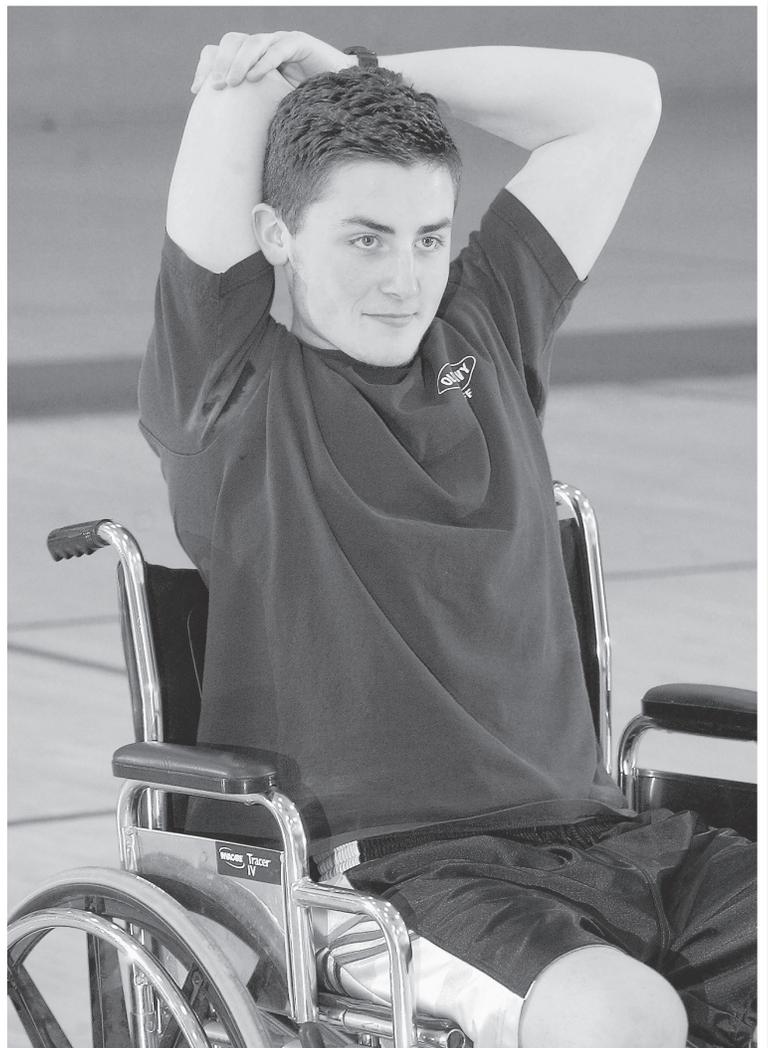


Portfolios and Assessment

Assessing student learning and participation is an important part of any physical education program. To effectively meet your assessment goals, a variety of assessment techniques are typically used, including student portfolios, student participation, and quizzes and tests. Information concerning these techniques is described under the following headings:

- * Student Portfolios
- * Student Participation
- * Quizzes and Tests

The sections that follow describe each of these types of available assessments. In addition, assessment rubrics are included for portfolios and student participation. Teachers are encouraged to use all methods of assessment when determining student grades.



Student Portfolios

Physical education is a subject that lends itself well to authentic assessment. Authentic assessment aims to evaluate students' abilities in real-world contexts. In other words, students learn how to apply their skills to authentic tasks and projects. Authentic assessment does not encourage rote learning and passive test taking. Instead, it focuses on students' analytical skills, ability to integrate what they learn, creativity, ability to work collaboratively, and written and oral expression skills. It values the learning process as much as the finished product. Authentic assessment in the *Fitness for Life: Middle School* program includes the following:

- ▶ Self-assessment of physical fitness
- ▶ Setting goals for physical activity and keeping an activity log
- ▶ Applying biomechanical principles to improve skills and performance
- ▶ Engaging family members in physical activity outside of the classroom
- ▶ Writing reflections about physical activity experiences
- ▶ Creating modified games that promote full inclusion

Throughout the *Fitness for Life: Middle School* lesson plans we have incorporated individual, pair, and group learning experiences that allow for authentic assessment of student learning. The teaching strategies presented in this introduction are effective observational methods for authentic assessment of student learning and active participation (i.e., capturing the learning process). However, we also understand teachers' need to document student learning with methods other than observations of students. In response to this need, we have developed a series of worksheets that can be combined into the *Fitness for Life: Middle School* student portfolio. The worksheets provide students with an opportunity to apply their knowledge within and outside of physical education.

