

# Super SHARING STRATEGIES

## PRE- AND POST-ASSESSMENT IN PHYSICAL EDUCATION

Paul Skopp's school, Thornridge High School, is an urban school located on the south side of Chicago (Thornton Township H.S. District 205). It has approximately 1,700 students, grades 9-12, and an ethnic distribution of 96% African American, 2% Hispanic, and 2% White.

Paul Skopp's physical education application demonstrates how he was able to elicit the students' background knowledge, apply writing for assessment, and help students to reflect on what they learned and to be metacognitive. Paul explains that to prepare students before starting a new unit, he has them answer pre-assessment questions. Students answer the questions using complete sentences and proper grammar. At the end of the unit, he has his students answer post-assessment questions, using the same guidelines.

The pre-assessment responses provide a measure of the students' current knowledge and help Paul Skopp identify potential student leaders for teaching assistance (important in large classes with a shortage of equipment). The post-assessment responses provide a measure of knowledge gained from the unit and require students to be reflective about their learning processes.

**Samples of the pre- and post-assessment questionnaires are on page 2.**

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# PHYSICAL EDUCATION UNIT PRE-ASSESSMENT

[Please note: Example student responses from Paul Skopp's classes are printed in italics.]

**Directions:** Answer each of the following questions using complete sentences, proper grammar, and your neatest handwriting.

- 1. What unit are you about to start?**  
*The unit I'm about to start is basketball.*
- 2. What are your feelings about this activity?**  
*I don't really care for basketball, but I like to watch people play.*
- 3. What are your experiences with this activity?**  
*I have no experience in basketball. I just take the ball and try to make shots. I'm not a real player.*
- 4. What skills do you expect to learn or improve in this activity?**  
*The skills I expect to learn and improve are eye coordination and leg ability.*
- 5. What information do you expect to learn?**  
*I expect to learn the different player positions of the game.*
- 6. Set a personal goal for you to achieve in this activity.**  
*My personal goal is to be more interested in the sport.*
- 7. What aspect(s) of fitness do you think this activity will benefit?**  
*Basketball will strengthen my legs and arms.*
- 8. Set a personal fitness goal that you can reach during this unit.**  
*My goal for my personal fitness is to stick to a workout schedule.*
- 9. What do you need to do to reach your fitness goal?**  
*I need to stay committed.*

### Check Yourself:

- My work is neat and legible.
- I used part of the questions in the answers.
- I have answered the questions in complete sentences.
- I have used appropriate capitalization, punctuation, and spelling.
- I have answered the questions completely.

# PHYSICAL EDUCATION UNIT POST-ASSESSMENT

**Directions:** Answer each of the following questions using complete sentences, proper grammar, and your neatest handwriting.

- 1. What unit did you just complete?**
- 2. What are your feelings about this activity?**
- 3. What new information did you learn?**
- 4. What personal goal did you set for this activity?**
- 5. Did you achieve your goal? Why or why not?**
- 6. What was your personal goal?**
- 7. Did you achieve your fitness goal? Why or why not?**

List three skills that are needed to participate in this activity. Next to each skill, list a teaching cue that could be used to teach the skill to someone else.

SKILL	CUES		
1.	a)	b)	c)
2.	a)	b)	c)
3.	a)	b)	c)

### Check Yourself:

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- I used part of the questions in the answers.
- I have answered the questions in complete sentences.
- I have used appropriate capitalization, punctuation, and spelling.
- I have answered the questions completely.