**Standard 5: Impact on Student Learning**

**Element:** 5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.

**Artifact:** EDU 355 Assessments from Curriculum Project

**Date:** Spring 2012

**Reflection:** Throughout my field experience, I was able to create pre and post assessments to measure student achievement of the cartwheel. After the pre-assessment data was collected, I created a lesson plan with specific goals and objectives aligned with the completion of the post-assessment of the cartwheel. The purpose of quality assessments is to detect if student learning took place. When planning a lesson, the pre-assessment data is essential in order to decide what to focus on during class. Although my checklist data shows that not every student went from a no to a yes, there were multiple students who improved in the critical elements. Assessments are important in my development as a teacher because I may have to use the data to prove physical education is beneficial for the students. Having valid assessments to show others will give them proof of student learning in my classes.

**Cartwheel Pre-Assessment RESULTS**

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| **YES** -Student will perform a cartwheel by lunging forward with their front leg knee bent and back leg straight. Their hands in the air with palms out leaning toward the floor mat with front hand landing first followed by the back hand transferring weight on to both hands. Elbows are extended and locked to create strong arms. Back leg is lifted into air first above hips followed by the other leg to create an inverted straddle. The leading foot in the air lands first followed by the following foot to complete a cartwheel. | **NO** –Student does not demonstrate a cartwheel successfully and/or struggles through specified critical elements when performing the cartwheel. |

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| **Student’s Name** | **YES** | **NO** | **Critical Elements that Need Improvement** |
| **Marcus** |  |  | **Lunge Strong Arms Legs Above Hips Foot, Foot** |
| **Zane** |  |  | **Lunge Strong Arms Legs Above Hips Foot, Foot** |
| **Dustin** |  |  | **Lunge Strong Arms Legs Above Hips Foot, Foot** |
| **John** |  |  | **Lunge Strong Arms Legs Above Hips Foot, Foot** |
| **Jacob** |  |  | **Lunge Strong Arms Legs Above Hips Foot, Foot** |
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| **Jack** |  |  | **Lunge Strong Arms Legs Above Hips Foot, Foot** |
| **Lucia** |  |  | **Lunge Strong Arms Legs Above Hips Foot, Foot** |
| **Margret** |  |  | **Lunge Strong Arms Legs Above Hips Foot, Foot** |
| **Ivy** |  |  | **Lunge Strong Arms Legs Above Hips Foot, Foot** |
| **Kadence** |  |  | **Lunge Strong Arms Legs Above Hips Foot, Foot** |
| **Annie** |  |  | **Lunge Strong Arms Legs Above Hips Foot, Foot** |
| **Caleigh** |  |  | **Lunge Strong Arms Legs Above Hips Foot, Foot** |
| **Nick** |  |  | **Lunge Strong Arms Legs Above Hips Foot, Foot** |
| **Gehrid** |  |  | **Lunge Strong Arms Legs Above Hips Foot, Foot** |
| **Jenna** |  |  | **Lunge Strong Arms Legs Above Hips Foot, Foot** |

