



Performance - Based Assessment



For Physical Education

The Role of Assessment

- **The aim of assessment is to educate and improve student performance, not just audit it.**
 - Wiggins 1998
- **Performance-based assessments encourage teachers to give multiple opportunities to demonstrate learning.**
- **Performance-based assessments allow the students to demonstrate the application of knowledge rather than the regurgitation of facts.**

A Physically Educated Person should know and be able to:

- Demonstrate competency in many movement forms and proficiency in a few movement forms.
- Apply movement concepts and principles to the learning and development of motor skills
- Exhibit a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness.
- Demonstrates responsible personal and social behaviour in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

National Standards for Physical Education – (NASPE 1995)

Outcomes vs. Performance Standards

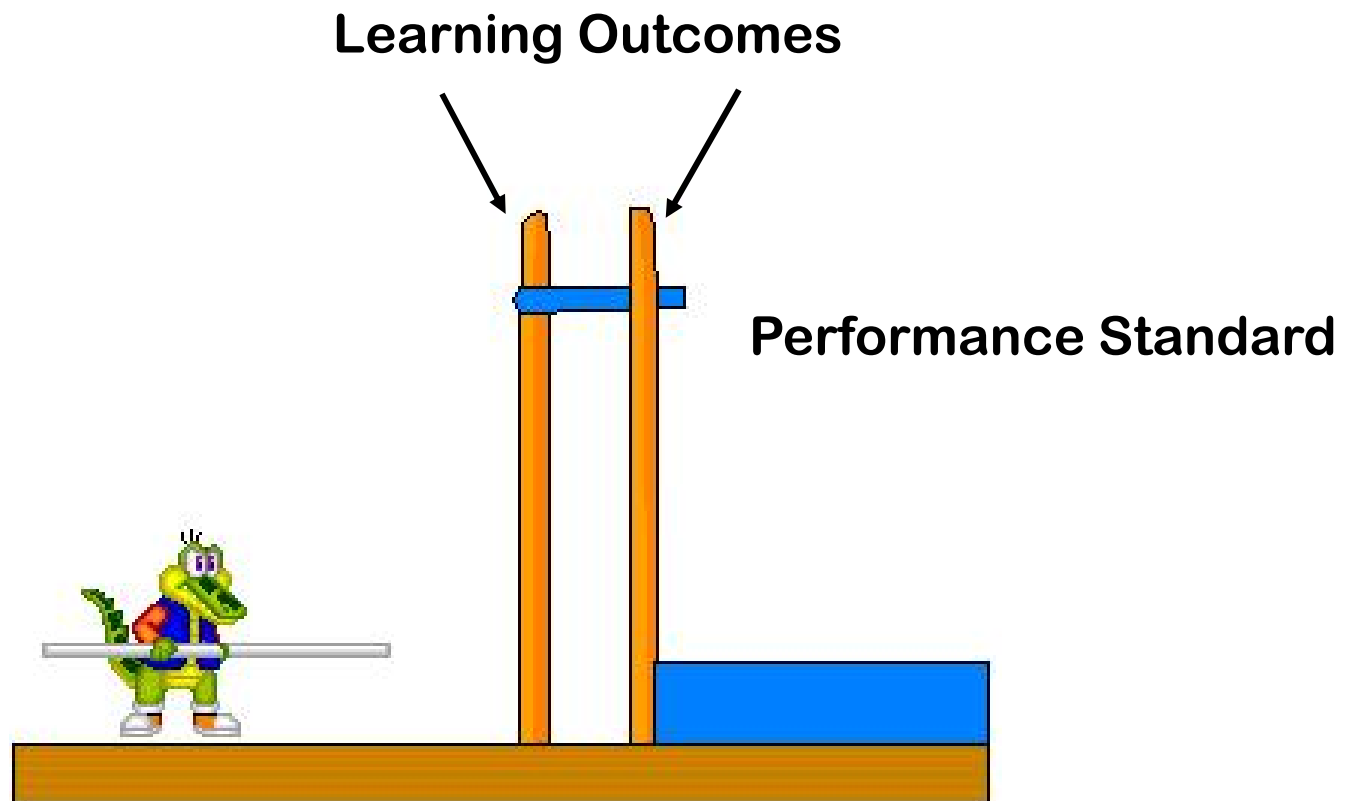
Learning Outcomes:

- What students should know and be able to do.
- They incorporate the most important and enduring ideas that represent the knowledge and skills necessary to the discipline.

Performance Standards:

- How good is good enough?
- Indicate both the nature and quality of the evidence that is accepted as necessary to satisfy the performance standard.

Relationship between Learning Outcomes and Performance Standards



Outcomes-Based Education

A way of comparing students' performance with a standard of learning rather than the work of other students. (Criterion Referenced)



They don't get off the start line at the same time!

