**Capturing Student Motor Skill Assessment While EVERYONE MOVES**

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***“Accountability and assessment are two terms we cannot ignore in elementary physical education. Finding how far students can throw a ball is less important than helping them learn to throw well.”* Ardovino S. Sanders, Hopple**

**This session will explore several methods for collecting evidence for the level of proficiency in motor skill performance for every student without wait time and maximizing participation time.**

**Some issues I hope to help with in this session:**

1. **Use of *Video* as a supplement to teacher feedback**
2. **Using *Levels* of progression in a differentiated setting**
3. ***Management***
4. **Identifying *each student* and specific needs/strengths**
5. **Maintaining *maximum movement time* with student practice time and *engagement***

**What do we mean when we say that our students are PROFICIENT?**

Question: Would I be proficient at skiing if I only ski once every couple of years and it takes me about 2 runs before I can reproduce the motor program for skiing so that I am enjoying my time on the mountain?

Big Picture for learning motor skills: Are we helping our students learn how to learn motor skills? Are we asking them to comply with our expectations for level of refinement? I don’t have answers. I do come with questions.

**Strategies for Managing Assessment of/for Learning**

I see students **one** class at a time, **100** minutes a week, **twice** a week for **50** minutes, and 550 students. The year my district implemented the standards-based report card, I panicked! I was also at a new school site. How would I truly be able to know all of those students and able to make a judgement about their levels of proficiency in all three domains?

Antioch Unified School District report card:

1. Use the same scoring guide as classroom teachers with a 5 point rubric. (needing support emerging, approaching, mastering, exceeding)
2. Three areas appear on the report card: a. motor skill performance b. motor skill/fitness concepts c. respect and responsibility (psych/social)
3. A scope and sequence was established collaboratively with all of the physical education teachers. Note: after the first year we wanted to change it!
4. All of the information was put into the district and school student manuals for all families.
5. Physical Educators also created a common mission and vision which all have on our school websites. Along with that we have the scope and sequence and level outcomes available.
6. We all agreed to take baby steps, share successes and challenges, and communicate.

My answer: I had to leave my ego in the parking lot and admit that I could not even learn that many names for the first report card period. So, I ordered name tags on-line (cheaper the better!). Through the years, I have gone through many that I would not suggest using! What works the best are SMALLER (2 ½” x 4”), GLOSSY not matte, and have a CLIP rather than a pin.

Here is how I use them:

1. Use 3” x 5” index cards in 6 different colors.
2. Fold the index card in half and write the first name last initial (whole last name if needed) as big as possible on one side.
3. On the front, this can be small, write the room number in case it gets lost on the yard.
4. I also place the student PLICKER number on the front of the card—small.
5. Each class should have equal numbers of each color. This helps with grouping as you have 6 groups of students on day one. You can mix it up by having them get a partner with a different color, or a group with all 6 colors, whatever number you plan for.
6. With younger students you can also put stickers to change up groupings.
7. Note: When I ask them to make groups where the name tag color does not matter they get very excited! Yeah for autonomy!
8. Use the inside of the index card for data collection. Students keep track of Pacer scores, pushups, plank time, personal fitness goals, personal skill goals, pedometer steps. If they run out of room, simply give them a new index card to add to the plastic holder.
9. Placement: My students wear uniforms with a polo shirt or shirt with a collar. They squeeze the clip and place on the placket of the shirt so that it doesn’t bother them while playing.
10. Train them to squeeze to take the name tag off.
11. Restorative Justice: During class, if a student is having a hard time making good decisions, I ask them to take the name tag off. I put it either on my clipboard or on the bottom my shirt. The student is to fix the problem or change behavior. When I see that the issue is resolved, I give the name tag back to the student. It is amazing how grateful the students are when they manage to get it back! If I have to take it twice or they have not resolved the problem by the end of class, it is recorded on my grade sheet. My guest teachers also follow this protocol!
12. My version of Don Hellison’s model: As they place the name tag back into the class bin, they show with 1, 2, or 3 fingers how they assessed their day. A “3” means that they came to class “READY TO LEARN”. A “2” means that they DISTRACTED FROM SOMEONE’S LEARNING” which can be their own. A “1” means that they were “NOT SAFE” (physically or emotionally).
13. A class set of name tags is kept in a cloth bin with teacher’s name. Also in the bin is a clip board with grade/class sheet. I will have an example for you to see. I like to use an Excel spreadsheet with students’ by FIRST NAME first, and then last name. Columns are: motor skills, concepts, and responsibility, medical, other (IEP, resource, ELL, etc.). This information helps when I ask students to write in class. I can see the look in the eyes of an ELL/resource student and take them aside to give them a chance to verbalize their response (sometimes act it out!). This bin also might have a plastic portfolio that holds written work from that class.