

Exemplary Planning Commentary: Physical Education

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1a. Central focus of the segment

The central focus of the learning segment is: students will demonstrate the necessary skills and strategies to effectively participate in Lacrosse. This statement solicits a combination of both skills and strategies be demonstrated, as both are required for effective participation. The word skill, found in the central focus, refers to developing competencies in the psychomotor domain as well as the cognitive and affective domains: this is reflected in the learning tasks. The word strategy, found in the central focus, refers to the methods students will learn to apply in order to achieve the learning targets. The central focus is structured so that each learning task will assist students in learning and practicing specific skills and strategies so they can demonstrate them by the end of each lesson. Students will be given multiple opportunities to demonstrate their developing competencies through performance-based activities. Students will consistently assess their development to establish an awareness of specific skills and strategies that may require additional practice.

The content required to support the central focus is divided into intentional sequential pieces, making it manageable for students to practice and master each piece before learning the next. This is an instructional strategy called scaffolding. Learning tasks are designed to break down content into manageable portions for students to understand and digest. By scaffolding content, student understanding is guided at an appropriate speed, ensuring that students are able to apply developing competencies as they emerge.

In Lesson 1, preliminary content is introduced through three learning activities to begin breaking the central focus down into manageable pieces. Learning activities focus on developing students' competencies in the psychomotor domain. The content presented in learning activity 1 applies students' first learned skill, how to properly grip a Lacrosse stick, to an individual practice task where students are directed to cradle their stick. The content in learning activity 2 applies students' first two learned skills, how to properly grip and cradle, to a partner practice task where students are directed to practice scooping ground balls. Exposing students to this content first is integral in their development throughout the learning segment. By introducing appropriate learning content, students acquire the basic knowledge and skills like grip, cradling and scooping, and are now prepared to advance to the next learning activity.

In Lesson 2, students are introduced to new content that will assist in developing their competencies in the cognitive and affective domains. Students participate in a warm up activity called "Flag Tag", an activity exposing students to rules, strategies and teamwork tactics. Content in Lesson 2 applies prior knowledge from Lesson 1 to each learning activity, preparing students to effectively combine developing competencies in psychomotor, cognitive and affective domains.

1b. Linking physical, cognitive or affective knowledge and skills

State essential academic learning requirement (EALR) 1 requests students to "acquire the knowledge and skills necessary to maintain an active life" (OSPI, 2008). Within this EALR, the grade level expectation (GLE) for high school students under component 1.2 (develops motor skills and movement concepts as developmentally appropriate) is for students to "analyze how to perform activities and tasks safely and appropriately" (OSPI, GLE 1.2.1). This particular GLE addresses the development of student competencies in the cognitive and affective domains. Students are expected to practice developing their cognitive and affective competencies by analyzing how they can safely perform activities. This

would require students to compare different ways to perform movement patterns, developing an understanding of which method is the safest. By learning how to safely perform movement patterns, students are developing an understanding of rules and strategies needed to be successful while also developing appropriate social behaviors expected of a team member. These expectations are designed to assist students in developing these competencies so they become proficient in activities that benefit one's physical, social and mental well-being. Under the same EALR, component 1.2 (develops motor skills and movement concepts as developmentally appropriate) requires students to "evaluate skills and strategies necessary for effective participation in physical activities" (OSPI, GLE 1.2.2). This GLE addresses the development of student competencies in the psychomotor, cognitive and affective domains. Students are expected to practice developing their psychomotor and cognitive competencies by evaluating and performing skills that are necessary to participate effectively in physical activities. This requires students to compare strategies and make judgments on which strategy to employ in order to be a successful team player (strengthening cognitive competencies). Lastly, students are expected to evaluate coping skills to deal with personal challenges, differences or setbacks that may affect their participation in physical activities, requiring students to select and employ the appropriate coping skills that can positively affect participation in a team activity (strengthening affective competencies).

