Appendix C

Samples of Assessment Tools

Developing a Rubric

Consider the following questions as you develop a rubric to assess the quality of a student's performance.

- What are the specific curriculum outcomes addressed in the task?
- What does an excellent level performance look like? What are the qualities that distinguish an excellent response from the rest?
- What do other responses along the performance quality continuum look like?
- What are the criteria for assessing a student's performance on an assessment task?
- What are the written descriptions of each quality level of the continuum? Is each description qualitatively different from the others? Are there an equal number of descriptors at each level of quality? Are the differences clear and understandable to the student and others?

Check the Quality Level of Your Rubric

- A level 5 is the excellent level. It should include descriptions that indicate work beyond what you expect for the grade/program/unit. This is WOW!
- A level 4 is the proficient level. Your description should indicate what it is you really want students to be able to demonstrate for the grade/program/unit.
- A level 3 is the adequate level. This level should indicate minimal competencies that you will accept for the grade/program/unit.
- A level 2 is the partial level. This level should indicate what you are not yet meeting for the grade/program/unit.
- Level 1 is the novice level. The learner has just barely begun to demonstrate any level of knowledge or competency.

Assess Your Rubric

Is it:

- Clear?
- Consistent in the number of descriptors across the levels of quality?
- Based on curriculum outcomes at the grade level?
- Providing challenge for students?

Student Tracking Chart

Student Name	Date													Total
Unit: _____ Class: _____														

Codes:

ga = good attitude	*eq* = helped with equipment	*nc* = not prepared (gym clothes)
pe = performance - excellent	*ar* = acting responsibily	*ip* = impolite
pa = performance - acceptable	*en* = excused with note	*ib* = inappropriate behaviour
pu = punctual	*md* = excused (medical)	*ot* = off task
tp = top personal achievement	*np* = not participating	*uc* = uncooperative

+ points for positive observed behaviour
- points for negative observed behaviour

Use the provided codes to keep records of students.

Combined with - points and + points, scores can be provided to students

Sample Participation Rubric

Level 1	Level 2	Level 3	Level 4	Level 5
Very Limited	Limited	Accomplished	Strong	Outstanding
Seldom or never	Occasionally	Frequently	Usually	Consistently

Criteria					
Readiness Proper Attire (shirt, gym pants, shorts, court shoes, punctuality)	is fully prepared for class in acceptable time (5 minutes), participates fully	is fully prepared but not ready for class in acceptable time, participates fully	is only missing one item of attire, is late but participates fully	is missing some attire and is late, minimally participates	is not prepared and is late, does not participate
Warm-up	takes initiative to fully complete warm-up without prompting	fully completes warm-up, but must be prompted	completes most of the warm-up activities	completes about half of warm-up activities	completes very little (less than half) of warm-up activities
Skill/Movement Development	displays excellent understanding/ demonstration of movements/skills	displays good understanding/ demonstration of movements/ skills	displays adequate understanding/ demonstration of movements/skills	displays some understanding/ demonstration of movements/skills	displays very little understanding/ demonstration of movements/skills
Time on Task	always on task	usually on task	frequently on task	occasionally on task	rarely on task
Group Interaction (including respect for others and self)	always cooperates, student always interacts responsibly with others, exhibits leadership and role modelling	interacts responsibly most of the time, demonstrates respect most of the time	occasionally cooperates, occasionally interacts responsibly, acceptable level of respect shown	occasionally cooperates, takes some responsibility, shows some respect	rarely cooperates (uncooperative), does not interact responsibly, lacks respect for others
Understands Concepts	shows excellent understanding of concepts taught	shows good understanding of concepts taught	shows acceptable understanding of concepts taught	shows minimal understanding of concepts taught	shows no understanding of concepts taught, unable to assess
Positive/Appropriate Behaviors Effort	• excellent demonstration of willingness to perform to the best of his/her ability • always displays positive attitude • always displays openmindedness to new activities	• good demonstration of willingness to perform to the best of his/her ability • usually displays positive attitude • usually displays openmindedness to new activities	• acceptable demonstration of willingness to perform to the best of his/her ability • occasionally displays positive attitude • occasionally displays openmindeness to new activities	• minimal demonstration of willingness to perform to the best of his/her ability • minimal display of positive attitude • minimal display of openmindedness to new activities	• no demonstration of willingness to peform to the best of his/her ability • never displays positive attitude • never displays openmindedness to new activities
Equipment set-up Respect for equipment and facility	• always demonstrates respect and care equipment and facility	• good demonstration of respect and care for equipment and facility	• acceptable demonstration of respect and care for equipment and facility	• minimal demonstration of respect and care for equipment and facility	• no demonstration of respect and care for equipment and facility

