socializing is primary activity.
Training log	• Lift record is complete and correct. • Info is thorough and detailed. • Includes all required lifts and choice lifts (sets, reps). • Consistent use of muscle balance using appropriate ratio (working to the weaker muscle).	• Includes all required lifts (sets, reps). • Lift record is complete and correct. • Uses muscle balance with inconsistent use of ratios (working to the weaker muscle).	• Records info on some required lifts (sets, reps) but not choice lifts. • Has correct information, but some data are still missing. • Uses muscle balance on some lifts but not others.	• Does not record info on completed sets and reps (i.e., not kept up to date). • Leaves card behind at station or loses card. • No use of muscle balance; no ratio addressed.
Summary report	• Submitted draft report for initial feedback. • Seeks advice. • Substance is extensive and focused. • Detailed self-reflection. • Well organized. • Extensive supporting sources. • Could serve as model for future students.	• Submitted draft report for initial feedback. • Seeks advice. • Reasonable substance. • Some reflection is included. • Well organized. • Some supporting sources.	• Submitted no draft version for screening. • Little or incomplete substance. • Few if any supporting sources. • Organization reflects some planning. • Effort is there.	• Does not submit report, or submits report that reflects complete lack of substance, organization, and effort.

Dates assessed	Core exercise technique	Upper-body exercise technique	Lower-body exercise technique	Etiquette and class conduct	Training log	Summary report	Composite score

Comments:

Figure 11.13 (continued)

Chapter 11 Team Portfolio

accuracy, layout, organization, and writing (i.e., spelling, grammar). In chapter 12 we will highlight ways to make such activities part of efforts to integrate your program with the programs of teachers of classroom subjects (e.g., language arts, social studies).

Step 3: Gathering Data on Season Outcomes

Once you have selected specific student outcomes and the associated assessment tools for the season, you need to build in class time to conduct these assessments. As we noted in chapter 2, Sport Education has a strong emphasis on students learning to manage their own seasons. If students are not engaged as players or performers, they officiate or keep score. Thus, as teacher you can take time to instruct and assess rather than having to commit a full class session at the end of a unit to give a skills test that bears little resemblance to actual performance in game play. Both preseason and regular season matches offer excellent opportunities to formally assess students' performance in their multiple roles under authentic learning conditions. The key is to make use of the full season. We offer the following strategies regarding the *what*, *when*, *how often*, and *who* of formal assessment.

What to Assess

To start small, limit the number of learning outcomes by selecting no more than two or three outcomes during any one season. The assessment tool in figure 11.4 reflects a broad range of legitimate season outcomes. For formal assessment purposes, you could select one or two outcomes that would cover technique and tactical execution (e.g., shot execution, court coverage) and knowledge of game rules or fair play behavior. It is also acceptable to assess different students in the same class on different aspects of game play. For example, you might assess some students on court coverage and shot execution while assessing others on shot execution and shot placement.

“Each time I record some information about a student's performance, it helps me in also letting him or her know about it. So it helps me provide more focused feedback as well.”

High school physical education teacher

In a soccer season, you could select guarding and support (both off-the-ball moves) as the game-play performance outcomes. In addition, you could select scorekeeping or a knowledge-related project about the country represented (a cognitive outcome) plus out-of-class physical activity. Needless to say, you can still informally assess other aspects of student learning. The key is to put yourself in a position where, at the conclusion of a season, you can demonstrate with confidence that your students not only were present, on time, and dressed appropriately, but that they also progressed toward the intended outcomes of the season.

When and How Often to Assess

Formal assessment should be done throughout the season, thus making it an ongoing process in tandem with your instructional efforts. Ongoing assessment has multiple benefits. First, gathering formal assessment data throughout the season avoids the need for testing days. The formal assessment is embedded within the regular class activities (e.g., warm-up, team practice, competition); that is, when you observe a student and determine his or her level of performance in supporting his teammates in a soccer game, you would record your observation as such.

Writing this information down also serves as the trigger for you to offer a correction, prompt, or reinforcement. For example, in a basketball season, some students persist in shooting from behind the 3-point arc with little success while teammates are wide open and closer to the basket. If developing tactical skills (e.g., decision making) were a primary outcome for that season, you would score those particular students lower on that aspect of game play because they failed to recognize teammates who were open for better shots. At the same time, you would prompt them to look for teammates who were in a better position to shoot.

