

# formative assessment in physical education

**formative assessment in physical education** plays a crucial role in enhancing student learning and development by providing ongoing feedback that informs instruction and supports skill acquisition. This approach differs from summative assessment, focusing on continuous evaluation rather than final outcomes. The integration of formative assessment in physical education fosters a supportive learning environment where students can track their progress, set goals, and improve their physical competencies. Educators utilize various strategies and tools to implement effective formative assessments, tailoring them to meet diverse learner needs and promoting engagement. This article explores the concept, benefits, methods, and challenges of formative assessment in physical education, offering valuable insights for teachers, coaches, and curriculum designers. Understanding these aspects is essential for optimizing physical education programs and ensuring meaningful student growth.

- Understanding Formative Assessment in Physical Education
- Benefits of Formative Assessment in Physical Education
- Effective Strategies for Implementing Formative Assessment
- Challenges and Solutions in Formative Assessment
- Integrating Technology in Formative Assessment

## Understanding Formative Assessment in Physical Education

Formative assessment in physical education refers to the systematic process of gathering information about student performance during instructional activities to improve learning outcomes. Unlike summative assessments that evaluate students at the end of a unit or course, formative assessments provide timely feedback that guides both teaching and learning. This assessment approach emphasizes observation, questioning, and interactive techniques that help teachers identify strengths and areas needing improvement in real time. It includes a variety of formats such as skill demonstrations, peer assessments, self-evaluations, and teacher-led observations.

## Definition and Purpose

The primary purpose of formative assessment in physical education is to support student development through continuous feedback rather than assigning grades or final judgments. It enables instructors to adjust teaching methods, modify activities, and provide targeted support based on student needs. By focusing on progress and process, formative assessment encourages

active participation and personal goal setting, which are essential components of effective physical education programs.

## **Characteristics of Formative Assessment**

Key characteristics that distinguish formative assessment in physical education include:

- Ongoing and continuous nature throughout the instructional period
- Focus on learning processes and skill development
- Immediate feedback to students for improved performance
- Collaborative involvement of teachers and students
- Adaptability to individual and group learning needs

## **Benefits of Formative Assessment in Physical Education**

Implementing formative assessment in physical education offers numerous benefits that enhance both teaching effectiveness and student achievement. These advantages contribute to a more dynamic, responsive, and student-centered learning environment.

### **Improved Student Motivation and Engagement**

Formative assessment helps students understand their progress and areas for improvement, which increases motivation to participate actively. When students receive constructive feedback, they are more likely to stay engaged and take ownership of their learning journey. This sense of involvement fosters a positive attitude toward physical activity and skill mastery.

### **Personalized Instruction and Support**

Teachers can use formative assessment data to tailor their instruction according to individual student needs. This personalization ensures that learners receive appropriate challenges and support, facilitating better skill acquisition and confidence building. It also helps identify students who may require additional intervention or alternative teaching strategies.

## **Enhanced Skill Development and Learning Outcomes**

Continuous feedback through formative assessment enables students to refine their techniques and correct errors promptly. This iterative process leads to improved motor skills, better understanding of game strategies, and overall enhanced physical competence. Moreover, formative assessment encourages reflective practice, where students critically analyze their performance and set realistic goals.

## **Effective Strategies for Implementing Formative Assessment**

Successful formative assessment in physical education relies on diverse strategies that promote active learning and accurate monitoring of student progress. Educators should select methods that align with curriculum goals and student abilities.

### **Observation and Feedback**

Teacher observation during physical activities provides valuable insights into student performance. Immediate verbal or written feedback helps learners adjust their actions and develop skills more effectively. Observations can be structured using checklists or rubrics to ensure consistency and objectivity.

### **Peer and Self-Assessment**

Encouraging students to assess their own and peers' performance fosters critical thinking and self-awareness. Self-assessment allows learners to identify personal strengths and weaknesses, while peer assessment promotes collaborative learning and communication. These approaches also build students' ability to give and receive constructive criticism.

