

STRATEGIES FOR ASSESSING MOVEMENT

OBSERVATION



A valuable tool to make judgements about what students can or can't do to identify the point at which you should target your teaching. When observing students' movement competence, you can use the information you collect to:

- plan and program lessons or activities for the whole class, small groups or individuals
- assist individual students by providing feedback about their performance
- evaluate the effectiveness of your teaching program.

Observation should be part of the natural teaching and learning situation so that students do not alter their movement pattern. When observing students performing movement skills:

- focus on how the movement looks or which components are evident in the performance, rather than on the final outcome of the movement, such as how fast the student ran or the accuracy of the throw.
- be objective
- work with a colleague to promote discussion and consistency
- use a variety of contexts and over a period of time.

CHECKLISTS

Checklists can help with observation and making judgements about students' proficiency in movement skills.



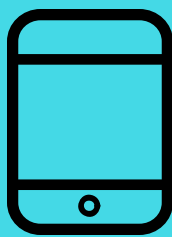
SPOTLIGHTING

A process of focussing attention on a few students each lesson instead of trying to critically observe everyone. Promotes systematic and ongoing observation.

Observe behaviours that students might display when working towards the syllabus outcome.

At the end of the stage, make a professional judgement about the achievement of the outcome. Assessment evidence is collected over time and in a variety of contexts.

PEER AND SELF ASSESSMENT



Provides invaluable feedback for students by allowing them to develop a better understanding of themselves as learners and develop responsibility for their own learning. Students observe themselves and their peers to reflect on their own learning by providing appropriate feedback.