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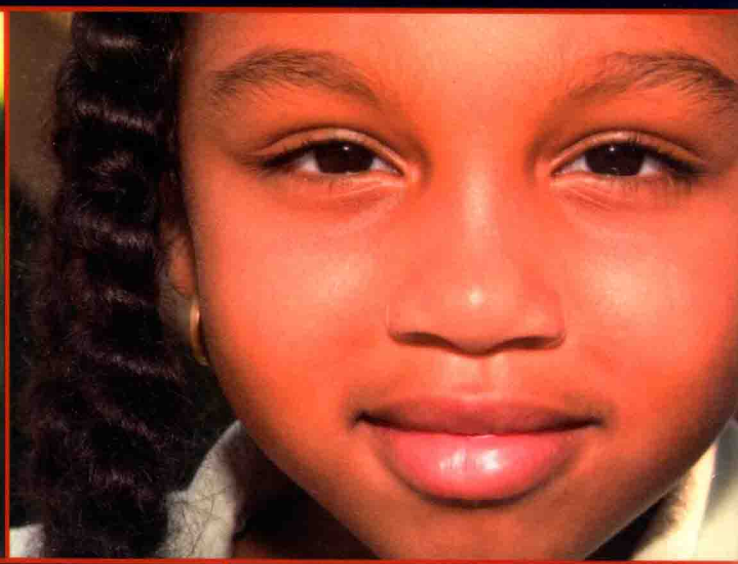

Ellen M. Kowalski • Lauren J. Lieberman
Editors

Assessment for Everyone

Modifying NASPE Assessments to Include All Elementary School Children

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P.O. Box 1020
Sewickley, PA 15143-1020

ISBN: 978-0-88314-950-8

Printed in the United States

Suggested citation for this book:

Lieberman, L., Kowalski, E., et al. (2011). Assessment for everyone: Modifying NASPE assessments to include all elementary school children. Reston, VA: National Association for Sport and Physical Education.

Preface

Because 90 percent of all students with disabilities now are included in general physical education classes, the responsibility for assessing, planning and instructing students with disabilities lies more heavily than ever with general physical education teachers. General physical educators also are becoming more involved in assessment as part of the individualized education program (IEP) process for students with disabilities.

Assessment is difficult enough for physical educators to complete in an active and dynamic setting for students *without* disabilities. To add to the challenge, many assessments that are available to teachers don't provide options for accommodating students who are low-skilled and students with disabilities within the assessment process. Using options within an assessment tool allows teachers and school districts to evaluate program success for children of all ability levels and *encourages* inclusion, indicating clearly that students with disabilities are to be part of the assessment process. Many of the existing assessments, however, don't offer ideas for including the wide range of abilities found in students today, including those with disabilities. Just as teachers modify activities to meet students' needs, so too must programmatic assessment be modified to accommodate students with disabilities.

This book expands upon assessment techniques featured in selected books with the National Association for Sport and Physical Education's (NASPE) Assessment Series to ensure that physical education teachers can assess all students — including those with disabilities — in a variety of ways. As such, this resource is designed to assist general physical educators who might not be clear about how to modify assessment protocols for children who are more difficult to reach. It will help physical educators create true instruction alignment, allowing them to determine each student's abilities and develop the appropriate instruction. Because NASPE's Assessment Series is so vast, the authors of this book have chosen ideas from only the Assessment books geared toward the elementary grades.

The format of this book is different from other books. The intent is for teachers to use the book as a helpful reference for assessment ideas presented in selected NASPE Assessment Series books that already might be in use. It is *not* necessary, however, to have the NASPE Assessment Series books to use the ideas in *this* book. Each chapter provides ideas for modifying existing assessment protocols and material found in the corresponding NASPE Assessment Series book, including the assessment environment; instruction strategies; equipment; and distances, times and set-up. Each chapter offers modifications — when appropriate — to help teachers use the NASPE assessments for students with a variety of needs, including students with physical disabilities, cognitive disabilities, sensory impairments, learning disabilities, autism spectrum disorders and emotional disorders.