### **Use of Formative Assessment Tools**

Various instruments such as skill tests, performance journals, and exit tickets can be employed to gather data on student learning. These tools help document progress and provide concrete evidence to guide instructional decisions. Incorporating diverse assessment formats ensures a comprehensive evaluation of physical education outcomes.

# **Incorporating Questioning Techniques**

Strategic questioning during lessons stimulates student thinking and reveals understanding. Questions can clarify concepts, encourage reflection, and prompt students to explain their reasoning. Effective questioning supports formative assessment by making learning visible and guiding instructional adjustments.

## **Challenges and Solutions in Formative Assessment**

While formative assessment in physical education offers significant advantages, educators may encounter challenges in its implementation. Addressing these obstacles is essential to maximize the effectiveness of assessment practices.

### **Time Constraints**

Physical education classes often have limited time, making it difficult to conduct thorough formative assessments. To manage this, teachers can integrate quick assessment techniques such as brief skill checks or targeted questioning within activities. Prioritizing key learning objectives also helps focus assessment efforts efficiently.

### **Subjectivity and Consistency**

Ensuring objectivity and consistency in evaluating physical performance can be challenging due to the subjective nature of movement assessments. Utilizing standardized rubrics, clear criteria, and multiple assessment sources can enhance reliability. Professional development and collaboration among educators further support consistent formative assessment practices.

### **Student Anxiety and Resistance**

Some students may feel anxious or resistant to continuous assessment, perceiving it as pressure or judgment. Creating a supportive classroom climate that emphasizes growth and learning rather than grading reduces anxiety. Clear communication about the purpose and benefits of formative assessment encourages student acceptance and participation.

## **Integrating Technology in Formative Assessment**

Advancements in technology have expanded opportunities for implementing formative assessment in physical education. Digital tools provide innovative ways to collect data, analyze performance, and

deliver feedback.

## **Video Analysis and Recording**

Using video recordings allows students and teachers to review performances in detail. Slow-motion playback and frame-by-frame analysis help identify technical errors and areas for improvement. This visual feedback enhances self-awareness and supports precise skill development.

## **Mobile Apps and Wearable Devices**

Mobile applications designed for physical activity tracking enable real-time monitoring of student progress. Wearable devices can measure heart rate, movement patterns, and other biometric data, offering objective insights into fitness levels. These technologies facilitate personalized feedback and data-driven instruction.

## **Online Portfolios and Digital Journals**

Digital platforms allow students to maintain portfolios documenting their learning journey, including videos, reflections, and goal-setting records. Teachers can access these portfolios to provide targeted feedback and track long-term progress. This approach promotes student accountability and continuous engagement.

## **Frequently Asked Questions**

### **What is formative assessment in physical education?**

Formative assessment in physical education refers to ongoing evaluations conducted by teachers to monitor students' learning progress, provide immediate feedback, and adjust instruction to improve skill development and understanding during PE classes.

### **Why is formative assessment important in physical education?**

Formative assessment is important in physical education because it helps instructors identify students' strengths and weaknesses in real-time, tailor instruction to individual needs, enhance student engagement, and promote skill mastery and physical literacy.

### **What are some examples of formative assessment techniques used in physical education?**

Examples of formative assessment techniques in physical education include skill checklists, peer assessments, observation and feedback during activities, self-assessment journals, exit tickets, and

video analysis of student performance.

## **How can technology support formative assessment in physical education?**

Technology can support formative assessment in physical education by enabling video recordings for performance analysis, using apps for instant feedback and skill tracking, employing wearable devices to monitor physical activity, and facilitating digital portfolios for student self-assessment and reflection.

## **How does formative assessment differ from summative assessment in physical education?**

Formative assessment differs from summative assessment in that formative assessment is ongoing and focuses on providing feedback to improve learning during the instructional process, whereas summative assessment evaluates student performance at the end of a unit or course to assign grades or certify competency.