Sample Participation Record

Level 1
Very Limited
Seldom or never

Level 2
Limited
Occasionally

Level 3
Accomplished
Frequently

Level 4
Strong
Usually

Level 5
Outstanding
Consistently

Name	Attire	Warm-up	Skill/ Movement Dev.	Time on Task	Group Interaction	Understands Concepts	Positive/ Appropriate Behaviors	Equip. Set-up Respect for Equip. & Safety

Sample Physical Education Assessment Tool: Domains Rubric (K-12)

Moving/Doing	Understanding/Applying	Cooperation/Responsibility
Participates in a variety of activities ☐ comes prepared to participate • wears appropriate clothing • is ready and on time ☐ gets involved in the activities ☐ is active	**Understands and has the ability to pose** and solve movement challenges ☐ understands the task ☐ can demonstrate the task (individually and with others ☐ assists other students	**Demonstrates cooperative and socially responsive behaviors** ☐ cares for the safety of others ☐ respects personal and public property ☐ respects others ☐ encourages appropriate behaviours
Applies body mechanics in movement activities ☐ applies developmentally appropriate technique(s) for the activities • hand/eye coordination (throwing and catching) • basic movement skills	**Understands and applies games and movement concepts** ☐ understands the instructions ☐ follows instruction ☐ uses skills and ideas taught in activities	**Demonstrates Personal Responsibility** ☐ shows care for personal safety ☐ cares for personal health and hygiene ☐ respects oneself
Engaged in movement, motor and athletic skill development activities ☐ uses movement and activity skill in a variety of activities ☐ works to the best of his/her ability ☐ is on task ☐ works on skill development	**Understands and applies group dynamics and concepts of fair play** ☐ contributes to the group ☐ is a team player ☐ practises fair play ☐ practises sportsmanship	**Demonstrates leadership and group dynamic skills** ☐ works with and includes others during activity ☐ considers the views of others during games and play ☐ leads by positive example ☐ values the contributions of all
Engages in personal fitness activities ☐ participates in personal fitness activities ☐ works to remain physically active ☐ works on his/her health related fitness components ☐ works on his/her skill related fitness components	**Understands the application and impact of a lifelong and active healthy lifestyle** ☐ understands the importance of being active ☐ is active takes responsibility for his/her health ☐ understands that good health involves numerous factors (physical, mental, social, etc)	**Demonstrates and applies an active and healthy lifestyle** ☐ demonstrates that good eating leads to health ☐ demonstrates that regular physical activity leads to good health ☐ takes part in regular fitness activities

Level 1	Level 2	Level 3	Level 4	Level 5
Very Limited/ Seldom or Never	Limited/ Occasionally	Accomplished/ Frequently	Strong/Usually	**Outstanding/ Consistently**

Sample Physical Education Assessment Tool: Domains Rubric
Source: Rebecca Fewer - Physical Education Teacher (ESD)

	NAME	Moving and Doing (50%)					Understanding and Applying (25%)					Cooperation and Responsibility (25%)					Final
		P1	A1	E1	E2	AVG.	U1	U2	U3	U4	AVG.	D1	D2	D3	D4	AVG.	
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	
16																	
17																	
18																	