By assessing throughout the entire season, you can adjust your ratings of student performance made early in the season. When you see that students clearly progress in one or more game-play dimensions from earlier in the season, you can adjust the performance scores. Thus, students have more than one opportunity to demonstrate where they are in developing as competent, literate, and enthusiastic sportspersons. By embedding formal assessment in your regular instruction throughout the full season, you are in a position to simultaneously engage in assessment for helping students in their learning process and for assigning grades. This again shows that aforementioned link between assessment for learning and assessment of learning.

“ I also liked how I was able to assess their learning, since I was observing their new abilities weekly over seven weeks. ”

Elementary teacher, United States

Whom to Assess

When formally assessing students throughout the season, there is no pressure to assess all students in one day. On any given season day you can focus your formal assessment on one team or a small group of target students from various teams. Using periodic spot checks, teachers can observe selected students in their games (or duty-team roles) and judge their performance based on the levels described in the scoring rubric. Knowing that you need not assess all students in one class period should make the assessment function more manageable. Again, from the perspective of starting small, we suggest you start with formally assessing only one team during one lesson. Across multiple seasons, you should be able to observe and record performance information for each student and use that information as the basis for determining grades or scoring students relative to state or national content standards.

As you gain experience with ongoing formal assessment, you will start making better judgments in less time. Imagine a regular day in a tennis season where students are engaged in match play or serving in a duty-team capacity. How many students do you think you can observe for short periods of time? What you will find is that as you become more competent in assessing students' learning, you will be able to observe and record more quickly, thus having more complete coverage of more students.

“ Today's focus in badminton was for students to return to base position following each shot. I was able to get a good look at about 12 students, assess their actions, and mark their current performance level on my PDA. ”

Middle school physical education teacher, United States

From the perspective of assessment for learning, all students deserve attention from their teacher by way of encouragement, feedback, and questioning. However, for the purpose of formal assessment, your knowledge of your students will help determine which students may require more attention. For example, if a student is already a varsity tennis player, you likely will need less time to judge her level of play. Rather, you can focus your assessment (and instruction) to those who are less experienced.

Remembering to Assess

The MotivAider prompting device mentioned earlier is an excellent support tool to remind you to regularly assess the students targeted for a given lesson. When you have had some practice assessing your students with the aid of this prompter and it has become a habit, you can stop using the prompter. In summary, it is essential that the assessment teaching function becomes habitual rather than an afterthought. By selecting few outcomes, embedding your assessment in lessons throughout the season, and focusing on a small group of students in each lesson, you will be in a better position to determine and document your students' learning.

Step 4: Documenting Student Outcomes

Once student performance data have been collected, you need to design a report form where student achievement can be recorded. Some teachers have students develop team portfolios to document their participation and performance in Sport Education. Kinchin (2001) provided one example of a portfolio that was designed to show students' achievement in relation to the Sport Education goals of competence, literacy, and enthusiasm (see table 11.2).

Portfolios are excellent tools for compiling evidence. Periodically reviewing them gives you important information to judge student progress. At the high school level, physical education exists in an academic setting in which grades are required and certain expectations for course materials exist. In some cases, grading can be based on a task-completion format where students are required to complete a number of tasks at a certain standard. Dugas (1994) noted that task-completion formats result in a form of student-directed quality control—if students have tasks as officials, scorekeepers, and referees, for example, there will be some built-in accountability when students on the playing teams ask about their performance scores or contest a decision. In the Dugas system, even the written exam is carried out in a task-completion format. That is, students need to achieve an 80 percent accuracy rate on the test for it to count. One example of a grading system based on task completion is shown in figure 11.14.

Table 11.2 Assessing Achievement of Sport Education Goals

Artifact	Competent	Literate	Enthusiastic
Self-assessment of performance	X		
Rules test		X	
Fair play awards			X
Peer skills test	X		
Role evaluation		X	
Activity log/diary			X

“The Sport Education book came with a CD that had sample assessment ideas and forms. I took this and added to it so I could do daily assessment during my Sport Education seasons (it did not matter what sport or subject . . . I even did it with weight training). I started not just tracking daily team points but also individual roles (coach, statistician, publicist, fitness leader). I also used it to track MVPA. Now I have objective evidence for participation.”

High school physical education teacher, United States

Sample Course Evaluation

Written exam (50 points)	50
League play (8 at 15 points each)	120
Officiating (4 at 10 points each)	40

Figure 11.14 In this course, grading is based on a task-completion format where students are required to complete a number of tasks at a certain standard.

You can assess a student coach's organizational skills, positive leadership skills, and support for team members. Desirable teaching skills for a coach are the abilities to demonstrate skills, ask questions, provide feedback, and allow for group decision making. Whereas teachers spend more time in refining and extending tasks, peer coaches spend more time in organization, demonstration, and application tasks (Hastie, 2000).