## **How can formative assessment promote inclusivity in physical education classes?**

Formative assessment promotes inclusivity by allowing teachers to adapt activities based on individual student needs and abilities, providing personalized feedback, encouraging all students to participate, and recognizing diverse ways of demonstrating physical competence.

## **What role does student self-assessment play in formative assessment in physical education?**

Student self-assessment plays a crucial role in formative assessment by encouraging learners to reflect on their own performance, set personal goals, recognize areas for improvement, and take ownership of their physical education journey, thereby fostering motivation and lifelong fitness habits.

## **Additional Resources**

### *1. Formative Assessment Strategies in Physical Education*

This book explores various formative assessment techniques specifically designed for physical education teachers. It offers practical tools and real-world examples to help educators gauge student progress and adjust instruction accordingly. The text emphasizes continuous feedback to enhance student learning and skill development.

### *2. Assessing Movement Skills: Formative Approaches in PE*

Focused on movement skill assessment, this book provides a comprehensive guide to formative evaluation methods in physical education settings. It covers observational checklists, peer assessments, and self-reflection strategies to support student growth. The authors highlight the importance of ongoing assessment to promote motor skill proficiency.

### *3. Effective Feedback and Formative Assessment in PE*

This book delves into the role of feedback in formative assessments within physical education. It discusses how timely, specific feedback can motivate students and improve their physical performance. Practical case studies demonstrate how teachers can implement feedback strategies to foster a positive learning environment.

### *4. Formative Assessment for Inclusive Physical Education*

Addressing the needs of diverse learners, this book offers formative assessment techniques tailored for inclusive PE classrooms. It provides strategies to accommodate varying abilities and ensure all students receive meaningful feedback. The book also discusses collaboration between educators, students, and families to support individual progress.

### *5. Technology-Enhanced Formative Assessment in Physical Education*

This text explores the integration of technology in formative assessment practices in PE. It highlights tools such as video analysis, apps, and wearable devices that facilitate real-time feedback and data collection. The book guides teachers on leveraging technology to enhance student engagement and assessment accuracy.

### *6. Designing Formative Assessments for Physical Education Curriculum*

Focused on curriculum development, this book provides frameworks for embedding formative assessments into PE programs. It discusses aligning assessment tasks with learning objectives and standards. Educators will find sample lesson plans and assessment rubrics to support effective implementation.

### *7. Student-Centered Formative Assessment in Physical Education*

Emphasizing student agency, this book promotes formative assessment practices that involve learners in their own evaluation. It covers self-assessment, goal setting, and reflection activities that empower students to take responsibility for their progress. The text also addresses strategies for fostering a growth mindset in PE classes.

### *8. Formative Assessment and Motivation in Physical Education*

This book examines the connection between formative assessment and student motivation in PE. It discusses how assessment practices can influence engagement, self-efficacy, and persistence. Practical recommendations are provided for creating supportive assessment environments that encourage ongoing effort.

### *9. Implementing Formative Assessment in Secondary Physical Education*

Targeting secondary education, this book offers guidance on applying formative assessment techniques in middle and high school PE settings. It covers age-appropriate strategies and common challenges faced by educators. The authors include research-based insights and classroom examples to aid effective practice.