They won't finish at the same time!



Norm –Referenced Standards

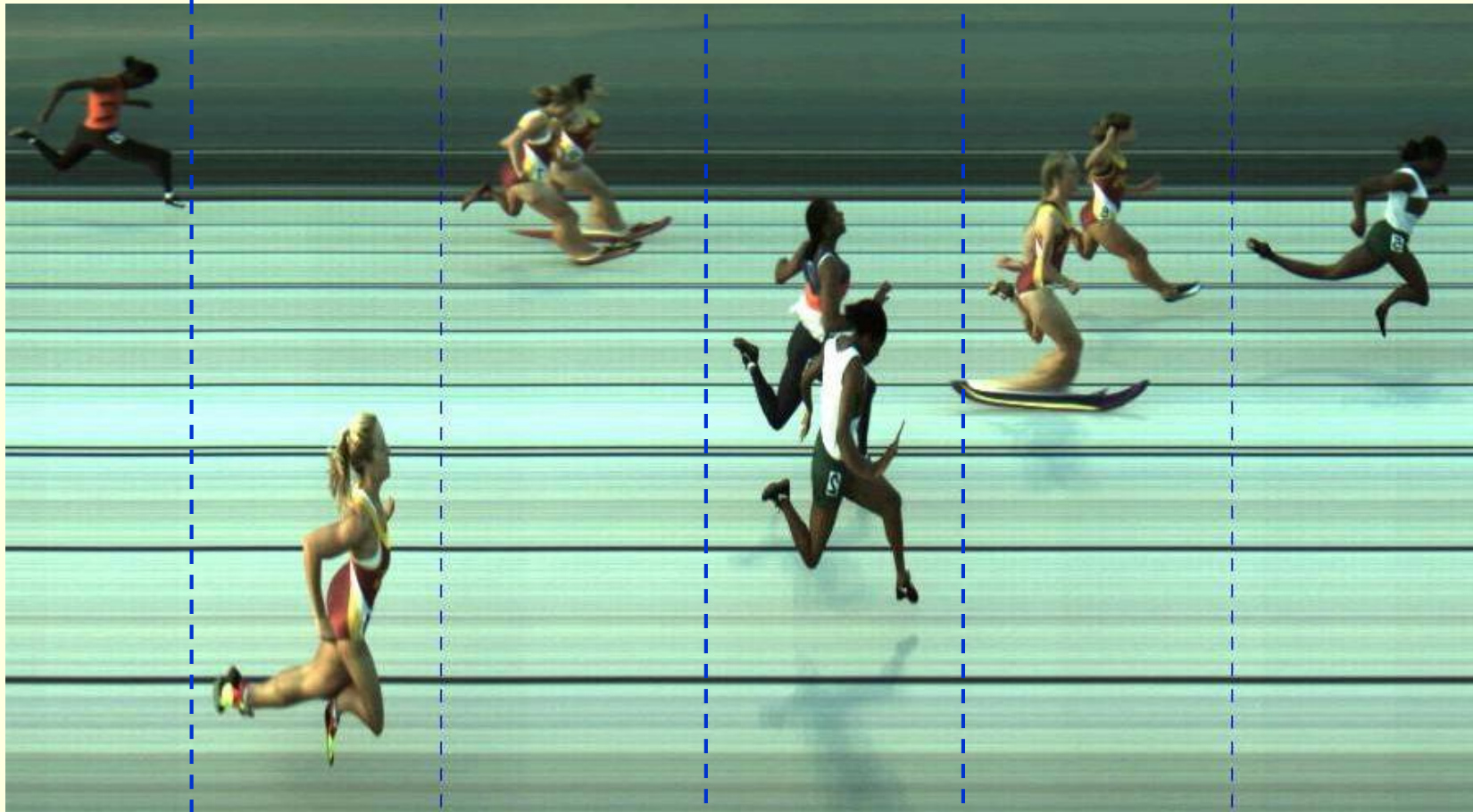
E

D

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B

A



Criterion –Referenced Standards

Criterion Score or Standard



Instructional Methods and Practices for Outcomes-based Learning

- Determine what students should know and be able to do.
- Have students work towards clearly defined and acknowledged targets.
- Inform students about the criteria of evaluation.
- Let assessment and instruction work together.
- Connect assessment with real-world tasks.
- Use evaluation to assess student ability in areas of application and higher level thinking skills.