Please note that these modifications are not only for students with disabilities; they are intended for any student who cannot be assessed at the level presented in each of the NASPE Assessment Series books. Those include students with low skill or fitness levels, English-as-a-second-language (ESL) students and those from culturally diverse populations that might not have had experience in that particular activity.

This is not to suggest that teachers should administer the modified assessments in isolation; instead, they should allow students of all abilities to be assessed alongside their peers.

Another difference of note is the use of Universal Design for Learning (UDL) approach in each chapter. The concept and principles of UDL, currently being applied in a variety of contexts, are explained in the first chapter, but UDL also is used in subsequent chapters as an approach for assessing students in the activities covered in those chapters.

Here is a brief outline of each chapter:

Chapter 1, Applying the Universal Design for Learning Approach to Assessment, provides an overview of UDL and how to incorporate it within assessments.

Chapter 2, Assessing Elementary Motor Skills, provides tips for modifying teacher observation checklists and cues, as well as student self-assessments so that students with disabilities can be included and assessed alongside their peers.

Chapter 3, Including Children With Disabilities in Dance Assessment, provides a variety of dance assessments that include children with a variety of disabilities in the cognitive, affective and psychomotor domains.

Chapter 4, Assessing Game Skill Performance, offers different ways to include all students in games so that they can be assessed.

Chapter 5, Establishing Criteria for Assessments, offers a variety of ideas to help teachers develop rubrics so that they can assess all students in a similar way.

Chapter 6, Assessing & Improving Fitness, offers suggestions for assessing students' heart rates, including different methods of heart rate measurement in the classroom setting, and for assessing fitness components through developing personal fitness profiles for students.

Chapter 7, Assessing Aquatics, provides variations of assessment in the aquatic environment.

The book's Appendix contains definitions of categories of students with disabilities referred to within the chapters of the book.

The authors hope that, after reading this book, physical education teachers will be comfortable using the numerous strategies provided to assess all students in the physical education setting.

How to Use This Book

This book is intended to give instructors ideas for modifying assessment so that they meet the physical education needs of all children. To use this book most effectively:

1. Identify the students in your class with unique needs, and use the assessment modifications contained in this book that are appropriate to the skill you're teaching. Implement the UDL approach from the appropriate chapter, as well, to provide various ways to participate in the assessments.
2. Implement the assessment with everyone in your class.
3. Plan your program according to the assessment's outcome for each child.
4. Reassess and determine what improvements and program modifications are needed.

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CHAPTER 1

Applying the Universal Design for Learning Approach to Assessment

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Assessment is the key to programming and instruction for elementary physical education. Still, physical educators often hesitate to assess student learning (Schiemer, 2000). That might be due to time constraints, lack of personnel or lack of good assessments.

The Importance of Assessment for Everyone

Elementary classroom teachers rely on assessment data for planning curriculum and instruction, and for measuring student progress. Assessments are an important part of the instruction process for all teachers.

Some physical education teachers hesitate to assess because of the vast heterogeneity found in today's classrooms, including children with disabilities who are on individualized education programs (IEPs) or 504 plans, and children with varying backgrounds related to motor skill and experiences. This hesitation is due, frequently, to the lack of assessment tools for children with disabilities and a reluctance to hold students with disabilities accountable for learning. To be sure, assessing such a wide array of students with different skills and needs is difficult. But to teach all children effectively, teachers must ensure that assessment occurs for children with disabilities, even when different assessment approaches or tools are necessary.

Teachers today must devise a variety of ways to assess so that they can determine each child's strengths and areas needing improvement. Only when those assessments are documented can a teacher plan the class and reassess to observe that learning has taken place. But that leads to the question: "How do I assess for the variability of skill in my class?"

What Is the UDL Approach?