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**formative assessment in physical education: Assessment-Driven Instruction in Physical Education** Jacalyn Lea Lund, Mary Lou Veal, 2013-04-10 For the savvy educator, assessment can be a powerful tool for informing teaching decisions, improving student learning, and helping students achieve learning standards. Learn how to make the most of assessment with Assessment-Driven Instruction in Physical Education. With this text and web resource, you'll learn how to develop assessments and gather information that helps you monitor student progress, structure effective lessons, and make grading more accurate and systematic. Assessment-Driven Instruction in Physical Education: A Standards-Based Approach to Promoting and Documenting Learning shows you how to use standards-based assessment to advance and support student learning in middle and high school physical education programs. In this text, authors Lund and Veal, both experienced physical education teachers and teacher educators, help readers not only understand assessment concepts and applications but also develop the skills to implement assessment. Assessment-Driven Instruction in Physical Education can be used in a methods class, in an assessment class, or for in-service teacher education. It contains numerous examples of assessments and unique practice tasks that help teachers develop assessment skills. Current and future teachers can use these practice tasks to apply their knowledge to specific teaching situations and design their own assessments as they move through the text. Readers will also gain knowledge and strategies for assessing the psychomotor, cognitive, and affective domains based on current assessment research aligned with National Association for Sport and Physical Education (NASPE) standards. To help those new to the assessment process, this text includes chapters on managing assessment, using data to improve learning, and using assessments to assign a fair grade—information not found in most texts on assessment and measurement. An accompanying web resource contains assessment-building practice tasks in a convenient downloadable format, offering an accessible and efficient way to develop knowledge and skills in assessment. With Assessment-Driven Instruction in Physical Education, teacher candidates and current educators can solidify their knowledge of assessment concepts as they learn to design and use high-quality assessments. Assessment-Driven Instruction in Physical Education can help teachers make assessment a meaningful tool for informing instructional choices, promoting student learning, and documenting learning.

**formative assessment in physical education: Assessment in Physical Education** Bob Carroll, 2003-09-02 In the past, assessment was underplayed or neglected in the training of physical education teachers. Physical education lay, largely, outside of school's formal structures of assessment, and books on assessment completely ignored this area of the school curriculum. With the introduction of the GCSE, Routes of Assessment (ROA) and the National Curriculum, assessment has become an important part of the teaching of PE. This book examines in detail the issues as they affect teachers.

**formative assessment in physical education: Assessment for Learning in Physical Education** Crichton Casbon, Lynne Spackman, 2005-09 This resource gives clear practical guidance to teachers in their quest to provide high-quality learning experiences for all young people. Guides teachers through the principles of assessment for learning and using it will enable them to have greater impact on the progress and achievement of the learner. For all those who are concerned with helping pupils across the key stages to improve, make progress and achieve in physical education.

**formative assessment in physical education: Standards-Based Physical Education Curriculum Development** Jacalyn Lund, Deborah Tannehill, 2010 Standards-Based Physical Education Curriculum Development, Second Edition is developed around the National Association of Sport and Physical Education (NASPE) standards for K-12 physical education. This innovative guide teaches students about the process of writing curriculum in physical education and was written by experts who have had specific experience designing and implementing this thematic curriculum. The text begins by looking at the national physical education standards and then examines physical education from a conceptual standpoint, addressing the "so what" of physical education. It then goes

on to examine the development of performance-based assessments designed to measure the extent of student learning. The second part of the text explores the various curricular models common to physical education: sport education, adventure education, outdoor education, traditional/multi activity, fitness, and movement education. It goes on to describe each model, provide examples of curriculums that use it, show how the model links with physical education standards, and provide appropriate assessments for it. The third part, Chapter 14: It's Not Business As Usual, discusses how to improve one's physical education curriculum by doing things differently and embracing change.

**formative assessment in physical education: Performance-Based Assessment for Middle and High School Physical Education** Jacalyn Lea Lund, Mary Fortman Kirk, 2019-03-21