All worksheets are found on the CD-ROM. Each worksheet has a title and a corner code that identifies the lesson plan in which the worksheet is used, and the relative order of the worksheet in the plan. For example, the code "W4.1a" indicates the first worksheet in lesson plan 4.1, while the code "W4.1b" indicates the second worksheet used in that lesson plan.

You can print all the worksheets in advance and create portfolios for students to complete during the semester, or you can print the worksheets as they are used and have students add them to portfolios that grow as they progress through the program. Regardless of how the student portfolios are created, the worksheets provide an excellent opportunity for student assessment.

Worksheets are provided in class or in the "Take It Home" section of the lesson plans. For a breakdown of all worksheets, along with recommendations for when to distribute and collect each worksheet, see figure 10. Of course, you are free to decide on a system that works best for your classes.

We have provided a basic rubric for you to use to grade the *Fitness for Life: Middle School* student portfolio worksheets (figure 11). It is important that you share the grading criteria with students at the beginning of the year and each time you modify a rubric for an assignment or activity. The assessment rubric is also available on the CD-ROM and is customizable. Feel free to adapt it to reflect your own expectations for student work.

We also recommend the following Web sites to help you develop rubrics for the assessment of participation, oral presentations, and any other activities you may

choose to evaluate. These sites provide a free and user-friendly service for creating and modifying rubrics.

- ▶ **teAchnology:** www.teach-nology.com/web_tools/rubrics/
- ▶ **University of Wisconsin at Stout:** www.uwstout.edu/soe/profdev/rubrics.shtml

Recommended distribution	Title	Recommended completion
1.1	Physical Activity Pyramid	1.5
1.4	Direction of Force	1.5
2.1	Your Support Team	2.5
2.3	Everyday Levers	2.5
2.5	Footbagging With the Family	3.1
3.1	Activitygram	In class
3.1	Making Changes	5.1 (check progress at 4.1)
3.3	Friction in Physical Activity	3.5
4.1	Tuning In	4.3
4.2	Perception of Exertion	In class
4.3	Stability	In class
4.4	PACER Test	In class
5.1	Community Clubs	6.1
5.3	Active Interviews	In class
6.1	Teamwork	6.5
6.4	Back-Saver Sit-and-Reach Test	In class
7.1	Respect and Protect Oath	In class (or 7.2)
7.1	Strength of Character	7.3
7.4	Muscular Endurance Self-Assessments	In class
8.1	Body Mass Index (BMI)	In class
8.1	Give Me a Commercial Break	8.3
8.2	Counting Calories	8.4
8.4	Pedometer Predictions	In class
9.1	Fitness and Physical Activity Summary	In class
9.1	Support Team Physical Activity Summary	9.3
9.3	Personal Physical Activity Plan	In class
9.3	Support Team Physical Activity Plan	9.5
9.4	Logging Physical Activity	Teacher's decision

Figure 10 List of worksheets in *Fitness for Life: Middle School*.

Worksheet Rubric

Student: _____ Teacher: _____

Date submitted: _____ Title of work: _____

Categories	CRITERIA				Points
	4	3	2	1	
Assignment completeness	All items attempted.	Most items attempted.	At least half of the items attempted.	Less than half of the items attempted.	
Accuracy	All items are correct.	Most items are correct.	At least half of items are correct.	Less than half of all items are correct.	
Demonstrated knowledge	Shows complete understanding of the questions, fitness concepts, and processes.	Shows substantial understanding of the questions, fitness concepts, and processes.	Shows some understanding of the questions, fitness concepts, and processes.	Shows no understanding of the questions, fitness concepts, and processes.	
Requirements	Goes beyond the requirements.	Meets the requirements.	Meets some of the requirements.	Does not meet the requirements.	
Legibility	Writing is fully legible. No spelling errors.	Writing is marginally legible. No spelling errors.	Writing is not legible in some places. Some spelling errors.	Writing is not legible.	
TOTAL POINTS →					

TEACHER COMMENTS:

Figure 11 Worksheet rubric.