One answer to that assessment question is the Universal Design for Learning (UDL) approach. UDL emerged from the architectural design field when federal legislation required universal access to buildings and other structures for people with disabilities. Architects began to design accessibility into buildings

and other structures rather than retrofitting standard structures. Curb cuts, for example, enable people in wheelchairs to access the sidewalk while also making travel easier for those using walkers, for parents with strollers, for bicycle riders and for older people who have trouble negotiating curbs (Lieberman, Lytle & Clarq, 2008).

Universal design in learning means that the physical, social and learning environments are designed so that *all* learners are supported in teaching and learning (McGuire, Scott & Shaw, 2006). UDL presents a concept, a set of principles, a framework and a frame of mind that support access for the widest number of people (Odem, Brantlinger, Gersten, Thompson & Harris, 2005). To collect data on each student, the assessment must apply to *all* students. This doesn't mean that each student is assessed the same way, but that the same content is assessed for every child. Teachers can accomplish that in a variety of ways using the UDL approach.

UDL can provide a way to eliminate barriers to learning that students might encounter and can include ramps, bowling ramps, lifts for pools and beepers behind baskets. UDL includes Universally Designed Instruction, such as the use of trained peer tutors, enlarged print or print in Braille, and closed-captioning on videos. The same universal approach can be applied to curriculum (Universally Designed Curriculum) and assessment (Universally Designed Assessment) (Meyer & Rose, 2000; Rose & Meyer, 2002).

How to Incorporate the UDL Approach With Assessments

The three major variables that one must consider before implementing the UDL approach with assessment are the:

1. Attributes of all learners in the class. This might include different ways that some students in the class communicate, including sign language, picture boards or gestures; the way they ambulate, including walkers, crutches, wheelchairs, etc.; or the way they learn, including more time for processing, need for close proximity or the need for repetition.

2. Objectives for the class and for individual students. This can include skill development for a soccer unit, balance and strength for gymnastics, or cooperation for an outdoor adventure class.

3. Modification variables. These include variations to the instruction, rules, equipment or environment when implementing an assessment.

When analyzing learners' attributes, the teacher must consider each child's functional ability and then implement those considerations into the assessment protocol. Modification variables (Lieberman, Lytle & Clarq, 2008) include changing an object's weight, size or type; changing the speed of movement; or changing the skill *(Figure 1.0)*. When instructors plan for assessment, they must consider each learner's attributes before developing or implementing a lesson.

Example: Mrs. Jacobs teaches a 2nd-grade class and is using the Test of Gross Motor Development II (TGMD II) (Ulrich, 2000), a norm-referenced assessment for locomotor and object-control skills. Jamal, who has cerebral palsy and uses a walker, and Brianna, who has a visual impairment, are members of Mrs. Jacob's class. Mrs. Jacobs knows that Jamal can perform every skill in his own way and at his own pace. She knows that Brianna has had some exposure to the skills in the past but needs verbal input and has a preference for red balls with bells inside to help her track the ball.

Mrs. Jacobs employs the UDL approach in her assessment by offering a variety of balls (including red bell balls) for the kicking assessment on the TGMD II, as well as an option to kick from a seated position. She also offers a variety of options on the catching test, including catching a bounce pass, catching from a seated position and catching a beach ball. Mrs. Jacobs also offers a variety of ways to slide, gallop, skip, jump and run. She collects data for every TGMD II test for each child, with help from Brianna's and Jamal's paraeducator and several trained peer tutors.

Keep in mind that, when modifying an assessment that is valid and reliable (such as TGMD II), with the protocol included, the modified test is no longer valid. One can't use the data collected with the existing norms or standards, although one *can* use the results as descriptive data on a child's assessment report and to determine progress. (Assessments in NASPE's Assessment Series have no established validity or reliability and, therefore, can be modified and used with no harm to their validity or reliability.)

