**WLU Faculty of Education Assessment Artifact Report**

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| **Teacher: Zachary Forster** | **Grade: 6** |  |
| **Curriculum Area(s):**  **PE -Movement** | | |
| **Topic/Title:**  **Basketball** | | |
| **Expectations:**  Overall  A1. Participate actively and regularly in a wide variety of physical activities ~~and demonstrate an understanding of factors that encourage lifelong participation in physical activity~~  B1. Perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate~~, as they engage in a variety of physical activities~~  B2. apply movement strategies appropriately, demonstrating an understanding of the components  of ~~a variety of~~ physical activities, in order to enhance their ability to participate successfully in  those activities  **Expectations:**  Specific  A1.1 actively participate in ~~a wide variety of~~ program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part  B1.1 perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance  B1.2 perform a wide variety of locomotor movements, in combinations, at different speeds, in different directions and using different pathways, while moving around others ~~or equipment~~  B1.3 send and receive ~~a variety of~~ objects ( a basketball), adjusting for speed and distance, while applying basic principles of movement  B1.4 retain objects in a variety of situations while travelling in different pathways and at different speeds in relation to others ~~and equipment~~  B2.1 demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in ~~a variety of~~ physical activities | | |
| **Assessment:**  **Overall Success Criteria**  Students can implement the skills they learn during future basketball games.  **Specific Assessment Strategy for this Lesson**   * Checkbric of student participation and application of skill. * Student reflection of level of progress made today as a show of fingers held up on a scale of 1 to five with 1 being not much progress and 5 being great progress made today. | | |
| **Method of Assigning Marks:** Checklist \_\_\_\_ Checkbric \_√\_\_\_ Rubric\_\_\_\_ Other\_√\_\_\_\_  Checkbric attached. Students showed their self-assessment using their own fingers. | | |
| **Assessment AS\_\_**\_√\_\_**\_\_, FOR\_\_**\_√\_\_**\_\_, or OF\_\_\_\_ learning**   * Student reflection of level of progress made today as a show of fingers held up on a scale of 1 to five with 1 being not much progress and 5 being great progress made today meets the criteria of   assessment as learning.  “Assessment as learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.” (Western and Northern Canadian Protocol, p. 42)   * Checkbric of student participation and application of skill meets the criteria of assessment for learning. Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.” (Assessment Reform Group, 2002, p. 2) | | |
| **Resources/Citations** [The Assessment Reform Group | Nuffield Foundation](http://www.nuffieldfoundation.org/assessment-reform-group) www.nuffieldfoundation.org ›  [Growing Success - Ministry of Education](http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf)  [www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf](http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf) [Health and Physical Education - Ministry of Education - Ontario.ca](http://www.edu.gov.on.ca/eng/curriculum/elementary/health1to8.pdf) www.edu.gov.on.ca/eng/curriculum/elementary/health1to8.pdf [Rethinking Classroom Assessment with Purpose in Mind - WNCP](http://www.wncp.ca/media/40539/rethink.pdf) www.wncp.ca/media/40539/rethink.pdf | | |
| **Annotation:**  As the teacher I was structuring a process for students to assess their own progress within daily participation in physical activity and skill development, assessment as learning.  As the teacher I was gathering information to plan future instruction both for individual students and for the class as a whole, assessment for learning. Achievement of the overall success criteria which was:  Students can implement the skills they learn during future basketball games is supported by  planning instruction specifically to meet the learning needs of individuals and the group. | | |

**Checkbric**

**Class:**  **Date:**

**Subject: PE** **Unit:** Basketball

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| **Student Name:** | **Active Participation during physical activity:**   1. **Limited**   **Participation**   1. **Some participation** 2. **Consistent participation** 3. **Energetic participation** | **Basketball Shooting Skills:**   1. **Limited demonstration of skills** 2. **Some demonstration of skills** 3. **Consistent demonstration of skills** 4. **Skills almost always demonstrated** | **Basketball Passing Skills:**   1. **Limited demonstration of skills** 2. **Some demonstration of skills** 3. **Consistent demonstration of skills** 4. **Skills almost always demonstrated** | **Basketball Dribbling Skills:**   1. **Limited demonstration of skills** 2. **Some demonstration of skills** 3. **Consistent demonstration of skills** 4. **Skills almost always demonstrated** |
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