The learning targets in the lesson segment are designed to support state standards through the implementation of practice tasks that develop students' competencies in the psychomotor, cognitive and affective domains. The learning target in Lesson 1 states: students will perform proper methods in grip, cradling and scooping to develop basic skills and strategies needed to effectively participate in Lacrosse with a 90% accuracy rate. By requiring students to perform the proper method for each skill (grip, cradle, scoop), students must base their performance off their evaluation of what constitutes safe and appropriate. This learning target assists students in developing competencies in the psychomotor domain through individual, partner and group practice tasks (see Instructional Materials 1.6), and in the cognitive and affective domains through the evaluation and practice of rules and safety guidelines (see Instructional Material 1.1).

The learning target in Lesson 3 states: students will demonstrate ability to combine knowledge of proper methods in grip, cradle, scoop, passing and catching techniques to effectively participate in Lacrosse with a 90% accuracy rate. By requiring students to demonstrate their ability to combine knowledge of proper methods, students synthesize the skills they have learned into a complete accessible set by formulating when it is safe and appropriate to utilize specific learned skills. This learning target assists students in strengthening competencies in the psychomotor domain through active performance, cognitive domain through strategy synthesis and affective domain through the demonstration of the appropriate social behaviors throughout activities. Developing competencies in all three domains, positively affects students' movement patterns and overall health: physically, socially and mentally.

1c. Explaining how lessons build and link to other activities

The lesson segment was intentionally structured to pace student learning by providing opportunities to check for understanding, so that instruction, content and student learning can build on each other. The lesson segment is influenced by Bloom's Taxonomy by implementing components of Bloom's Cognitive Domain. Students are asked to recall prior knowledge, demonstrate an understanding of new content through discussion before applying it to the learning activities. After students have had multiple chances to practice the application of new content knowledge, students then analyze and synthesize information through comparison before devising a strategy (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956).

Lesson 1 enables students to learn and perform three new skills, an activity that assists in developing students' movement patterns, movement strategies and disciplinary language skills. The learning target in Lesson 1 supports this: students will perform proper methods in grip, cradling and scooping to develop basic skills and strategies needed to effectively participate in Lacrosse with a 90% accuracy rate. After recalling any relevant previously learned information, students are introduced to the three most fundamental skills in Lacrosse: grip, cradle and scoop. In order to succeed at learning activities in Lessons 2 and 3, students must be able to perform and apply these three fundamental skills so that they are able to analyze and synthesize when to use these skills appropriately and effectively to participate. This lesson directly targets state standard GLE 1.2.1, where students "analyze how to perform activities and tasks safely and appropriately" (OSPI, 2008).

In Lesson 2, students recall previous content from Lesson 1, specifically regarding safety guidelines and fundamental skills. Lesson 2 enables students to learn and perform two additional skills through activities that assist in developing movement patterns, competitive strategies and teamwork skills. The learning target supports this: students will perform how to pass and catch a Lacrosse ball successfully with a 90% accuracy rate. Students are asked to apply their fundamental skills (grip, cradle, scoop) from Lesson 1 to new content in Lesson 2 (passing and catching) by combining skills in a practice activity. Students cannot be successful at skills in Lesson 2 such as catching, if they have not yet become proficient with grip and cradle. Similarly, students cannot be successful at passing in Lesson 2, unless they are proficient in scooping. During Lesson 2, students are asked to demonstrate their understanding by comparing competitive strategies used in Lacrosse. Through partner and group practice activities, students are applying skills from Lesson 1, while analyzing what strategy to employ in activities when participating as a team player. This lesson directly targets state standard GLE 1.2.2, where students “evaluate skills and strategies necessary for effective participation in physical activities” (OSPI, 2008).