Figure 1.0. Examples of the UDL Approach to Assessment

Child's Need	UDL Assessment Approaches
Support in running, due to balance or lack of vision.	• Run along a wall. • Run along a guidewire. • Run with a sighted guide. • Run on a treadmill.
1:1 assessment.	• Train the teacher's aide (paraeducator) (Lieberman, 2007). • Train a peer tutor (3rd grade or above, preferably). • Train parent volunteers on assessment collection techniques.
Variations in speed and direction of the test items.	• Use a bounce pass for catching. • Use a beach ball. • Bat off a tee. • Kick from a sitting position, using a stationary ball. • Skip, using poly spots and verbal cues.
Additional cues in assessment skills, such as object control, balance or locomotor.	• Use visual information, including pictures, demonstrations or posters of a skill or a task-analyzed skill. • Use specific cues to help with specific skill steps, such as "Shoulder to your aid," "Step," "Roll the ball," "Push."
**Note:* When using any of these approaches, include detailed explanation so that the team knows how the child performed the skill for the assessment.	

Using Differentiated Instruction With Assessment

In addition to using the UDL approach, it's important for teachers to use the differentiated instruction concept when assessing. Students comprehend information in various ways, including visually, auditorily, kinesthetically and tactually (Thousand, Villa & Nevin, 2007). Accounting for students' learning styles when assessing allows teachers to collect the most reliable assessments.

Example: Annie needed several demonstrations of each skill performed right in front of her so that she could see and feel the performer. Then, with feedback, she executed the skill. She also needed several practices to understand what she was being asked to do. That was differentiated instruction for her, and she performed to the best of her ability. The assessment was appropriate for her, because she was assessed on the skill and not her *comprehension* of the skill. By taking Annie's attributes into account, her teacher could evaluate Annie's best skills and, therefore, assess what she had learned.

Terms & Techniques

Several terms and techniques are useful when using the UDL approach, including:

1. Modify variables, when necessary. As seen with the previous example, one can modify the equipment, rules and environment to ensure the child's success with the activity. Again, the teacher must consider the child's skills and abilities, which are called "attributes." For example, if a child uses a walker, you might have him complete a half-mile walk instead of a mile run to assess his endurance. Or, you might have him serve a volleyball from half court instead of from the service line, or hit a ball off a tee instead of from a pitch.

As with modifying the circuit for the heart rate monitor assessment in Chapter 6, considering the child's attributes will give the teacher ideas on how to modify variables in the assessment to accommodate the child's needs.

2. Disability awareness. Use this strategy to sensitize other students about disability issues and to ensure that they understand the cause of differences in children with disabilities. Research shows that children without disabilities are more accepting of children with disabilities if they know why those children talk, walk or function differently. Sharing information on a disability's cause, characteristics and function helps peers accept and even embrace the differences that a child with a disability might display. When possible, ask a child with a disability to share that information with the class to the extent that he/she feels comfortable. Then, when you modify the assessment for that child, the others will understand why.

3. Peer tutoring. Different from peer interaction, peer tutoring involves training students — either the same age or older — to assist within the instruction environment (Lieberman & Houston-Wilson, 2009). Whether in an inclusive or a segregated setting, trained peer tutors have been shown to improve skill levels for children with disabilities, as well as helping to increase socialization opportunities. Peer tutors can help with guiding, instruction and feedback, and with giving those children information about the environment. They also can assist with collecting data on simple assessments.

Example: Destiny is in 5th grade, has cerebral palsy and uses a walker. Her teacher trained three peer tutors and included Destiny in the training program. When the teacher assessed swimming, game skills and heart health, the peer tutors helped collect data on Destiny using the rubrics that the teacher gave them. *(See Chapter 5 for more on developing appropriate rubrics.)* They then turned in the scores, which helped the teacher ensure that Destiny was assessed and that she was improving. *(See Lieberman & Houston-Wilson, 2009, for a peer-tutor training program.)*

4. Paraeducators. Many children with disabilities have a teacher's aide, also known as a paraprofessional or paraeducator. Paraeducators can perform many of the same functions that peer tutors do in physical education class, including helping with guiding, instructing, offering feedback and giving children with disabilities information about what's happening in the environment. Trained paraeducators also can assist with assessment and data collection.