Assessment of student learning and performance is a crucial component of a quality physical education program. The best assessment is ongoing in the sense that it is embedded in the day-to-day activities of the class rather than a special midterm test on a day set aside solely for assessment. The point system used to determine the seasonal championship typically includes student performance in the seasonal activity, as well as duty-team performance and fair play, all of which provide a significant assessment of team performance. As students mature and gain more experience with Sport Education, they can help create the point system, thus establishing even more ownership of their involvement.

You should continue to take every opportunity to also use informal self-assessments that can occur at critical moments in lessons (e.g., thumbs-up, and thumbs-down signs to indicate level of support or effort). This shows students that you are observing them and that you expect a fair self-assessment. Informal comments in a lesson closure segment that have an assessment purpose are also valuable because they indicate clearly to students that you did observe them and that you will provide feedback to them on these important behaviors. There is evidence to suggest that students will become quite good at assessing their own efforts and will accept such assessment as a valuable aspect of their learning experience.

We do not mean to suggest that you should assess everything formally with an instrument. However, for the key outcomes that you select before the start of every season, you should take every opportunity to build credible evidence that your students are learning.

MAKING YOUR CASE FOR QUALITY PHYSICAL EDUCATION: BEYOND LETTER GRADES

Your students, their parents, and your school's administration are all key people who should know about your program. Through report cards, all will get some indication of student progress and performance in physical education. However, beyond that, physical education programs have to find ways to battle for attention and recognition from the public. Programs that maintain good data on what their students know and can do are in a stronger position to promote and advocate for their role within the school curriculum. The 2002 U.S. legislation titled No Child Left Behind (PL 107-110) that was enacted to improve student achievement in reading and mathematics, as well as national efforts to reduce the percentage of students who are overweight and obese, have created a context that makes it all the more crucial that physical education programs can demonstrate their important contributions.

There is ample evidence that when teachers communicate with parents about the Sport Education seasons they are undertaking and how students are responding to the program, the parents will be much more likely to become involved and supportive of their efforts. Following we present six key strategies that will help you make the case for your physical education program to significant constituents.

1. Have credible information to share about the accomplishments of your program. First and foremost, you have to be able to show that your program is accomplishing its goals and objectives. Ongoing formal assessment should go a long way toward providing you with the needed information. Without it, you will be limited to making general claims for which you have no specific support.

2. Prepare to share with anyone, anytime, anyplace. Whenever and wherever possible, take every opportunity to be proactive and share the accomplishments of your program. Many encounters with administrators and parents are formal. They include staff meetings, school board meetings, parent-teacher organization (PTO) meetings, parent-teacher conferences, school open houses, curriculum nights, and physical education demonstration nights. When at these meetings, have a plan of what information you can share about your program. Sharing your efforts and accomplishments with your colleagues during faculty meetings (or in passing) also increases their awareness of the mission and accomplishments of your program.

Informal opportunities to advocate for your program are equally important. Chance encounters with parents around campus or in the community are great opportunities to let them know what is going on in your program and report on the child. We know of teachers who make it a point to make four to five phone calls each week to parents or guardians of a small group of students and share the students' accomplishments. Imagine the parents' surprise to receive such news! Playing matches that are part of your culminating events during a school assembly is another excellent way of demonstrating what your students have accomplished. If you have a Web site, it can serve as an excellent means of sharing season results with the larger community. If possible, invite the local newspaper to your opening day or culminating event of a season. There is no off-season in being proactive in promoting and advocating for your program.

3. Use all possible venues. As noted, there are multiple ways to share information about students' performance and accomplishments. In programs where students have more experience with Sport Education, their effort in publicizing the season can reach well beyond the gym. The school newsletter, the school's Web site (or your own physical education program's Web site), and display boards in the school building are excellent places to show your season results. With students becoming more and more tech savvy, their publicity roles can include using those places to display artifacts of the season (e.g., action photos, league standings, player profiles).

4. Invite significant people to your season events. Throughout the season, consider inviting any of the significant parties. In elementary schools, classroom teachers typically use the physical education class period for their own planning. They may be willing to come and witness how their students do in physical education during such special events.

Perhaps more so in elementary school programs, parents often visit school and observe their children in class events. Once they witness the energy, passion, and enthusiasm of students as they participate in the season, they will become more aware of your programming efforts. Moreover, they may even be willing to serve as volunteer assistants.