Performance-Based Assessment for Middle and High School Physical Education is a cutting-edge book that teachers trust for assessing middle school and high school physical education students. Also a highly popular undergraduate text for courses that focus on performance-based assessment, this new third edition features significant additions, enhancements, and updates: New chapters on effective management and instruction delivery, which make it appropriate for PETE instructors using the book for secondary methods courses A new chapter on assessments with various instructional models, including Sport Education, Teaching Games for Understanding, Cooperative Learning, Personalized System of Instruction, and Teaching Personal and Social Responsibility A new chapter on assessing dance (with sample dance units in the web resource) A new sample unit on ultimate Frisbee in the chapter on invasion games An expanded section on cognitive assessments, with suggestions for writing tests Updated content on rubrics Performance-Based Assessment shows readers how to use portfolios to assess fitness, and it offers an example of a portfolio assessment for a high school fitness course. It also guides readers in using skill tests in physical education. Written by two authors with a combined 26 years of experience teaching physical education in public schools, the text discusses various assessment formats, helping PETE students and in-service teachers know both what to assess and how to assess it. Readers learn how to develop culminating and progressive assessments, as well as plan for continuous performance-based assessments and acquire effective teaching strategies for standards-based instruction. All content is aligned with current SHAPE America national standards and is supported by research from educational assessment giants such as Tom Guskey, Richard Stiggins, Dylan William, Robert Marzano, and James Popham. The book is organized into four parts, with part I introducing readers to performance-based assessment issues such as the need for change in the assessment process, how assessments can be used to enhance learning, the various assessment domains and methods, and the use of rubrics in assessments. Part II explores aspects of managing and implementing physical education lessons. In part III, readers learn about the components of performance-based assessment, and in part IV, they delve into issues affecting grading and implementing continuous performance-based assessment. This groundbreaking text explains the theory behind assessment and, through its numerous models, shows how to apply that theory in practice. The text is filled with practical examples, much more so than the typical assessment book. And it is supplemented by a web resource that houses forms, charts, and other material for instructors to use in their performance-based assessments. Class size, skill levels, and time factors can make assessments difficult—but far from impossible. The examples in the book are meant to be modified as needed, with the ideas in the book used as starting points. Teachers can use the material, examples, and tools in this book to create assessments that enhance student learning, providing them feedback to let them know what they have accomplished and how they can work toward goals of greater competence.

**formative assessment in physical education: Analysis of Teaching and Learning in Physical Education** Mary Veal, William Anderson, 2011-08-19 Analysis of Teaching and Learning in Physical Education presents research-based “best practices” for teaching physical education in order to help pre-service and practicing teachers improve their skills through analysis and reflection. The text begins with an informal analysis of teaching and then quickly moves into systematic strategies for analyzing student and teacher behaviors and interactions. Based on William Anderson's groundbreaking work, Analysis of Teaching Physical Education (1980), this text is designed to help

physical education teachers meet NASPE's Standards for Advanced Programs in Teacher Education.

**formative assessment in physical education:** *Quality Lesson Plans for Secondary Physical Education* Dorothy Zakrajsek, Lois Carnes, Frank E. Pettigrew, 2003 Lesson plans for physical education including climbing walls, lacross, in-line skating. Includes 2 Copies of CD in Carousel # 17 and 21

**formative assessment in physical education: Research-Based Instruction in Physical Education and Sport** Eve Bernstein, Sharon R. Phillips, 2025-08-19 This textbook brings research-based instructional methods to the teaching and learning of physical activity and physical education. Contributors highlight research-driven pedagogies around sport activities, beginning with current students' considerations and expanding to timely topics affecting instruction. Each chapter follows a clear and accessible structure, beginning with questions posed to the reader to contextualize the chapter and practical applications of the research presented. Chapters provide clear introductions to the research topic, discuss the benefits and challenges of implementing the research concepts into teaching practice, and suggest activities that apply the concepts learned. Content is applicable across community- and school-based contexts, suggesting research-based practices that can provide a helpful recommendation to improve student experience wherever physical education curriculum is presented. Ideal for pre-service teachers in physical education, teacher education and general physical education programs, and coaches, this book provides a user-friendly introduction to evidence-based physical education teaching practices that can be incorporated into existing methods of teaching sport.

**formative assessment in physical education: Teaching Middle School Physical Education** Bonnie S. Mohnsen, 2008 This text describes how to create a programme that addresses the specific needs and capabilities of middle school students, while helping them through the transition from childhood to young adulthood. This edition is fully updated and revised.