Example: Patrick was involved in his 4th-grade physical education class. He also happened to have a cognitive disability, as well as a seizure disorder. Mrs. Collier, a paraeducator, assisted in physical education occasionally, but did not assist with instruction or assessment. At the beginning of Patrick's 5th-grade year, the physical education staff conducted a half-day training for the paraeducators. The administration wanted more assessment, and the solution was to have the paraeducators help with data collection.

After the training, Mrs. Collier and the other paraeducators were able to assist with recording data on their students, allowing the teachers to gather more data on the children with and without disabilities. At one station, for example, Mrs. Collier recorded the number of times that Patrick was able to throw a 5-inch ball to hit inside a hula hoop taped on a wall from 10 feet away.

Once Mrs. Collier received the training, Patrick began mastering more skills, and socializing more with his friends, and he knew how much he was learning, most of the time. It also helped his teacher to ensure that the assessments were appropriate and administered as often as necessary. *(See Lieberman, 2007, for a physical education paraeducator training book.)*

5. Physical assistance. The instructor can manipulate a child with a disability through a skill (e.g., tapping the child's knee to prompt him/her to step forward, or moving the child's arm through the front crawl swim motion). Instructors can offer partial physical assistance, as in the two examples above, or total assistance, such as full assistance with a throw or both hands on the child's legs when kicking in a pool. Children with disabilities might need to have their instruction delivered in specific ways for them to understand fully what's being taught or to be assessed with the same instrument as their peers. Teachers who have high expectations for their students must use physical assistance in some instances to elicit the appropriate motor response. It's fine to use physical assistance during an assessment, but teachers must document the amount of assistance applied and where it was delivered for the assessment to be replicated and further learning to be assessed. The hope is that the children eventually will need less physical assistance and do more on their own, when possible.

It's important that the instructor or paraeducator evaluates carefully the skill being taught and what the child can do so that the child isn't offered too much physical assistance.

Example: Hollyn is a 12-year-old girl who has hemiplegic cerebral palsy (paralysis on half of her body) and a visual impairment. When she is in the pool kicking, she often turns on her side due to her hemiplegia. When the instructor physically assists her back and helps her weak leg when kicking, Hollyn can kick for 30 seconds without stopping. Without the assistance, she would turn over and choke on the water. The hopes are that Hollyn works on improving from there and that, the next time she is assessed, she is even more independent.

Summary

Assessment is a cornerstone of instruction. Assessing all children — including those with disabilities, alongside their peers — will allow instructors to determine children's strengths and weaknesses, to plan and to document improvements. Good and appropriate assessments can become part of children's IEPs. With some effort, creativity and support, teachers can assess *all* children.

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CHAPTER 2

Assessing Elementary Motor Skills

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Assessing motor skills is a basic requirement for any elementary physical education teacher. Motor skills can be assessed in a variety of ways using a variety of different tools. This chapter is designed to help physical educators assess students who might demonstrate clear challenges when attempting to perform skills, and it is intended to complement the assessments suggested in the NASPE Assessment Series book *Assessing Motor Skills in Elementary Physical Education*, by Shirley Ann Holt/Hale (1999).

With a few key tools, physical educators can establish a developmentally appropriate *starting point* for skill development and a successful class experience for all students, including those with disabilities. Strategies for assessing the skill level of students with disabilities will vary greatly based on the child's disability or challenge. This chapter outlines a selection of assessment checklists, along with adaptation and modification guidelines, that teachers can use to establish an appropriate starting point for skill development. It also explores instruction techniques, equipment and communication needs when adapting to the unique cognitive, affective, psychomotor and social needs of students with disabilities.

This chapter employs the UDL approach as discussed in Chapter 1. Using the modifications proposed here will help teachers assess all children on motor skills.

Teacher Observation of Critical Cues: Checklists

In developing an observation checklist, teachers must first identify the critical cues — phrases or individual words that identify and communicate critical features of the skill or task to a child — of the task(s) they are assessing (Rink, 2009). These movement cues help focus children's attention and help them retain the skill.