Planning Process

- **Begin by determining the instructional goals.**
- **Establish the criteria for meeting those goals.**
- **Activities that do not contribute to student learning are not included in the unit.**
- **All instruction is built around getting students to reach predetermined criteria.**

Defining Standards and Goals

- **When final outcomes are not specified, the targets may change as the instruction evolves.**
- **By defining the targets the instructional focus is maintained.**
- **Students and teachers can create a clear picture of the final outcome or product, and are equally clear on the specific criteria used for assessment.**

Differences in Planning Between Traditional and Outcomes-Based Assessment

Typical Assessment

- Select the activity or unit (e.g. Badminton)
- Determine the goals
- Decide what will be taught
- Assess
- Move to the next Unit

Outcome-based Assessment

- Select a goal or target
- Precisely define the performance standard and the indicators
- Choose appropriate course of study
- Determine how you will know if the standard has been achieved
- Write and share the rubric
- Choose the activity
- Practice continuous assessment and instruction to reach the target

Real-World Connections

- **Alternative to skill tests are tournament games.**
- **Alternatives to written tests are brochures, pamphlets, officiating, keeping statistics, reporting on games, journal writing, portfolios, organizing a clinic.**
- **All tasks are focused by identifying a target audience.**
- **The target audience can provide feedback on the effectiveness of the product or presentation.**

6. Evaluation

Judge the outcome

5. Synthesis

Putting together
the new

4. Analysis

Taking apart the
unknown

3. Application

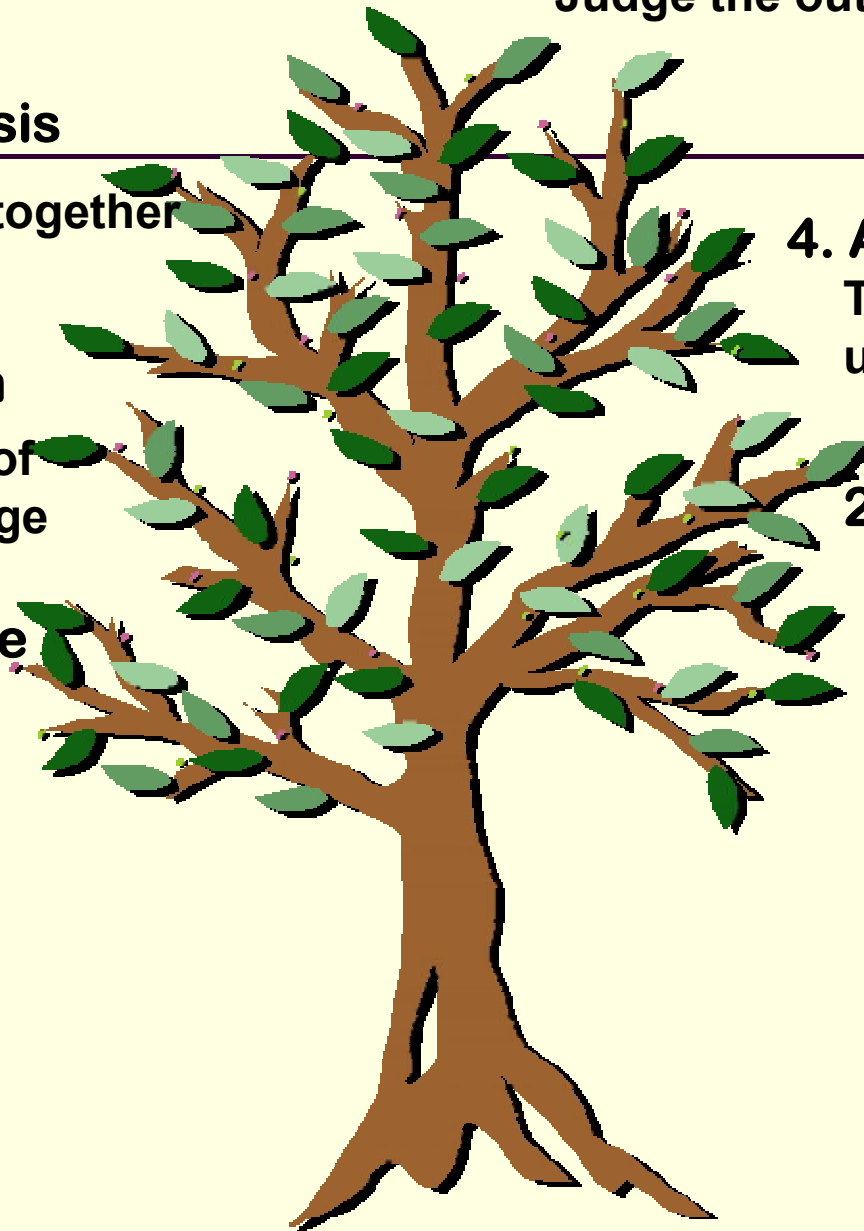
Making use of
the knowledge

2. Comprehension

Use comprehension
questions that show
understanding

1. Knowledge

Use recall
questions



**Bloom's
Taxonomy**

Typical Assessment Criteria

- Participation
- Skills Tests
- Fitness Tests
- Written Tests / Assignments
- Attitude
- Effort
- Improvement
- Attendance
- Dress

Historically:

For the purpose of determining a grade.