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| [**Lesson Plan**](http://cortland.edu/physed/forms.html)of  | **NYS/NASPE****Standards** | **Teacher Candidates(s):** Beka Fredrickson and Rob Goldkranz | **School: St. Mary’s** | **Date:** 4/7/2012**Grade:** 2nd**# in class:** 17 |
| **Bold Teaching Style:** Command **Practice**  Reciprocal Self-Check Guided Discovery Inclusion Convergent  Divergent Jigsaw **Cooperative** |
| **Domains** | **Objectives (Be sure to include Situation, Task and Criteria for each objective)** | **Assessment Tool &** **When it is used** | **Length of class:** 30 mins |
| Psychomotor | 1A / 1  | 1. By the end of the lesson, the students will be able to successfully perform a cartwheel with 3 out of the 4 critical elements.  | Post assessment checklist | **Unit:** Gymnastics **Focus**: Transfer of weight 🡪 cartwheels  |
| Affective | 2A / 5  | 2. At the end of the lesson, the students will demonstrate teamwork by working together in putting all equipment away in correct spots.  | Teach observation and reinforcement  | **Equipment:** large blue mat, incline mats, small blue mats |
| Cognitive | 1A / 2  | 3. By the end of the demonstration, all students will be able to correctly name 3 out of the 4 cues when performing a cartwheel.  | Verbal check for understanding | **References**: (e.g. Book, course packet, pg #, complete web address URL):**On the move book page 245** **http://www.drillsandskills.com/article/10** |
| Safety Statement |  /  | 4. Please be aware of all surroundings. When performing skills you must look twice to make sure no one is in your personal space. Listen for the whistle and stop what you are doing.  |  |
| [**NYS Learning Standard 1**](http://www.emsc.nysed.gov/ciai/pe/pe1.html) – **Personal Health and Fitness**1A. Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities.1B. Students will design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition[**NYS Learning Standard 2**](http://www.emsc.nysed.gov/ciai/pe/pe2.html)– **A Safe and Healthy Environment** 2a. Students will demonstrate responsible personal and social behavior while engaged in physical activity.2b. Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication.2c. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.[**NYS Learning Standard 3**](http://www.emsc.nysed.gov/ciai/pe/pe3.html)– **Resource Management**3a. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity.3b. Students will be informed consumers and be able to evaluate facilities and programs.3c. Students will also be aware of career options in the field of physical fitness and sports | [**NASPE Content Standards**](http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm) **– A physically educated person:** 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.3. Participates regularly in physical activity.4. Achieves and maintains a health-enhancing level of physical fitness.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction |

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| **What is the ongoing fitness theme or emphasis in this lesson?** |
| **Health-related Fitness (HRF)**[**NYS LS 1B**](http://www.emsc.nysed.gov/ciai/pe/pe1.html) **(Please Bold)**Cardiovascular endurance **Muscular strength**Muscular endurance FlexibilityBody composition | **Explain how it is developed and where in the lesson it occurs:** **Muscular strength: each student in group 2 will be working on muscular strength while practicing handstand kick ups. Group 1 will work on strength during the rope activities by pulling their own body weight up** | **Skill-related Fitness (SRF)**[**NYS LS 1A**](http://www.emsc.nysed.gov/ciai/pe/pe1.html)**Balance** CoordinationAgility Reaction timeSpeed Power | **Explain how it is developed and where in the lesson it occurs:** **Balance: Group 1 will be working on balance during the balance beam practice activities. Group 2 will be working on balance during the handstand practice activites** |