School and district administrators have busy work schedules. However, standing invitations (with e-mail reminders) may increase the likelihood that they can attend a regular season day or a culminating event. Imagine their reaction when they see motivated, self-directed students who demonstrate well-played matches or performances. Good administrators will remember and recognize such efforts. Those who are witness to a physical education program that has focus, energy, and a positive impact on students are more likely to support such programs.

5. Regularly attend meetings of your school's PTO, site council, and wellness council. Each of these groups is involved in the well-being of students in the schools. Anytime you can get the ear of these committee members, you have an opportunity to advocate for your program. Too often, the only time school board members see physical educators at their monthly meetings is when physical education programs are targeted for cutbacks. Your active engagement in such meetings will be noticed (as will a lack of involvement).

6. Stay abreast of recent developments in the field. It is critical that you maintain currency with the latest developments in the field. For example, the last three decades have seen an explosion of knowledge of the protective role that physical activity plays in avoiding numerous chronic diseases, and new national physical activity guidelines were published recently in the United States (USDHHS, 2008a). There is now also a substantial body of evidence to show that higher amounts of physical activity can contribute to students' academic performance, that increasing time spent in physical education does not adversely affect performance in academic subjects, and that reducing time in physical education does not automatically result in improved academic achievement in classroom subjects (Trost & van der Mars, 2009).

Employing these strategies requires planning and extra investment of time and energy. However, the dividend of this investment is such that constituents may come to view your program as central to the school's mission, and they may be more inclined to support your program when you seek funding for new equipment or program enhancements or when the district faces budget shortfalls. You will also be more informed and better prepared to support your advocacy efforts.

Teachers who use Sport Education end up not being the center of all managerial and organizational decisions and actions. Students gradually become more self-directed and take on more responsibilities. This increases time and opportunity for teachers to focus on instructing and assessing students.

Historically, physical education programs have not had what Lund and Veal (2008) refer to as a *culture of assessment* in the sense that teachers have not regarded assessment as a central teaching function. Currently, within the context of broader efforts to reverse trends in the percentage of overweight and obese youths, school physical education programs do enjoy significant support from many corners, including parents, professional organizations, and government. In this chapter, we a) showed the link between assessment and the selected season outcomes; b) offered strategies to make assessment a more manageable process; and c) provided ways in which such information can be used for promoting and advocating for your physical education program to parents and school- or district-level policy makers (i.e., principals, district superintendents, and district school boards).



Online Resource

Please visit www.HumanKinetics.com/CompleteGuideToSportEducation and go to the online resource, where you will find the following:

Introduction to Chapter Resources.doc

Assess Affective Domain

End-of-Season Survey.doc

End-of-Season Survey-SPA.doc

Assess Fair Play

Assess Fair Play Behavior-1.xls

Assess Fair Play Behavior-1-SPA.xls

Assess Fair Play Behavior-2.xls

Assess Fair Play Behavior-2-SPA.xls

Referee Rating of Fair Play.xls

Referee Rating of Fair Play-SPA.xls

Self-Evaluation of Social Behavior.xls

Self-Evaluation of Social Behavior-SPA.xls

Assess Game Play, Rules, Knowledge, Fair Play

Introduction to Assessing Techniques and Tactics.doc

All-Sport Award Scoring.xls

All-Sport Award Scoring-SPA.xls

Dance

Dance Judge Card.xls

Game Play

Invasion Games

Basketball.xls

Basketball Scoring Guide.doc

Floor Hockey.xls

Floor Hockey Scoring Guide.doc

Soccer.xls

Soccer Scoring Guide.doc

Ultimate Frisbee.xls

Ultimate Frisbee Scoring Guide.doc

Net and Court Games

Badminton.xls

Badminton Scoring Guide .doc

Generic Racket Games.xls

Generic Racket Games Scoring Guide.doc

Pickleball.xls

Pickleball Scoring Guide .doc
 Tennis.xls
 Tennis Scoring Guide.doc
 Volleyball.xls
 Volleyball Scoring Guide.doc

Strength Conditioning

Strength Conditioning HS.xls
 Strength Conditioning HS Scoring Guide.doc

Striking and Fielding Games

Generic Striking and Fielding Games.doc

Assess In-Class Physical Activity

How to Use In-Class Real-Time MVPA Assessment.doc
 In-Class MVPA Assessment Paper and Pencil.doc
 In-Class PA Recording Form Elementary School.xls
 In-Class PA Recording Form High School.xls
 In-Class PA Recording Form Middle School.xls
 In-Class Real-Time MVPA Assessment.xls