Expanded Purpose of Assessment

- Measure student learning to show progress and motivate students
- Measure student progress to plan future instruction
- Provide meaningful feedback to students
- Document program effectiveness
- Formalize the observation process
- Inform and document student learning for students, parents, administrators

Characteristics of Performance-Based Assessment

- Require the presentation of worthwhile or meaningful tasks that are designed to be representative of performance in the field
- Emphasize higher-level thinking and more complex learning – **Big Picture Learning**
- Articulate criteria in advance so that students know how they will be evaluated
- Embed assessments so firmly in the curriculum that they are practically indistinguishable from instruction
- Expect students to present their work publicly when possible
- Involve the examination of the process as well as the products of learning

Examples of Performance-Based Assessments

- **Announcing an in-class ball game**
- **Creating a script for announcing an imaginary game**
- **Officiating during game play**
- **Writing a critique of a dance performance of peers or a video shown in class**
- **Reporting on a class tournament for the school newspaper or morning announcements**
- **Coaching a team during a sport or activity unit**

Types of Performance-Based Assessments

- Teacher Observations
- Peer Observations
- Self-Observations
- Game Play & Modified Game Play
- Role Plays
- Event Tasks
- Open Response Questions
- Essays
- Journals
- Student Projects
- Student Performances
- Student Logs
- Portfolios

What do Performance-Based Assessments look like?

■ Teacher Observations

- Judge the quality of student performance and provide descriptive feedback.
- Checklist of performance elements coupled with descriptive observation.

■ Peer Observations

- Checklists or rubrics
- Personal teacher or trainer
- Observation can become part of a student portfolio
- Can be used to assess higher levels of learning

■ Self Observations

- Provides opportunities for the meta-cognitive process

What do Performance-Based Assessments look like?

- **Game Play & Modified Game Play**
 - Done while students are engaged in playing a sport or activity.
 - Psychomotor skills, knowledge of rules, use of strategy, teamwork (dependent upon the rubric or scoring guide)
 - Small-sided games focus the assessment opportunity
- **Role Plays (Live, Videotaped, Written)**
 - Scenarios developed by the teacher to assess some components of PE or PA.
 - Valuable for evaluating the affective domain (being sensitive to diverse learners, teamwork and cooperation, creating a safe and nurturing environ.
 - Problem-solving and decision-making

What do Performance-Based Assessments look like?

■ Event Tasks

- Single class or less that usually includes psychomotor activity
- Game play, dance compositions, routines, game creation
- Adventure education event tasks

■ Open Response Questions

- A writing alternative to assess knowledge
- They require complex or higher-order thinking to respond because they usually analyze something, propose a solution, or solve a problem

What do Performance-Based Assessments look like?

■ Essays

- Must have a realistic purpose, an audience, and usually a product
- Tasks are open-ended giving students a variety of ways to answer the challenge

■ Journals

- Opportunity to look at affective domain components
- Specific question or focus might help determine when a student struggles with a new skill, feels competence, feels a sense of teamwork, etc.
- Self-assessment of certain skills, and cognitive knowledge of critical elements

Types of Performance-Based Assessments

■ Student Projects

- Require time, and work outside of regularly scheduled class
- Most projects call for students to produce some type of concrete product
- (Choreograph and videotape an aerobics routine, create a piece of equipment designed to exercise a muscle group, job shadowing to develop ways to increase a person's physical activity)

■ Student Performances

- Frequently produces something that makes the student proud
- All instruction geared towards successful completion

Types of Performance-Based Assessments

■ Student Logs

- Record of practice trials or time spent
- Can be used in and out of class
- Charts or recording sheets used to show improvement
- Documentation for homework, practice, out of class activities (parental sign-off)

■ Portfolios

- Collections of materials or artifacts that demonstrate student learning and competence
- *Working* (collection of student work and examples of achievement)
- *Evaluation* (turned in for assessment); students use narratives to explain the selected pieces

Formative Versus Summative

- **Multiple opportunities to reach the criteria**
- **Allows for practice and improvement**
- **Formative assessments point out areas of incomplete learning to students and teachers**
- **Formal (rubric or scoring sheet)**
- **Informal (observations, verbal interactions, etc.)**
- **Formative assessments give teachers time to adapt their instruction**
- **Meaningful descriptive feedback is important**
- **Summative assessments provide a means of determining what has been learned of the purposes of reporting**
- **Summative assessments do not provide an opportunity to correct or improve performance**

Active Student Learning

- **William Glasser once said: “We learn...**
 - **10% of what we read**
 - **20% of what we hear**
 - **30% of what we see**
 - **50% of what we see and hear**
 - **70% of what we experience with others**
 - **80% of what we experience personally**
 - **And 95% of what we teach someone else.**