

Sample Physical Education Assessments for Grade R Learners

Sample Physical Education Assessments

These user-friendly sample assessments allow teachers to measure performance and knowledge across all physical education standards. Teachers can use these samples as they are, modify them to fit a curriculum, or use them to create an original assessment that is more appropriate for the school's teaching environment and needs.

Assessment Tools

There are various tools available for gathering data on a learner's knowledge and performance. Selecting the appropriate tool depends on the tool's ability to provide evidence specific to the benchmark and performance criteria. These assessments should all be part of a cohesive assessment plan, which ties learning and teaching together.

How to Use the Sample Assessments

When viewing the sample assessments, teachers should remember the context of their teaching environment (e.g., space, number of students, availability of equipment). Select, modify or create assessments that fit the program and provide the most robust information on what learners know and are able to do.

Assessment Task 1

Tally recording sheet: Learners will travel across and throughout general space, changing speeds as cued by the teacher.

Guidelines

Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school's teaching environment and needs.

This example focuses on learners moving through general space and changing speeds.

Teachers should observe the learner's ability to alter speed and continue traveling under control, not the quality of the movement.

Setup and Equipment

Setup: Learners scattered throughout general space

Equipment: If using visual cues, the teacher could use green, yellow and red construction paper taped to fly swatters or could use green, yellow and red gator balls or ribbon wands. If using a music cue, the teacher will need songs of varying tempos.

Directions

Learners will travel across and throughout general space using a locomotor skill, such as running, skipping, galloping or sliding or a creative movement skill, such as moving like a robot, moving like a giant giraffe, or moving like a floating leaf. As learners are moving through general space, the teacher cues them to start, stop and change speed at various times throughout the activity.

If using creative movement, some ideas for the teacher to use are:

- imagery changes such as: move fast like a cheetah, slow like a turtle, fast like the wind, slow like a floating cloud.
- a visual cue to change speed such as green, yellow and red signs.
- different songs to cue speed changes.

The tally recording assessment is an example designed to collect data on four separate occasions. Teachers will determine when and how often to assess each benchmark. This checklist is designed to assess one benchmark only; however, the information on this checklist could be included on an assessment meant to assess multiple benchmarks.

During this activity, the teacher focuses his/her attention on learners who struggle to change speeds while continually traveling, and records tallies for these learners. A tally simply means the learner was unable to successfully respond to the speed change by altering their movement. Record nothing for learners who can successfully respond to the speed change while continuing to travel across space. If a learner receives no tallies, he/she was able to successfully travel and change speeds.

An assessment strategy to use when assessing learners while they are moving throughout general space is to designate an area of the gym as the assessment area; this is the area where the teacher focuses their attention on. When learners travel through this area, they are assessed. This reduces the need to watch everyone at once.

Tally Recording Sheet – Traveling at Different Speeds

Student Name	Traveling while changing speeds: slow to fast; fast to slow Date	Traveling while changing speeds: slow to fast; fast to slow Date	Traveling while changing speeds: slow to fast; fast to slow Date	Traveling while changing speeds: slow to fast; fast to slow Date	Yes or No

Scoring guide – Identify what is needed to meet this benchmark.

Scoring guide: After the assessment is completed for the designated number of days, the teacher would collate the data and determine if the learner passes the benchmark. The “yes” or “no” column is used to identify learners who passed and did not pass the benchmark. For example, a teacher may decide to assess on four separate days and learners who were able to change speeds while traveling on at least two of the four days could pass.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, and availability of equipment).

Assessment Task 2

Exit Slip: Learners will recognise how different movements affect their heart rate.

Guidelines

Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school's teaching environment and needs.

This example focuses on the impact of physical activity on heart rate and breathing.

Provide instructions to learners on how to feel their heartbeat and recognise speed changes. Faster movement corresponds to faster heartbeat. Counting heart rate is not the focus of this benchmark.

Provide instructions to learners on how to listen to their breathing and notice how it changes with different activities.

Provide activities that will increasingly cause faster heartbeats. After each activity, ask the learners to place one hand on their chest and identify if their heart is beating faster or slower than the previous activity. Discuss other activities they should do throughout the day and connect each activity to how it impacts heart beat and breathing.

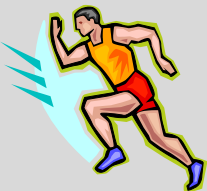




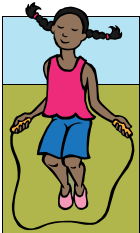
Setup and Equipment

Exit slip and crayon for each learner

Directions

At the end of class, learners will circle the picture in each row that would make their heart beat faster. Repeat these directions for each row. On the back, learners should draw a picture of another activity that would make their heart beat fast.

Assessment Exit Slip

1		
2		
3		

Scoring guide: To pass this benchmark, students must correctly respond to two of the three items.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, and availability of equipment).