From G. Le Masurier, D. Lambdin, and C. Corbin, 2007, *Fitness for life: Middle school teacher's guide* (Champaign, IL: Human Kinetics).

Student Participation

If students actively participate in the lessons, they will meet the experiential and interactive goals of the lesson. For this reason, assessment of student participation is encouraged. When assessing student participation, use of the Physical Education Participation Rubric (see figure 12) is encouraged. Assessment of student participation is valuable for both grading and providing feedback to the teacher (you) on areas that need additional focus.

Quizzes and Tests

A variety of quizzes are available for assessing student learning of material contained in the text and reinforced in the classroom and activity sessions. Questions for quizzes and tests were reviewed for content and reading level by three different experts. In addition samples of quizzes were reviewed by a middle school teacher for grade level content and appropriateness. You will find answer keys to these quizzes on the CD-ROM, as well as answer keys for the Chapter Reviews in the student textbook and for the Unit Reviews on the *Fitness for Life: Middle School* Web site.

Chapter Quizzes

A 20-item multiple-choice quiz is available for each of the nine chapters of the student text. These quizzes are available on the CD-ROM and are easily printed for copying for use in the classroom. An answer key is also provided. Quizzes can be used as part of the formal assessment process for each chapter, as a method of reinforcing and reviewing chapter content, or for preparing students for unit quizzes or a comprehensive test.

Unit Quizzes

A 35-item multiple-choice quiz is available for each of the three units of the student text. These quizzes are available on the CD-ROM and are easily printed for copying for use in the classroom. An answer key is also provided. Quizzes can be used as part of the formal assessment process for each unit, as a method of reinforcing and reviewing unit content, or for preparing students for a comprehensive test.

Comprehensive Quiz

A 75-item multiple-choice comprehensive test is available. The test is available on the CD-ROM and is easily printed for copying for use in the classroom. An answer key is also provided.

Custom Quizzes

The *Fitness for Life: Middle School* Web site allows access to a test bank that includes several hundred multiple-choice questions. The test bank includes all of the questions from the chapter quizzes, unit quizzes, and the comprehensive test described above. In addition the multiple-choice questions from the unit reviews (online) are included.

You can prepare custom quizzes or tests for lessons, chapters, groups of chapters, units, or for comprehensive tests. Questions are labeled by chapter and lesson so that you can select as many, or as few, questions as you choose. If, for example, you want 10-item or 30-item chapter quizzes rather than the existing 20-item quizzes you may construct them yourself using the test bank. You need only select the questions

Physical Education Participation Rubric

Student: _____ Teacher: _____

Categories	CRITERIA				Points
	4	3	2	1	
Attendance and promptness	Student is always prompt and regularly attends classes.	Student is late to class once every two weeks and regularly attends classes.	Student is late to class more than once every two weeks and regularly attends classes.	Student is late to class more than once a week and/or does not regularly attend classes.	
Level of engagement in class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.	
Listening skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	
Behavior	Student never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student always displays disruptive behavior during class.	
Preparation	Student is always prepared for class with assignments and required materials.	Student is usually prepared for class with assignments and required materials.	Student is rarely prepared for class with assignments and required materials.	Student is never prepared for class with assignments and required materials.	
TOTAL POINTS →					
TEACHER COMMENTS:					

Figure 12 Participation rubric.

From G. Le Masurier, D. Lambdin, and C. Corbin, 2007, *Fitness for life: Middle school teacher's guide* (Champaign, IL: Human Kinetics).

you want from the test bank. You can also prepare lesson questions if you choose. An answer key is provided.

Quiz Overlap

The premade chapter quizzes, unit quizzes, and comprehensive test described in this section contain some overlap. For example, about 25 percent of the questions from the chapter quizzes are also included in the unit quizzes. This was done intentionally. Students can be informed that their performance on chapter quizzes will help them on unit quizzes or comprehensive exams. Likewise some of the questions in chapter or unit quizzes are contained in the comprehensive test. However, no questions appear in all three assessments—chapter, unit and comprehensive. Premade quizzes and tests do not contain questions from the unit reviews (online).