

## ASSESSMENT 5 – INDIVIDUAL CHILD PROJECT

**Data Table for Individual Child Project**  
**Fall 2008**  
**N = 14**

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.	0 (0.0%)	0 (0.0%)	14 (100.0%)
1.5 – Understand and debate current physical education/activity issues and laws based on historical, philosophical, and sociological perspectives.	0 (0.0%)	14 (100.0%)	0 (0.0%)
<b>Growth and Development</b>			
2.1 – Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains.	0 (0.0%)	14 (100.0%)	0 (0.0%)
2.3 – Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.	0 (0.0%)	14 (100.0%)	0 (0.0%)
<b>Diverse Students</b>			
3.1 – Identify, select, and implement appropriate instruction that is sensitive to students’ strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).	0 (0.0%)	14 (100.0%)	0 (0.0%)
3.2 – Use appropriate services and resources to meet diverse learning styles.	0 (0.0%)	14 (100.0%)	0 (0.0%)

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
<b>Planning and Instruction</b>			
6.1 – Identify, develop, and implement appropriate program and instructional goals.	0 (0.0%)	0 (0.0%)	14 (100.0%)
6.2 – Develop long- and short-term plans that are linked to both program and instructional goals and student needs.	0 (0.0%)	14 (100.0%)	0 (0.0%)
6.4 – Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	0 (0.0%)	14 (100.0%)	0 (0.0%)
<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).	5 (35.7%)	9 (64.3%)	0 (0.0%)
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).	2 (14.3%)	11 (78.6%)	1 (7.1%)
7.4 – Interpret and use learning and performance data to make informed curricular and/or instructional decisions.	0 (0.0%)	13 (92.9%)	1 (7.1%)
<b>Collaboration</b>			
10.4 – Pursue productive relationships with parents/guardians and school colleagues to support student growth and well-being.	5 (35.7%)	7 (50.0%)	2 (14.3%)

Standard/Outcome	Does not meet standard	Meets standard	Exceeds standard
10.4 – Pursue productive relationships with parents/guardians and school colleagues to support student growth and well-being.	0 (0.0%)	14 (100.0%)	0 (0.0%)