**formative assessment in physical education: The Dimensions of Physical Education - BOOK ONLY** Lori Ciccomascolo, Eileen Sullivan, 2013 The Dimensions of Physical Education is an all-in-one reader that addresses important issues in physical, health, and sport education. The text assists students in learning the designated content by providing reader-friendly, scholarly articles and letters that discuss the real issues in the field. Instructors are encouraged to use the articles to challenge students to think about how all of the dimensions of physical and health education connect to each other. The format of the text allows instructors to select and teach the content of the chapters in any order that meets the needs of their students and courses. Topics Covered include: The significance of physical education Effective teaching methods Means of motivating students Character education Assessment measurements Technology Gender issues & diversity Professional development Service-learning Adapted PE

**formative assessment in physical education:** Motivation in Physical Education Luis García-González,

**formative assessment in physical education:** Teacher Empowerment Toward Professional Development and Practices Ismail Hussein Amzat, Nena P. Valdez, 2017-04-22 This book gathers a range of contributions from researchers and practitioners across borders with an emphasis on theoretical arguments and empirical data concerning teacher empowerment. It propels readers to explore powerful teaching practices that can further advance the profession as a continuing priority in the system when appropriately utilized. Further, it strives to capture teachers' readiness to improve their professional skills and responsive practices as a form of accountability for their teaching and students' learning, two aspects that are increasingly being judged by various stakeholders. The book argues that teachers' autonomous participation and engagement in relevant decision-making activities and equitable access to continuing professional development opportunities are and should remain major priorities.

**formative assessment in physical education: Phenomenology and Pedagogy in Physical Education** Oyvind Standal, 2016-01-29 Phenomenology is a philosophical approach to the study of consciousness and subjective experience. In recent years it has become a more prominent element

of the social scientific study of sport and a core component of the important emergent concept of physical literacy. This book is the first to offer a philosophically-sound investigation of phenomenological perspectives on pedagogy in physical education. The book argues that phenomenology offers a particularly interesting theoretical approach to physical education because of the closely embodied relationship between the knowledge object (the actions, activities and practices of movement) and the knowing subject (the pupil). Drawing on the work of key phenomenological thinkers but also exploring the implications of this work for teaching practice, the book helps to illuminate our understanding of important concepts in physical education such as practical knowledge, skill acquisition, experience and ethics. This is fascinating reading for any serious student or researcher working in physical education or the philosophy or sociology of sport.

**formative assessment in physical education: Research and Practice in Physical Education** Deborah Tannehill, Ann MacPhail, Ger Halbert, 2013 Research findings in education can provide invaluable insight into how teaching practice can be improved, but research papers are often inaccessible and hard to digest. This innovative new text is designed to assist physical education students, pre-service teachers, practising teachers and teacher educators to learn how to read research and to apply it to practice in primary and secondary physical education. The text also provides insights and implications for those working with young people in physical activity and sport settings. The book presents a clear, step-by-step guide to how to read and interpret research, followed by a series of short and engaging introductions to contemporary research studies on key topics in physical education, from classroom management and programme design to assessment and social issues. Each study is discussed from the point of view of researcher, teacher educator and primary and post primary teacher, providing the reader with invaluable insight into how to use research to generate new ideas and improve their teaching practice. *Research and Practice in Physical Education* is the perfect companion to any course in research methods, current issues, learning and teaching, or pedagogy and curriculum in physical education.