To provide meaningful instruction, teachers must first recognize that children with various disabilities differ in their learning styles, physical abilities and in the rates at which they process information. Screening children with disabilities is a good place to start in the process of recognizing what they will need. In some instances, teachers will have to modify the cues used to assist children with disabilities, as well as children who have not played or performed the selected skills before.

Cue Modifications

Some children with and without disabilities would benefit from teachers' elaborating on existing or traditional cues. Some examples:

- Include pictures with each cue, along with demonstration. Teachers might need, for example, to show students close-up photos of how to dribble a basketball with the pads of their fingers.
- Use sign language or gestures to deliver the point.
- Allow the child to practice several times before rating him/her on the skill. Some children might take longer than others to associate the cue with the skill. Allow several attempts with the cue and with demonstration before assessing the child.
- Modify checklists according to children's abilities. Instead of giving cues only at the beginning, teachers might need to increase the repetitions and give cues throughout the task to help children process the information. A child who is just learning to dribble, for example, might use the cues "Push, push, catch." Then, the child can progress to "Push, push, push, catch," and so on. That way, the child maintains the ball and uses his/her attention span on three dribbles.
- Offer hand-over-hand assistance, when necessary. That might be the way that the child experiences the skill.

Physical educators might need to add cues for component parts of the skill. In addition to saying "Pads, pads, push, push" in a dribbling drill, for example, the teacher might have to say "Extend" or "Continue."

For further modification, students can perform the dribbling while kneeling, sitting in a chair or on the floor, standing, walking or running. They can use a basketball, a playground ball, Nerf® ball, beach ball or balloon.

Checklist

A checklist — "a statement of the skill and listing of critical cues for a particular grade level and/or class" (Holt/Hale,1999, p. 4) — can prove effective in collecting the information necessary to develop a plan for instruction. An important point: cues to be assessed should not be new to the student; instead, they should be part of the instruction environment from the beginning of the unit.

A checklist of critical cues for the basic dribbling skill could include:

___ "Pads, pads, push, push."

___ "Hand on top."

___ "Waist-high."

___ "Knees bent."

___ "Firm wrists/flexible wrists."

___ "Head up."

Teachers might need to modify the checklists they use for children with disabilities according to each child's abilities. A child with autism and limited attention and control, for example, might need to start out sitting on the floor and dribbling three times with the pads of the fingers. From there, the child can progress to sitting in a chair and dribbling, then standing. At that point, the teacher can include the other component parts in the assessment, such as dribbling the ball at waist height while on one knee. The

teacher might need to use that progression to assess children with intellectual disabilities, as well as those with visual impairments. That approach — allowing children to execute skills at various levels — is an example of a UDL approach discussed in Chapter 1, and it will allow each child to start where he/she feels comfortable.

Sample Checklist:

____ Start out in a sitting position and dribble 3-5 times with two hands.

____ In a sitting position, dribble 3-5 times with one hand.

____ In a sitting position, dribble 3 times in a row with the pads of the fingers.

____ Sit in a chair and dribble 3-5 times in a row with the pads of the fingers.

____ Stand and dribble 3-5 times in a row with the pads of the fingers.

You can modify the checklist above for any ability level, adding or removing tasks.

Observation

Observation is an important part of reflective teaching, particularly at the beginning of each class. When observing motor skill performance, the tendency is to see all the things that the student is doing incorrectly. But when assessing motor skills, teachers must remember to focus on observing only one cue at a time and then providing feedback on that single cue. Although *Assessing Motor Skills in Elementary Physical Education* (Holt/Hale, 1999) suggests eight to 10 children per observation group, a smaller group or more observers will help document exactly which part of the checklist each child completed correctly and can help determine what is missing for future instruction. When applying UDL to assessment checklists, teachers might need to ensure that children with disabilities are in a smaller group, or they might need to be observed individually.