Moving and Doing
P1 - Participates in a variety of activities
A1 - Applies body mechanics in movements
E1 - Engages in movement, motor and athletic skill development activities
E2 - Engages in personal fitness activities

Understanding & Applying
U1 - Poses and solves movement challenges
U2 - Applies game and movement concepts
U3 - Applies group dynamics and fair play
U4 - Aware of the impact of a life-long active healthy lifestyle

Cooperation & Responsibility
D1 - Demonstrates cooperative and socially responsive behaviors
D2 - Demonstrates leadership and group dynamic skills
D3 - Demonstrates and applies an active and healthy lifestyle
D4 - Demonstrates and applies an active and healthy lifestyle

Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 **Outstanding/ Consistently**

Sample Physical Education Evaluation and Assessment
Source: Bern Baker · Physical Education Teacher (NCSD)

Domain: Moving and Doing (50 %)	1	2	3	4	5
Evaluation Criteria:					
Attendance & Punctuality (comes prepared for class, on time and has proper attire)					
Participates in a variety of activities					
Applies body mechanics in movement activities					
Engages in movement, motor and athletic skill development activities					
Fitness (25% of the 50%)					
Participates in personal fitness activities					
Works to remain physically active					
Works on his/her health related fitness (cardiovascular, strength, flexibility, muscular endurance)					
Domain: Understanding and Applying (25%)	1	2	3	4	5
Evaluation Criteria:					
Understands & has the ability to pose/solve movement challenges					
Understands and applies game and movement concepts					
Understands and applies group dynamics and concepts of fair play					
Understands the application and impact of a lifelong active healthy lifestyle					
Domain: Cooperation & Responsibility (25%)	1	2	3	4	5
Evaluation Criteria:					
Demonstrates cooperative and socially responsible behaviors					
Demonstrates personal responsibility					
Demonstrates leadership and group dynamic skills					
Demonstrates and applies an active healthy lifestyle					

Level 1 Very Limited/ Seldom or Never	**Level 2** Limited/ Occasionally	**Level 3** Accomplished/ Frequently	**Level 4** Strong/Usually	**Level 5** **Outstanding/** **Consistently**

Sample Physical Education Assessment Tracking Sheet
Source: Luke Neville - Physical EducationTeacher (ESD)

Date (s): _____   Activity: _____

Name	C	A	P				
			C	A	P		
					C	A	P
							C	A	P

C = Cognitive   **A = Affective**   **P = Psychomotor**

Level 1	Level 2	Level 3	Level 4	Level 5
Very Limited/ Seldom or Never	Limited/ Occasionally	Accomplished/ Frequently	Strong/Usually	Outstanding/ Consistently

Sample Physical Education Teacher Reflection/Exit Poll

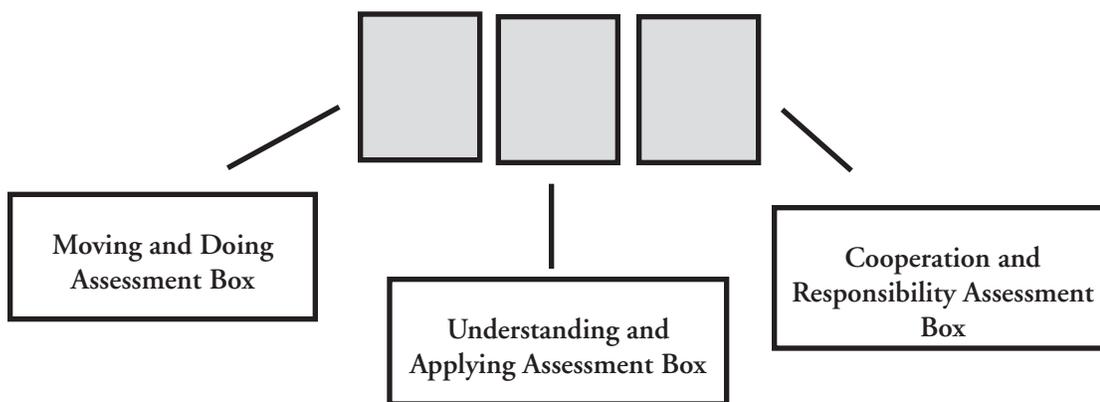| Domain: Moving and Doing (50 %)			
Attendance & Punctuality (comes prepared for class, on time and has proper attire)			
Participates in a variety of activities			
Applies body mechanics in movement activities			
Engages in movement, motor and athletic skill development activities			
Participates in personal fitness activities			
Works on his/her health related fitness (cardiovascular, strength, flexibility, muscular endurance)			
Domain: Understanding and Applying (25%)			
Understands & has the ability to pose/solve movement challenges			
Understands and applies game and movement concepts			
Understands and applies group dynamics and concepts of fair play			
Understands the application and impact of a lifelong active healthy lifestyle			
Domain: Cooperation & Responsibility (25%)			
Demonstrates cooperative and socially responsible behaviors			
Demonstrates personal responsibility			
Demonstrates leadership and group dynamic skills			
Demonstrates and applies an active healthy lifestyle			

