SECTION IV – EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 6 – STUDENT TEACHING ASSESSMENT PROJECT

Brief Description of the assessment and its use in the program
Candidates complete this assessment project during student teaching. The project gives candidates the opportunity to apply the knowledge of assessment from PE 362 and PE 460 with an actual group (or groups) of students in the field. They select at least one class of students and at least one unit at either the elementary or secondary level. Then they develop and implement an assessment plan for all the students in the selected class(es). Candidates then document the following: 1. the assessment plan master grid (includes a. the instructional goals from the unit plan related to physical, cognitive, and social development, b. the goals selected (minimum of 3) to be formally assessed and become part of the student's final grade or final progress report, c. if a final grade is to be given, the percentage weight of each goal, and d. an explanation of how the goal will be assessed), 2. the development of the assessment tools, 3. the implementation of the plan, and 4. the results. Finally, candidates reflect, in writing, what worked well, what did not work well, and what changes would be made.

Alignment of the assessment with the AAHPERD/NASPE standards for which it is cited
The Student Teaching Assessment Project aligns with the following AAHPERD/NASPE standards:

NASPE Standard	Outcome
Standard 2: Growth and Development	**2.1**: The goals developed for the project must be appropriate to the students' developmental level. The assessment tools designed show that candidates have an understanding of age and developmental level of the learners.
Standard 3: Diverse Students	**3.1**: The assessment tools selected or designed need to address the multiple needs and learning styles of students.
Standard 6: Planning and Instruction	**6.1**: Goals for student learning related to physical, social, and cognitive development need to be identified.
Standard 7: Student Assessment	**7.1**: The assessment techniques selected need to be congruent with instructional goals. Candidates need to be able to identify key components of various types of assessments to make appropriate selections. **7.2**: Candidate need to use data from the variety of assessments selected to provide for student and parent feedback on learning. **7.4**: Candidates need to be able to use assessment data to make informed curricular and/or instructional decisions to improve student learning.
Standard 8: Reflection	**8.1**: Candidates complete a reflection once the project has been completed. The reflection addresses what worked, what did not, and what changes would be made.
Standard 9: Technology	**9.1**: Candidates are expected to use technology for creating the assessment tools and for record keeping and grading.

Brief analysis of the data findings
The data shows that all 11 candidates who completed the Student Teaching Assessment Project during Spring 2006 met the acceptable level.

Interpretation of how the data provides evidence for meeting standards
Growth and Development: As part of the project candidates are asked to select instructional goals and design assessments that are age and developmental level appropriate. The data shows that for selecting instructional goals 72.7% of the candidates scored at level 4 and 27.3% at
level 3. The data shows that for designing age appropriate assessments 63.6% of the candidates scored at level 4 and 36.4% at level 3. This demonstrates that candidates use knowledge of growth and development when setting goals and designing assessments.

Diverse Students: As part of the project candidates must design assessments that are age appropriate and meet the multiple needs and learning styles of students. The data shows that 63.3% of the candidates scored at level 4 and 36.4% at level 3. This demonstrates that candidates are able to design assessments that are age appropriate and take individual differences into account.

Planning and Instruction: As part of the project candidates must select goals for student learning in the physical, social, and cognitive domains. The data shows that 72.2% of the candidates scored at level 4 and 27.3% at level 3. This demonstrates the candidates' ability to select instructional goals.

Student Assessment: As part of the project candidates need to make sure the assessments chosen are congruent with their instructional goals. They also need to use the data assessment results to provide feedback to students and parents. Finally they need to use the assessment results to make informed curricular and/or instructional decisions. The data shows that for the congruency of assessments with the instructional goals, 36.4% of the candidates scored at level 4 and 63.6% at level 3. The data shows that for using assessment results to provide feedback, 45.5% of the candidates scored at level 4 and 54.5% at level 3. The data shows that for using assessment results for decision-making, 0% scored at level 4, 81.8% at level 3, and 18.2% at level 2. This last result is problematic and will be addressed in Section V.