Example: A 4th-grade class is being assessed on rolling a ball using the Test of Gross Motor Development II (Ulrich, 2000). The class of 32 children is broken up into groups of eight. The evaluators consist of the teacher, the co-teacher (coming in on her free period), a paraeducator and a parent volunteer. Each evaluator takes one group for this skill *(Figure 2.0).*

Figure 2.0. Sample Checklist for Assessing Frisbee™-Throwing Skills

Child	Skill component	0 or 1
Ariel	1. Grips the Frisbee™ with thumb on top and fingers underneath. 2. Brings arm with Frisbee™ across the chest. 3. Steps forward with throwing-side foot. 4. Follows through and releases the Frisbee™.	_____ _____ _____ _____
Autumn	1. Grips the Frisbee™ with thumb on top and fingers underneath. 2. Brings arm with Frisbee™ across the chest. 3. Steps forward with throwing-side foot. 4. Follows through and releases the Frisbee™.	_____ _____ _____ _____
Gabriel	1. Grips the Frisbee™ with thumb on top and fingers underneath. 2. Brings arm with Frisbee™ across the chest. 3. Steps forward with throwing-side foot. 4. Follows through and releases the Frisbee™.	_____ _____ _____ _____
Justin	1. Grips the Frisbee™ with thumb on top and fingers underneath. 2. Brings arm with Frisbee™ across the chest. 3. Steps forward with throwing-side foot. 4. Follows through and releases the Frisbee™.	_____ _____ _____ _____
Leon	1. Grips the Frisbee™ with thumb on top and fingers underneath. 2. Brings arm with Frisbee™ across the chest. 3. Steps forward with throwing-side foot. 4. Follows through and releases the Frisbee™.	_____ _____ _____ _____
Nadine	1. Grips the Frisbee™ with thumb on top and fingers underneath. 2. Brings arm with Frisbee™ across the chest. 3. Steps forward with throwing-side foot. 4. Follows through and releases the Frisbee™.	_____ _____ _____ _____
Penelope	1. Grips the Frisbee™ with thumb on top and fingers underneath. 2. Brings arm with Frisbee™ across the chest. 3. Steps forward with throwing-side foot. 4. Follows through and releases the Frisbee™.	_____ _____ _____ _____
Steven	1. Grips the Frisbee™ with thumb on top and fingers underneath. 2. Brings arm with Frisbee™ across the chest. 3. Steps forward with throwing-side foot. 4. Follows through and releases the Frisbee™.	_____ _____ _____ _____
Comments: Nadine threw the Frisbee™ from her wheelchair.		

Self-Assessment

As described in *Assessing Motor Skills in Elementary Physical Education* (Holt/Hale, 1999), student self-assessments can use the same checklist of critical cues or skill components that the teacher uses during performance observation *(Figure 2.1)*. Students can check off which column next to each component that they think expresses their ability; "I need help with this skill," for example, or "I'm good at this skill" (Holt/Hale, 1999, p.10). For children who are able, having the opportunity to assess their own levels of performance — along with having the opportunity to document their own improvement — is empowering and proves to be a great motivator.

Student self-assessments provide teachers with valuable insight into students' perceptions of their own skill levels; students can rate themselves much lower than their abilities or considerably higher than what the teacher rates them. The peer pressure and subsequent embarrassment that often accompany a group assessment give way to students' ability to identify, record and then set the pace for their own productive and personalized skill development. Using the rubric is an ideal tool for self-assessment, because the skill to be mastered is specific and individualized.

Figure 2.1. Sample Batting Self-Assessment # 1

Instructions: Circle the word that *BEST* describes how often you are able to perform each task.

Description	Evaluation
I can stand at the batting tee with my shoulder facing the target.	Always Sometimes Never
My favorite hand is on top of my other hand on the bat.	Always Sometimes Never
I start with the bat at my shoulder.	Always Sometimes Never
I can swing and step onto my front foot.	Always Sometimes Never
I can follow through with the bat.	Always Sometimes Never

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