Sample: Physical Assessment Tracking Sheet - General Guide
Source: John Elkins – P.E. and Healthy Living Program Specialist (ESD)

This assessment tracking sheet is one possible way to record your observations of a student throughout the course of an activity unit. The design of the tracking sheet allows you to enter text into each box and simply save the changes to store your data.

- Example: At the end of a class you would record the number value in each of the following positions.

- The values used are as follows:

<div align="center">

1 = Seldom – Rarely
2 = Emerging – Occasionally
3 = Effective – Usually
4 = Strong – Frequently
5 = Outstanding – Consistently

</div>

Moving and Doing Assessment Box	Understanding and Applying Assessment Box	Cooperation and Responsibility Assessment Box

- **Note:** It would be unrealistic to think that a teacher could assess every student during every class. One suggestion might be to try to focus in on 4-5 students each class. While you are focusing on these 4-5, you are still making general observations of the whole group and therefore you could record any unusual occurrences that are outside your focus group.

- See the next page for a sample tracking sheet.

Continued from previous page

Source: John Elkins – P.E. and Healthy Living Program Specialist (ESDNL)

Activity: _____

Starting Date: _____

Name: _____

Class 1	Class 2	Class 3	Class 4

Class 5	Class 6	Class 7	Class 8

Name: _____

Class 1	Class 2	Class 3	Class 4

Class 5	Class 6	Class 7	Class 8

Name: _____

Class 1	Class 2	Class 3	Class 4

Class 5	Class 6	Class 7	Class 8

Name: _____

Class 1	Class 2	Class 3	Class 4

Class 5	Class 6	Class 7	Class 8

Name: _____

Class 1	Class 2	Class 3	Class 4

Class 5	Class 6	Class 7	Class 8

Sample Physical Education Participation and Effort Record

Grade/Level:_____

Student	Date	Date	Date	Date	Date	Date

KEY: Teachers may wish to develop their own codes.

PP = Present and Participating   PPNC = Present and Participating but not changed
NP = Not Participating   E = Excused   S = Sick   I = Injury
AAE = Above Average Effort   AE = Average Effort   ME = Minimal Effort
M = Medical   TE = Travel Excused

Sample Checklist

Student Name	Place the skills to be measured in the spaces below							
	1.		2.		3.		4.	

Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 Outstanding/ Consistently

Sample Observation Checklist for Self Confidence
Source: Pangrazzi

Theme: _____   **Class:** _____

Date: _____

	Level of Self-Confidence when _____ (Pre-Unit) Skill	Level of Self-Confidence when _____ (Mid-Unit) Skill	Level of Self-Confidence when _____ (Post-Unit) Skill	Comments
Student Name				

Level 1 Very Limited/ Seldom or Never	Level 2 Limited/ Occasionally	Level 3 Accomplished/ Frequently	Level 4 Strong/Usually	Level 5 **Outstanding/ Consistently**