Students combine skills and strategies learned in Lessons 1 and 2 throughout practice activities in Lesson 3. During this lesson, students are asked to combine each skill learned and to formulate a team strategy to employ in a competitive practice activity, assisting in the development of movement patterns, competitive strategy and teamwork skills. The learning target supports this: students will demonstrate ability to combine proper methods in grip, cradle, scoop, passing and catching techniques to effectively participate in Lacrosse with a 90% accuracy rate. Students participate in a practice activity measuring their proficiency level in all five learned skills: grip, cradle, scoop, passing, and catching. The final two practice activities are both accelerated in regards to time and speed; the activities are timed to apply game-like pressure to students, requiring them to perform their skills most accurately to assist their team in succeeding. These activities are intended to mirror components of an authentic Lacrosse game. This lesson directly targets both state standard GLE 1.2.1 and 1.2.2, asking students to analyze how to safely and appropriately perform activities while evaluating which skills and strategies are necessary to effectively participate.

1d. Promoting a conducive learning environment

Providing an emotionally safe learning environment is divided into two parts: teacher-to-student interaction and student-to-student interaction. First, in terms of student-to-teacher interactions, the learning environment is designed to be emotionally safe by ensuring that each student is valued as an individual amongst a group or a team. This constitutes checking in with every student on a daily basis, whether through conversation or eye contact, as it is important for students to feel noticed, supported and celebrated. Establishing a time for checking in at the beginning of each lesson provides students with an opportunity to update the teacher or ask questions, helping to build trust through open communication. In order to promote interaction and participation from students, they must trust that their worth is not based on ability or performance. It is important to remind students in a physical education environment that failure is acceptable. Sharing authentic and candid moments of failure (during demonstrations) can show students that no one is expected to perform perfectly. Modeling the appropriate behavior, particularly in regards to reaction to failure or unsuccessful attempts in physical fitness, is a key method in showing students acceptable behaviors. Second, the way students interact with each other significantly impacts the emotional environment of the classroom. In order to ensure that students are helping promote a positive learning environment for each other, it is important to remain aware of interactions. Student interaction should be free of disrespectful, discriminating or degrading language and instead supportive and encouraging. Encouraging supportive behavior and language at the beginning of each lesson is a strong way to remind students what is expected (see Instructional Materials 1.1).

To provide a physically safe learning environment, rules and guidelines are established and reviewed at the beginning of the lesson so that students understand their expectations and responsibilities. By tailoring rules and guidelines to the specific lesson, students understand appropriate procedures for facilities, equipment and peer interaction. In Lesson 2 (see Instructional Materials 2.6) students are re-exposed to the Safety Guidelines and Expectations they first learned in Lesson 1. These guidelines combine both physical and emotional safety expectations ranging from specific Lacrosse rules such as “no body contact” to a general classroom expectation such as “communicate with your partners”. To ensure these expectations are upheld throughout the learning activities, it is important to remain present and attentive. Maintaining awareness of the physical and emotional well-being of students is an on-going responsibility that requires active monitoring of the classroom.

1e. Opportunities to express learning targets (Washington State only).

At the beginning of each lesson, after being introduced to the learning target visually (on the projector) and verbally (recited), students are given the opportunity to express their understanding in their own words to a student nearby them. Students extend their understanding of what they should know and what they should be able to do by the lesson's end when they are asked to develop their own individual definition of it and practice sharing it aloud. By sharing their definition with another peer, they can add to or modify understandings by applying alternate perspectives. This is a core part of each lesson, which helps build a routine the students can rely on, helping to develop confidence in their ability to articulate concepts using their own vocabulary level.

In Lesson 2, students are introduced to the learning target at the beginning of the lesson (see Instructional Materials 2.2), after reviewing the why the central focus is important (see Instructional Materials 2.1). At this juncture in the lesson, students are given the opportunity to discuss their understanding of the learning target with the person next to them, by creating a definition of their own. Later in the lesson, during formative assessment 2.2, students apply their understanding of the learning target by measuring their progress in a partner activity. Students assess whether they are meeting the day's learning target through their "wall-ball" activity by testing if they can complete 10 throws and 10 catches against the wall (attempting 90% accuracy rate). Early exposure to the learning target provides students with direction and helps facilitate focus throughout the learning activities designed to achieve it, while a second exposure later in the lesson plan aids students in applying their understanding through active practice.