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| **Lesson Components** | **Time (mins)** | **Organization &****Transitions** | **Description** | **Adaptations Assessments, Reminders** |
| Instant Activity | 3 min | Students spread out throughout mats | Warm up will be placed on wall for students to read once they enter the gym -Find your OWN space ON the mats and perform:1. 30 Jumping Jacks
2. 3 Forward Rolls
3. 1 Backward Roll
 | Watch to ensure students have enough space in-between each other |
| Introduction, Signal for Attention,Hook | 1 min | T Ts s s s s s s s s s s | -Today we are going to continue our gymnastics unit! Our focus will be on the cartwheel-By the end of the class today we want to see how much you improved on your cartwheel!-Just a reminder our names are Ms. F and Mr. G and we will be using our whistles to get your attention so listen carefully-During gymnastics it is VERY important to pay close attention to what we are doing. We have to watch out for others, and we must ALWAYS be on the blue mats while performing our skills. | Stress safety!  |
| Demonstration | 4 min | T  … T ….s s s s s s s s s s s | Cartwheel demonstration Rob: recites and explains **CUES** out loud – favorite foot forward with toe pointing straight, **LUNG** forward keeping back leg straight, favorite hand down first followed by other hand with **STRONG ARMS** keeping elbows extended and **LOCKED**, back leg lifts into air first followed by second leg with **STRAIGHT** **LEGS ABOVE HIPS**, land leading **FOOT** first then second **FOOT** Beka: perform cartwheel at full speed, slowed down, taking off with R hand as favorite then L hand (4 demonstrations total) | CARTWHEEL POSTER WITH CUES AND PICTURES OF EACH STEP |
| Body of Lesson(Lesson Focus) |  |  | **Teaching Progressions –** Show some of the major tasks/activities listed on your [Activity Progression Worksheet](http://www2.cortland.edu/departments/physical-education/resources.dot) within the selected level of (PC/C/U/P) for the class.  |  |
|  |  | **Tasks** (Extensions) - Activities for the whole class. *E.g. Hit the ball over the net to your partner 10 times.* | **Cues** (Refinements) – Simple secrets to improve performance. *E.g. Low to high* | **Challenges** (Applications) - More game-like chances to practice the same tasks at the same difficulty level. *E.g. In 90 seconds, see how many times you can hit the ball to your partner.* | **Modifications** – Add modifications to make the tasks easier and harder according to the skill level of the students. | **Adaptations Assessments, Reminders** |
| Group 1 has 12 min. with Rob at the stations |  | 1. Split class into two groups (Group 1 can perform cartwheel successfully - Group 2 needs work on cartwheel)Group 1: Rob will take students to continue with the stations of balance beam, rope, and incline matBALANCE BEAM: walk forward/backward, dips, small jumps, airplane scale, half turnsROPE: climbing to the top, race with others to top, who can hold for longestINCLINE MAT: log rolls, forward/backward rolls, back extension rolls | 1. Balance beam: arms out to sides, head up, look forwardRope: Squeeze bodyIncline Mat: look for belly button | 1. Contest of who can hold the airplane scale the longest | Easier – Balance beam on floorHarder – Progress to back walk overs down incline mat |  |
| Group 2 has 12 min. total:🡪 2 min.🡪 3 min🡪 3 min🡪 1 min🡪3min |  | 2. **Group 2: Cartwheel progressions**-Start with each student facing the bleachers and perform handstand kick ups-In partners, have on student start in lunge and kick up to a handstand (partner grabs legs to help with balance) hold for 5 seconds and bring legs back down landing with feet back in a lunge-Switch roles-Same task as above, however partner will now guide the body to one side while student transfers weight to stand up landing with feet spread and body in the shape of an X -Review the CUES with entire group quick-Try cartwheel using panel mats for assistance and progress to the floor when comfortable | 2. -ARMS LOCKED and LEGS high and straight-Lunge: front foot toe FORWARD, back foot toe perpendicularBEND, PUSH, LOCK ARMS, SQUEEZE BELLY-Slow and steady, keep body tight-Lunge, locked arms, legs above hips, foot-foot | 2. Try holding handstand for as long as possible with partner assistingTry holding handstand for as long as possible on ownTry cartwheel in a straight line | Easier – Perform the cartwheel on the panel mat with a spot assisting Harder - Attempt a cartwheel starting on one knee – progress to a round off  | Pair students up according to size (must be close to equal in order for tasks to be successful)  |
| 9 min |  | 3. CARTWHEEL POST ASSESSMENT-Each student will continue practicing until their name is called-Once called they must perform 5 cartwheels down the blue mat | 3.  | 3.  | Easier - Harder -  |  |
|  |  | 4.  | 4.  | 4.  | Easier - Harder -  |  |
|  |  | 5.  | 5.  | 5.  | Easier - Harder -  |  |
| Activity close (Optional) | 1 min |  | CLEAN UP! Students work together to pick up all mats and equipment |  |
| Lesson Closure,Hook to Next Lesson |  |  |  |  |

**Cartwheel Post-Assessment RESULTS**

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| **Nick** |  |  | **Lunge Strong Arms Legs Above Hips Foot, Foot** |
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