Assess Out-of-Class Physical Activity

Out-of-Class Individual Physical Activity Logs

Self-Report PA Log.xls
 Self-Report PA Log-SPA.xls

Out-of-Class Team Practice Physical Activity Logs

Team Practice Log-Badminton.xls
 Team Practice Log-Badminton-SPA.xls
 Team Practice Log-Basketball.xls
 Team Practice Log-Basketball-SPA.xls
 Team Practice Log-Dance.xls
 Team Practice Log-Dance-SPA.xls
 Team Practice Log-Flag Football.xls
 Team Practice Log-Flag Football-SPA.xls
 Team Practice Log-Floor Hockey.xls
 Team Practice Log-Floor Hockey-SPA.xls
 Team Practice Log-Pickleball.xls
 Team Practice Log-Pickleball-SPA.xls
 Team Practice Log-Soccer.xls
 Team Practice Log-Soccer-SPA.xls

Team Practice Log-Softball.xls
 Team Practice Log-Softball-SPA.xls
 Team Practice Log-Team Handball.xls
 Team Practice Log-Team Handball-SPA.xls
 Team Practice Log-Track & Field.xls
 Team Practice Log-Track & Field-SPA.xls
 Team Practice Log-Ultimate Frisbee.xls
 Team Practice Log-Ultimate Frisbee-SPA.xls
 Team Practice Log-Volleyball.xls
 Team Practice Log-Volleyball-SPA.xls

Physical Activity Step Count Logs

PA Step Count Elem School.xls
 PA Step Count Elem School-SPA.xls
 PA Step Count High School.xls
 PA Step Count High School-SPA.xls
 PA Step Count Middle School.xls
 PA Step Count Middle School-SPA.xls
 PA Step Count University.xls
 PA Step Count University-SPA.xls

Assess Physical Activity Self-Efficacy

Assess Activity-Specific Physical Activity Self-Efficacy

Specific PA Self-Efficacy Elem School.xls
 Specific PA Self-Efficacy Elem School-SPA.xls
 Specific PA Self-Efficacy High School.xls
 Specific PA Self-Efficacy High School-SPA.xls
 Specific PA Self-Efficacy Middle School.xls
 Specific PA Self-Efficacy Middle School-SPA.xls

Assess General Physical Activity Self-Efficacy

General PA Self-Efficacy Elem School.xls
 General PA Self-Efficacy Elem School-SPA.xls
 General PA Self-Efficacy High School.xls
 General PA Self-Efficacy High School-SPA.xls
 General PA Self-Efficacy Middle School.xls
 General PA Self-Efficacy Middle School-SPA.xls

Assess Student Roles**Role Assessment by Students**

Dance Duty Team Self-Assessment.xls
 Dance Duty Team Self-Assessment-SPA.xls
 Generic Team Roles Self-Assessment.xls
 Generic Team Roles Self-Assessment-SPA.xls
 Player Assessment of Referee.xls
 Player Assessment of Referee-SPA.xls

Role Assessment by Teachers

Duty Team Performance Assessment.xls
 Duty Team Performance Assessment-SPA.xls
 Game Officials Assessment.xls
 Game Officials Assessment-SPA.xls
 Scorekeeper Assessment.xls
 Scorekeeper Assessment-SPA.xls
 Team Coach Assessment.xls
 Team Coach Assessment-SPA.xls
 Team Power Ratings.xls
 Team Power Ratings-SPA.xls
 Team Statistician Assessment.xls
 Team Statistician Assessment-SPA.xls

Scorekeeping and Game Statistics

Introduction to Scorekeeping and Game Statistics.doc
 Badminton.xls
 Badminton-SPA.xls
 Basketball.xls
 Basketball-Simple.xls
 Basketball-SPA.xls
 Disc Golf.xls
 Disc Golf-SPA.xls
 Gymnastics-Compulsory Judge Form.xls
 Gymnastics-Compulsory Judge Form-SPA.xls
 Soccer.xls
 Soccer-SPA.xls

Softball.xls

Softball-SPA.xls

Statistician Season Game Results Summary Form.doc

Ultimate Frisbee.xls

Ultimate Frisbee-SPA.xls

Team Portfolio

Team Portfolio Scoring Guide.doc

Please note that those file names ending with *-SPA* signify the Spanish-translated version of the previously listed file. Furthermore, the file titled Introduction to Chapter Resources provides a brief overview of the ancillary resources that link with the chapter. Finally, the Web icons shown in the margin of the text reflect the primary subfolders. In some cases they will have additional subfolders within them.