Concluding each lesson in the lesson segment, students are given an opportunity to assess themselves using personal statements on how well they achieved the learning target. This opportunity for self-reflection is important in developing accountability for their own learning progress: helping them to understand their strengths as well as which components (skills) need more practice.

2a. Summary of students' prior knowledge

Due to the class size and the range of ages, students' prior academic backgrounds, experiences and skill levels vary. The class is composed of mostly freshman and senior students, separating prior academic learning and experiences into two distant categories. The students' movement skills encompass a very broad spectrum of different levels. The majority of students in class have mastered most locomotor and stability skills such as running and balancing but are still developing many object control skills such as throwing, catching and bouncing.

In relation to the central focus, students will demonstrate the necessary skills and strategies to effectively participate in Lacrosse, students have limited prior exposure to the sport of Lacrosse and very few students can identify the rules or equipment. Students are familiar with terminology such as "offense", "defense" and "dodge" in learning activities, but are unfamiliar with terms such as "cradle" or "pocket" when referring to Lacrosse skills and equipment. Students' previous experiences with other physical activities such as baseball, football and soccer assist their understanding of some skill components. For example in Lesson 2, students learn how to properly pass and catch a Lacrosse ball. While their limited experience with the equipment presents a challenge, students' previous experience with throwing mechanics help support the learning activity. Guiding students to "face their target, just as they would if they were about to throw a baseball or a football, perpendicular" assists in proper skill development. Those students without this prerequisite throwing skill will have a significantly more challenging experience learning how to properly throw a Lacrosse ball, since this skill is underdeveloped in other areas.

To accommodate individual students with IEPs that prevent full participation in learning activities due to a low level of fine motor skill development (autism), learning activities are modified allowing for appropriate progression. In Lesson 1, learning activity 2 facilitates students to practice scooping up "ground balls. This movement will be modified to the student with limited fine motor skills. Ground balls will be rolled to this student with a softer ball at a slower pace, increasing the opportunities for successful scoops. Learning activities are also modified to support social interaction goals by selective partnering or permitting individual skill practice. In Lesson 2, learning activity 1 facilitates students to practice passing and catching in a "wall-ball" activity with a partner. This activity will be modified by helping pair them

with a partner demonstrating kindness and patience or allowing the student to practice individually until more confident in the skill.

To accommodate students receiving ELL services, instruction is modified so that students have varied exposure to content and directions for instruction. In Lesson 3, learning activity 1 asks students to combine and apply the first three learned skills: grip, cradle and scoop. This activity is first introduced visually on the projector and explained in written steps, read verbally and is then demonstrated visually so that ELL students can bridge their language challenges through different methods of instruction.

2b. Summary of student assets

Since the students in this class are mainly freshman or seniors, social groups have developed, influencing students' attitudes and participation. Many of the senior students demonstrate strong leadership skills that shy freshman students witness. Those senior students displaying leadership in group practice activities assist in supporting peers' learning development by modeling academic dedication and focus. Culturally, students come from different backgrounds and subscribe to different beliefs and values. Typically, cultural values are not discussed during class but do affect partner and group practice activities. For example, two female students in class are practicing Muslims whose Islamic beliefs require them to wear a "hijab" every day in public, covering their head and chest during puberty as well as a skirt, covering their legs and ankles. By enabling these students to participate fully in activities amongst other students without school-required clothing, their cultural beliefs are being respected as they model expected student engagement. Many of the students in class are members of different school clubs such as Key Club, where students perform acts of service while practicing character development and leadership skills. These students model character development skills such as self-awareness, responsibility and trustworthiness, influencing the behavior of their peers.

3a. Selecting learning activities based on prior knowledge and other assets

Learning activities are built on students' personal, cultural and community assets. Some students in this class display strong leadership, self-awareness, responsibility and trustworthiness: characteristics of an honorable student that are actively practiced in school clubs like Key Club. These students' developing characteristics help support other students' learning progress through positive socialization. For example, in Lesson 3 students participate in a team earning activity called "Rob the Nest". To guarantee that students remain engaged in the learning target, team captains are assigned to each of the four teams. The role of the team captain is to hold their team members accountable by leading by example while following the rules, implementing team strategies and communicating to other team mates. By pre-selecting responsible students with strong leadership skills as team captains, team members observe appropriate modeled behavior from their leader.