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**formative assessment in physical education: Building Effective Physical Education Programs** Deborah Tannehill, Dr Hans Van Der Mars, Ann MacPhail, 2013-10-21 *Building Effective Physical Education Programs* is a unique text focused on designing and delivering school physical education programs. The text succeeds in helping pre-service, novice, and more experienced teachers to understand the essential components necessary to create and deliver impactful physical education programs within their school or organization. Through its use of engaging learning experiences found in each chapter, this text is ideal for use across various physical education teacher courses and teacher professional development programs. Written for an international

audience, *Building Effective Physical Education Programs* acknowledges both the similarities and differences of physical education programs from country to country. International case studies are included to further illustrate worldwide practices. This text is appropriate for the student who is interested in the field of physical education as well as the seasoned professional with years of experience. Key Features: Learning Experience boxes help readers apply knowledge gained from the text to real-world practice by utilizing activities and critical-thinking questions to drive comprehension. An international perspective on physical education provides a global viewpoint and gives students a broad context for different program types. A focus on current trends and issues makes this text relevant and timely. Ancillaries provide instructors with the tools to implement a successful physical education teacher education course. Instructor resources include: Instructor's Manual, Test Bank and PowerPoint presentations. Student resources include: Companion website and Student Study Guide.

**formative assessment in physical education:** Contemporary Issues in Physical Education Ken Hardman, Ken Green, 2011. The book provides an insight into the current situation of PE in schools across Europe as a forerunner to addressing PE-related existing and emerging issues in various contexts.

**formative assessment in physical education:** Black's Dictionary of Physical Education and School Sport Gareth Williams, Sarah Pinder, Alan Thomson, Dean Williams, 2012-09-06. This dictionary is a key resource for students of Physical Education, School Sport and Sports Science at undergraduate level, facing new concepts and terminology. Over 100 entries cover all the key topics in this diverse subject area. The A-Z format makes it accessible and essential reading for anyone planning a career in teaching PE. Each entry is 300-500 words and includes practical teaching ideas and tips and further reading suggestions. All the theoretical concepts of social, political, economic and cultural influences are covered and the dictionary includes updates on recent key issues in Physical Education, including material on gifted and talented teaching, and junior athletic education.

**formative assessment in physical education:** PE Metrics SHAPE America - Society of Health and Physical Educators, 2018-03-05. If you are looking for the definitive resource to help you measure your students' achievement, your search is over. *PE Metrics: Assessing Student Performance Using the National Standards & Grade-Level Outcomes for K-12 Physical Education*, Third Edition, aligns with SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education, was created by SHAPE America and its writing team, and was reviewed by researchers and teachers with expertise in assessment. The result is a text that you can use with confidence as you help develop physical literacy in your students. Written for physical educators, administrators, and curriculum writers (and for physical education majors and minors), this latest edition offers the following:

- 130 ready-to-use assessments for kindergarten through grade 12 (65 elementary, 43 middle school, and 22 high school)
- Worksheets, checklists, and rubrics that support the assessments
- Guidance on creating your own assessments for any lesson or unit

These assessments are aligned with the three SHAPE America lesson planning books for elementary, middle, and secondary school and dovetail with SHAPE America's *The Essentials of Teaching Physical Education*. The assessments can be used as they are, or you can modify them or use them as samples in creating assessments that are best suited to your needs. *PE Metrics*, now in a four-color design, is organized into four main parts: Part I introduces the purpose and uses of assessment, how to develop an assessment plan, and the various types of assessments and tools you can use. Part II contains sample assessments for students in grades K-5, focusing on fundamental motor skills; as such, the elementary-level assessments center heavily on Standard 1. In part III, the emphasis shifts to middle school assessments, with a concentration on Standard 2 and on the categories of dance and rhythms, invasion games, net/wall games, fielding/striking games, outdoor pursuits, aquatics, and individual-performance activities. Part IV offers sample assessments for high school students, with a priority on providing evidence of the knowledge and skills students will need to remain active and fit after they leave high school. This resource provides a comprehensive, performance-based assessment system that enables you to incorporate assessment into every facet

of your teaching, create assessments that are unique to your program, and measure your students' performance against the grade-level outcomes. The assessments are process focused and are designed to measure multiple constructs as well as provide meaningful feedback to students—ultimately helping them to develop holistically across all three learning domains (psychomotor, cognitive, and affective). PE Metrics will help you instill in students the knowledge, skills, and confidence they need to enjoy a lifetime of healthful physical activity.

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