

# Making Physical Education Instruction and Assessment Work

## Learning Goal:

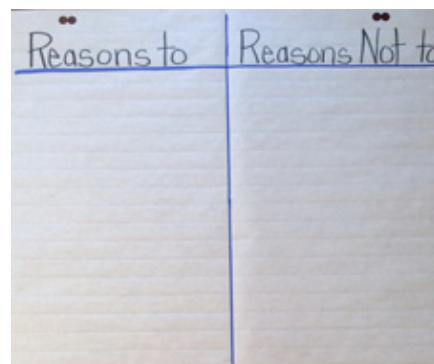
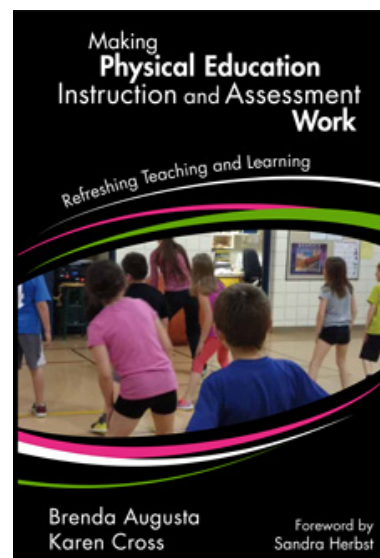
This conversation will focus on applying the big ideas of assessment to the teaching of physical education. It is intended for a group of physical educators.

## Materials:

- *Making Physical Education Instruction and Assessment Work* (Brenda Augusta & Karen Cross, 2017)
- Sticky notes in 2 colours
- Chart paper and markers
- Tape

## Getting Started:

1. Read the Table of Contents, the Preface and the Introduction. On one colour of sticky note, write a connection to your own practice or experience. On the other colour, record a question you would like the book and your discussions to answer.
2. Post the like-coloured sticky notes on a chart or section of the wall. In partners, review each chart looking for patterns and trends. Discuss as a whole group.
3. Read the Foreword. Make connections to the corollary questions on pages 9 and 10. What other questions might you ask?
4. Number off from 1-6. Move to create tables of all 1s, 2s, 3s etc. Ask each group to read the similarly numbered chapter in *Making Physical Education Instruction and Assessment Work*. To make the readings similar in length, read Chapter 6 with the Conclusion. If you are a large group, double or triple the number of tables and charts associated with each number/chapter.
5. Each group draws a T-chart (see illustration) and labels it as follows:
  - Group 1: Reasons To/Reasons Not To Identify the Learning Destination
  - Group 2: Reasons To/Reasons Not To Collect Triangulated Evidence
  - Group 3: Reasons To/Reasons Not To Provide Descriptions of Quality
  - Group 4: Reasons To/Reasons Not To Give Feedback
  - Group 5: Reasons To/Reasons Not To Involve Students
  - Group 6: Reasons To/Reasons Not To Involve Physical Educators in Professional Learning about Assessment



...continued on page 2

6. As a group, add responses to the chart, alternating back and forth between Reasons To and Reasons Not To, so that the concept is fully discussed from both perspectives. Post charts around the room.

### Debriefing the Learning:

1. Return to your original group, ensuring that each number (1-6) is represented.
2. Use the Carousel strategy to debrief the learning - each group begins at one of the completed charts that a group member worked on. This group member allows time to read the chart, shares important ideas from the earlier discussion, and records any questions the group may have on a post-it which is then attached to the chart.
3. After five or ten minutes give the signal for all groups to move to the next chart. Continue until all six charts have been visited.

### Taking Action:

1. Ask yourself or your team some questions (see below) to identify next steps. Consider your answers along a 10-point scale with 1 being at the beginning stages and 10 meaning, "We've got this."

#### To what degree...

- » do my students understand the learning destination?
  - » do I consider evidence from observations, conversations, and products as I assess achievement?
  - » do I co-construct criteria with my students?
  - » do I give, and teach students to give, descriptive feedback?
  - » do I involve students in the assessment process?
2. Once your next step is identified, read the chapter(s) associated with it. Use your school-based professional learning time to learn more about your topic. Examples may include:
    - » Create learning destinations together following the processes in Chapter 1.

- » Focus on evidence. Plan to collect evidence from a new source (conversation, observation, or product) once during the term. Reflect on the process.
- » Co-construct and use criteria on something that is instructionally significant for you and your students. Read Chapter 3 and *Setting and Using Criteria*, 2nd Ed. (Gregory, Cameron, Davies, 2011) for more information.

### Extending the Learning:

1. Consider reading and discussing the book with a partner or small group. Read it one chapter at a time, exploring what is being described between meetings and bringing back artifacts of your work (learning destinations, observations, criteria, videos, student self-assessments...) to share with colleagues.
2. Observe others putting these ideas into practice – physical educators from your school or another school, classroom colleagues, external consultants, divisional or district consultants. Make time to discuss your observations, connections, and insights.
3. Co-teach with a partner – your principal or vice-principal, another physical educator, valued colleague, your divisional support personnel – someone who can share in the planning, the determination of the learning destination, the observations and conversations with students, the identification of next steps, and the recording of what they see you doing and saying.
4. Consider reading *Grading, Reporting, and Professional Judgment in Elementary Schools* (Herbst and Davies, 2016) or *A Fresh Look at Grading and Reporting in High Schools* (Herbst and Davies, 2014) depending upon whether you teach in an elementary or secondary setting.