Reflection: The final step in this project is to reflect on the effectiveness of the assessments in determining and reporting student performance. In addition, candidates describe changes they would make were they to use their plan again. The data shows that 63.6% of the candidates scored at level 4 and 36.4% at level 3 in relation to the thoughtful of their reflection. This demonstrates that candidates are able to use reflection to critique the effectiveness of their assessment plan and suggest changes that would be implemented in the future.

Technology: In this project candidates need to use technology when designing the assessments and for record keeping and grading. The data shows that for these three uses of technology 72.7% of the candidates scored at level 4 and 27.3% at level 3. This demonstrates that candidates have knowledge of and can apply current technology in physical education.

Student Teaching Assessment Project

This assignment addresses the following NASPE initial standards and outcomes for physical education:

Standard 2: Growth and Development
Outcome: 2.1
Standard 3: Diverse Students
Outcome: 3.1
Standard 6: Planning and Instruction
Outcome: 6.1
Standard 7: Student Assessment
Outcomes: 7.1, 7.2, and 7.4
Standard 8: Reflection
Outcome: 8.1
Standard 9: Technology
Outcome: 9.1

Assignment: For at least one class of students and at least one unit at either the elementary or high school level develop and implement an assessment plan. Document your plan and submit a report.

Follow these steps:
1. **Show an Assessment Plan Master Grid that summarizes your plan as follows:**

Column 1:   State instructional goals from your unit plan related to physical, cognitive, and social development. You should use the NASPE Standards to serve as a guide in selecting your goals.

Column 2:   Place a check next to the goals that will be formally assessed and that will become part of the final grade or final progress report(make sure to select at least 3 for the purposes of this assignment)

Column 3:   If your project is at the secondary level, where a letter or numeric grade is generally given, indicate the percentage weight of the final grade that each of the goals you have checked will carry.

Column 4:   Explain how the goal will be assessed and give a title for your assessment tool. One of your tools should allow students to self assess as part or all of that assessment. One of your tools should involve a rubric.

2. Develop your assessment tools:
For each of the goals that you chose to formally assess (noted in column 2), develop an assessment tool according to these criteria:
     1. the tool you develop should be a valid assessment of your goal (that it is congruent with the goal)
     2. the tool you develop should be age/developmental level appropriate
     3. the tool you develop should not only assess the students' progress, but should also promote student learning.
     4. the tool you develop must incorporate the use of technology.
     5. results of the assessment should be clear and easy to convey to students, parents, and administrators

Edit your assessment tools carefully before using them so that they are clear and concise

3. Implement your plan and
4. show results:

1.Give a sample of each assessment tool & explain how you implemented the assessment. (include a student sample if possible or one that you did for a student).

2. Develop a Master Record Sheet where you can record all of the assessment results for each student in your class.

3. If your project is at the secondary level, devise a Grade Calculation Sheet where you record all scores used in the calculation of the final grade for each student (this can be the same as the master record sheet requested above). Make sure to show a Grading Scale if converting numeric grades to letter grades or vice-versa.

4. Explain how this information will be conveyed to students and parents. Include a copy of a report card that would go home to parents.

5. Technology must be used for record keeping and grading.

5. After completion of the project, describe what you liked and/or disliked about your assessment plan. What would you change if you were to do it again?

Student Teaching Assessment Project Scoring Guide

Acceptable Level
Candidates need to attain a cumulative average score at **level 3** (when averaging all eight categories) with no category score at level 1.

