

## ASSESSMENT 3 – PLANNING AND REFLECTION PROJECT

### Unit Plan Scoring Guide Spring 2009 N = 18

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
<b>Content Knowledge</b>			
1.1 – Identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning.	2 (11.1%)	3 (16.7%)	13 (72.2%)
1.6 – Demonstrate knowledge of approved state and national content standards and local program goals.	0 (0.0%)	0 (0.0%)	18 (100.0%)
<b>Growth and Development</b>			
2.3 – Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.	1 (5.6%)	17 (94.4%)	0 (0.0%)
2.3 – Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.	5 (27.7%)	12 (66.7%)	1 (5.6%)
<b>Management and Motivation</b>			
4.2 – Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences.	5 (27.7%)  Not included 1 (5.6%)	12 (66.7%)	0 (0.0%)

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
4.3 – Use a variety of developmentally appropriate practices to motivate students to participate in physical activity in and out of the school.	6 (33.3%)  Not included 1 (5.6%)	4 (22.2%)	7 (38.9%)
<b>Planning and Instruction</b>			
6.1 – Identify, develop, and implement appropriate program and instructional goals.	3 (16.7%)	5 (27.7%)	10 (55.6%)
6.2 – Develop long- and short-term plans that are linked to both program and instructional goals and student needs.	0 (0.0%)	14 (77.8%)	4 (22.2%)
6.4 – Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	1 (5.6%)	17 (94.4%)	0 (0.0%)
6.4 – Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	11 (61.1%)	7 (38.9%)	0 (0.0%)
6.5 – Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.	1 (5.6%)	17 (94.4%)	0 (0.0%)
6.6 – Provide learning experiences that all students to integrate knowledge and skills from multiple subject areas.	5 (27.7%)  Not included 1 (5.6%)	8 (44.4%)	4 (22.2%)

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
6.7 – Select and implement appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curriculum materials.	2 (11.1%)  Not included 1 (5.6%)	12 (66.7%)	3 (16.7%)
<b>Student Assessment</b>			
7.2 – Uses a variety of appropriate authentic and traditional assessment techniques (including both self- and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).	1 (5.6%)  Not included 1 (5.6%)	4 (22.2%)	12 (66.7%)
<b>Collaboration</b>			
10.3 – Identify and actively seek community resources to enhance physical activity opportunities.	6 (33.3%)  Not included 1 (5.6%)	4 (22.2%)	7 (38.9%)

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<b>Content Knowledge</b>			
1.1 – Identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning.	2 (11.1%)	3 (16.7%)	13 (72.2%)
1.6 – Demonstrate knowledge of approved state and national content standards and local program goals.	0 (0.0%)	1 (5.6%)	17 (94.4%)
<b>Growth and Development</b>			
2.1 – Monitor individual and group performance to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains.	4 (22.2%)  Not included 1 (5.6%)	5 (27.7%)	8 (44.4%)
2.2 – Understand the biological, psychological, sociological, experiential, and environmental factors (e.g., neurological development, physique, gender, socioeconomic status) that influence developmental readiness to learn and refine movement skills.	4 (22.2%)	13 (72.2%)	1 (5.6%)
2.3 – Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.	0 (0.0%)	16 (88.9%)	2 (11.1%)

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
<b>Diverse Students</b>			
3.1 – Uses appropriate services and resources to meet diverse learning needs.	0 (0.0%)	18 (100.0%)	0 (0.0%)
<b>Management and Motivation</b>			
4.1 – Use managerial routines that create smoothly functioning learning experiences and environments.	8 (44.4%)	10 (55.6%)	0 (0.0%)
4.2 – Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences.	11 (61.1%)  Not included 1 (5.6%)	3 (16.7%)	3 (16.7%)
4.2 – Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences.	0 (0.0%)	3 (16.7%)	15 (83.3%)
<b>Communication</b>			
5.1 – Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age-appropriate language, nonverbal communication).	6 (33.3%)	10 (55.6%)	2 (11.1%)
<b>Planning and Instruction</b>			
6.1 – Identify, develop, and implement appropriate program and instructional goals.	7 (38.9%)	5 (27.7%)	6 (33.3%)

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
6.2 – Develop long- and short-term plans that are linked to both program and instructional goals and student needs.	4 (22.2%)	11 (61.1%)	3 (16.7%)
6.4 – Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	0 (0.0%)	18 (100.0%)	0 (0.0%)
6.5 – Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.	0 (0.0%)	18 (100.0%)	0 (0.0%)
6.7 – Select and implement appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curriculum materials.	7 (38.9%)  Not included 2 (11.1%)	7 (38.9%)	2 (11.1%)
6.8 – Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.	2 (11.1%)	3 (16.7%)	13 (72.2%)
6.8 – Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.	2 (11.1%)	5 (27.7%)	11 (61.1%)
6.9 – Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.	1 (5.6%)	4 (22.2%)	13 (72.2%)

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
6.10 – Develop a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, promote problem solving and critical thinking, facilitate factual recall).	0 (0.0%)	6 (33.3%)	12 (66.7%)
<b>Student Assessment</b>			
7.2 – Use a variety of appropriate authentic and traditional assessment techniques (including both self- and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).	6 (33.3%)	10 (55.6%)	2 (11.1%)

**Reflection Scoring Guide**  
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Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
<b>Reflection</b>			
8.1 - Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.	0 (0.0%)	18 (100.0%)	0 (0.0%)
8.1 - Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.	0 (0.0%)	18 (100.0%)	0 (0.0%)
8.1 - Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.	0 (0.0%)	18 (100.0%)	0 (0.0%)
8.1 - Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.	0 (0.0%)	18 (100.0%)	0 (0.0%)