

ACHPER Victoria Generic Assessment Pack Content Summary

Assessment provides an opportunity to determine where a student is at, at a particular point in time, in relation to an intended outcome. Assessment, and the generic tasks in this pack, relate to a number of High Impact Teaching Strategies (HITS), including:

1. Setting Goals
7. Questioning
8. Feedback
9. Metacognitive Strategies

(HITS, 2017).

The ACHPER Victoria Generic Assessment Pack provides a range of assessment ideas for you to implement into your PE lessons. Further to this, the ACHPER Victoria Unit Plans include the generic tasks embedded throughout to show you how they can these be used, but the options are endless!

We have designed 10 Assessment ideas and activities that can be used within this unit. In developing the content for these assessments, we categorise them within the following three overarching purposes:

- *Assessment for learning* - when teachers use evidence and observations from student performance to plan and modify teaching activities (formative assessment)
- *Assessment as learning* - provides students with opportunities to reflect on the development of their knowledge and skills and inform future learning goals (formative assessment)
- *Assessment of learning* - the teacher can make a judgement about student progress against learning intentions and performance criteria as *evidence of learning* (summative assessment)

(Department of Education and Training, 2019).

How to use the generic assessment task in the ACHPER Victoria Unit Plans

The assessment tasks in this pack are incorporated into the ACHPER Victoria Unit Plans to show you how they can be used with your students, but there are many options possible. You are encouraged to review each of the assessment items to determine their appropriateness within your unit of work and for your students before implementing. Assessment tasks can be run as they are, or modified, or substituted for something else.

How to embed assessment into units and lessons

Assessment for and as learning are often referred to as formative assessment as it provides students and teachers with ongoing feedback for continued student progress and guidance for teachers on how to change teaching practice. It is important students receive multiple opportunities to receive informal feedback throughout a unit, and to achieve this, teachers need to start the assessment process during the design of unit plans and lessons using a backwards by design approach (i.e.: begin the planning process by identifying learning outcomes of a unit and then developing learning experiences that will enable students to achieve the learning outcomes (Killen, 2006).



Generic Assessment Pack Content

Task	Task Name	Desired Implementation	FOR	AS	OF
A1	<i>Affective Lesson Reflection Questions</i>	Use at the end of a lesson for students to reflect on their performance, attitudes, values and feelings (affective domain) during a lesson or across a term.		✓	
A2	<i>Brainstorming - What do I know?</i>	Use across a unit to assess student prior knowledge and compare them to new learnings as the unit progresses.	✓	✓	
A3	<i>Concept Mapping Task</i>	Use after an individual lesson or at multiple touch points in a unit to assess student's knowledge and understanding of concepts and strategies.		✓	✓
A4	<i>If When Because Discussion</i>	Use as sentence starters to prompt student reflection and discussion after activities or lessons.	✓	✓	
A5	<i>Similarities and Differences Generic</i>	Use throughout or at the end of a unit for students to compare and contrast skills, concepts and strategies evident in sports or activities participated in to assist with the transfer of these across game situations.		✓	✓
A6	<i>Smart Goal Development and Reflection</i>	Use at the beginning of a unit to help students develop a SMART goal, then work through the guided reflection at end of unit for students to assess their progress.	✓	✓	
A7	<i>Self-Reflection</i>	Use to assist students self-evaluate their performance on selected sport specific skills and strategies through video observation.		✓	
A8	<i>Rules and Fair Play Rubric</i>	Use some or all criteria as formative or summative assessment to assess student performance or to develop explicit learning intentions and success criteria in the areas of teamwork and/or fair play.	✓		✓
A9	<i>Student Portfolio Assignment Task</i>	Students reflect on targeted skills and concepts and provide information to show their learnings and progress.		✓	✓

Incorporating ICT into Assessment

ICT can be a useful and engaging tool to incorporate into assessment. The generic assessment tasks provided have been developed so they can be run verbally or using paper and pen, or the ideas below can help you to deliver them digitally depending on your preferences and context. The list below provides some ideas of digital tools to use and ideas for implementation but is not an exhaustive list.

Tools for journaling and ongoing reflection/record keeping:

- Microsoft OneNote – use the class notebook feature to add in templates for each page, and view and provide feedback to each student.
- Blogs or Wikis (eg: Microsoft Sway)
- E-Book apps – students create new page(s) per session
- Voice or video recording – set these on class portfolio/collaboration tools to responses can be viewed by teachers and shared with parents. Voice or video recording enables faster journaling with students in younger year levels and helps to enable those with writing difficulties to still articulate their responses

Tools for video observation:

- Video delay apps – set the delay whilst recording student performance so they can come back to the screen and watch their performance immediately afterwards.

Tools for responding to questions:

- Google or Microsoft Forms
- Microsoft Sticky notes
- Google Keep
- Online survey/quiz tools

Tools for collaboration and discussion:

- Online mood board tools
- Online collaboration/social media platforms designed for education

References

Killen, R. (2006) *Effective Teaching Strategies: Lessons from research and practice* (7th Ed). South Melbourne, Victoria, Cengage Learning Australia.

Victorian Department of Education and Training (2019). *High Impact Teaching Strategies (HITS)*.

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx> (Accessed 1 October 2019)