	Selecting instructional goals for assessment NASPE 2.1, 6.1	Congruency of assessments with instructional goals NASPE 7.1	Age appropriateness of assessments NASPE 2.1, 3.1	Assessment results serve to improve learning NASPE 7.4	Uses assessment data to provide for student & parent feedback on learning NASPE 7.2
4	Identifies goals for student learning related to physical, social, and cognitive development. Goals are consistently appropriate to students' developmental level.	All assessment techniques are congruent with instructional goals.	Assessment tools show thorough understanding of age and developmental level of learners.	Assessment techniques are highly effective in promoting student learning	Feedback is exceptionally clear relative to goals and student performance.
3	Identifies goals for student learning in more than one area of development (physical, social, cognitive). Goals are appropriate to students' developmental level.	Most assessment techniques are congruent with instructional goals.	Assessment tools show substantial understanding of age and developmental level of learners.	Assessment techniques are generally effective in promoting student learning.	Feedback is generally clear relative to goals and student performance.
2	Identifies goals for student learning in at least one area of development (physical, social, cognitive). Goals may be inappropriate to the students' developmental level.	Some assessment techniques are congruent with instructional goals.	Assessment tools show partial understanding of age and developmental level of learners.	Assessment techniques are somewhat effective in promoting student learning.	Feedback lacks clarity relative to goals and/or student performance.
1	Fails to identify appropriate goals for student learning.	Assessment techniques lack congruency with instructional goals.	Assessment tools show serious misconceptions of age and developmental level of learners.	Assessment techniques are ineffective in promoting student learning.	Feedback is unclear relative to goals and student progress.

	Shows ability to use technology for creating assessment tools NASPE 9.1	Shows ability to use technology for record keeping and grading NASPE 9.1	Reflection NASPE 8.1
4	Design of assessment tools shows highly effective use of computer skills relative to organization, clarity of information, and augmentation with pictures or diagrams as appropriate.	Demonstrates the ability to use the computer for accurately recording assessment results. Records are easy to follow and all computations, when used, are accurate.	Reflection always displays thoughtfulness as it relates to the effectiveness of the assessment plan in determining and communicating student performance.
3	Design of assessment tools shows generally effective use of computer skills relative to organization and clarity of information.	Demonstrates the ability to use the computer for accurately recording assessment results. Records are able to follow and computations, when used, are generally accurate.	Reflection displays thoughtfulness as it relates to the effectiveness of the assessment plan in determining and communicating student performance.
2	Design of assessment tools shows somewhat effective use of computer skills relative to organization and clarity of information.	Demonstrates the ability to use the computer for recording assessment results but records are difficult to follow and computations, when used, contain inaccuracies.	Reflection occasionally displays thoughtfulness as it relates to the effectiveness of the assessment plan in determining and communicating student performance.
1	Design of assessment tools shows ineffective use of computer skills relative to organization and clarity of information or computer skills not demonstrated.	Fails to demonstrate effective use of the computer for recording assessment results. Records are impossible to follow and/or there are significant errors throughout.	Reflection rarely displays thoughtfulness as it relates to the effectiveness of the assessment plan in determining and communicating student performance.

Data Table for Student Teaching Assessment Project (Assessment 6)

Data from Spring 2006: Number of candidates = 11

	Selecting instructional goals for assessment	**Congruency of assessments with instructional goals**	**Age appropriateness of assessments**	**Assessment results serve to improve learning**	**Uses assessment data to provide for student & parent feedback on learning**
4	8 (72.7%)	4 (36.4%)	7 (63.6%)	0 (0%)	5 (45.5%)
3	3 (27.3%)	7 (63.6%)	4 (36.4%)	9 (81.8%)	6 (54.5%)
2	0 (0%)	0 (0%)	0 (0%)	2 (18.2%)	0 (0%)
1	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

	Shows ability to use technology for creating assessment tools	**Shows ability to use technology for record keeping and grading**	**Uses assessment data to provide for student & parent feedback on learning**	**Uses reflection to critique effectiveness of assessment and implement change, as needed**
4	8 (72.7%)	8 (72.7%)	5 (45.5%)	7 (63.6%)
3	3 (27.3%)	3 (27.3%)	6 (54.5%)	4 (36.4%)
2	0 (0%)	0 (0%)	0 (0%)	0 (0%)
1	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Acceptable Level
Candidates need to attain a cumulative average score at **level 3** (when averaging all eight categories) with no category score at level 1.