The lessons in this lesson segment were designed to utilize students' assets appropriately by developing cooperative learning activities that require maximize student engagement through partner and group tasks. Lessons are intentionally designed to have little individual practice time, increasing time spent with peers, which maximizes the time students spend working with each other. Lev Vygotsky's concept of the Zone of Proximal Development stresses the importance of social interaction in cognitive development and academic success. Vygotsky suggests that cooperative learning activities can assist students in achieving a higher level when working with others than they can when working independently (Vygotsky, 1978). By providing opportunities for cooperative practice activities, students' Zone of Proximal Development can be further extended.

3b. Selecting learning activities for the whole-class and individuals

Each lesson in the lesson segment is comprised of some direct instruction at the beginning of class, followed by guided student practice. Minimizing direct instruction in a physical education setting enables students to remain active for the majority of the class in an attempt to meet the national recommendation of 60 minutes of physical activity (aerobic and strength based) each day. Direct instruction works best at the beginning of the lesson when students are fresh and focused to progress through the cycle of reviewing previous content, presenting new content and finally practicing new content. Direct instruction accounts for no more than 10-15 minutes of each 40 minute lesson and is guided by

PowerPoint slides to support visual learners. Following direct instruction, students participate in guided student practice for the rest of the lesson, actively practicing the new content (skill) presented in the beginning of class. During guided practice, verbal and physical prompts are provided to cue and remind students how to perform skills correctly.

For example, in Lesson 1 students participate in guided practice during learning activity 2. This is the students' first chance to practice new content where partners practice scooping as many ground balls as possible. Verbal cues are offered to students such as "try getting your center of gravity lower to the ground next time" or "adjust your dominant hand". These cues are meant to remind the student of the presented content so they can adjust their movement accordingly in their next opportunity. To accommodate ELL students whom may have challenges absorbing new content during direct instruction, verbal prompts are combined with gestural prompts during guided student practice, where part or all of the movement is modeled again to remind the students of the proper skill performance. To accommodate students with IEPs for limited fine motor skills that may have trouble with object control, physical prompts can be used guiding the student through the prompt with hands-on adjustments. Physical prompts should only be used if the student is comfortable with hand-to-hand contact.

3c. Resources for getting help on learning targets (Washington state only)

Resources to support student progress toward learning targets vary between lessons. In Lesson 2, students are introduced to an online video channel offering instructional Lacrosse videos for beginners (see Instructional Materials 2.3). Students watch two instructional videos on passing and catching, while learning how to access the video channel (The Lacrosse Network) from home to re-watch videos. This resource is accessible from academic and home environments for most students, offering an opportunity for continued practice or study. An alternative student resource that supports progress towards the learning targets is an individual practice activity introduced in Lesson 2 called "wall-balls". This activity facilitates individual practice where students focus on object control through passing and catching against a wall. For many students in the class, this is the lowest developed type of motor skill. Students are directed to practice this drill before class begins as a resource to help meet the learning targets. While the resource is only available during school hours, 1-2 sets of wall-ball drills will drastically improve students' skill sets.

3d. Anticipating misconceptions

Common misunderstandings are addressed at the beginning of the lesson segment when students are first asked to elicit prior knowledge of Lacrosse (see Instructional Materials 1.1) and is reviewed again in Lesson 2 (see Instructional Materials 2.6). These misunderstandings are broader misconceptions regarding important rules such as not touching the Lacrosse ball with your hands or feet. This is the first misconception reviewed in the lesson segment, since it is the most anticipated. Students' prior experience with soccer and baseball, or other traditional sports, predispose them to automatic reflexes using their hands and feet with object control activities.

Student errors are addressed immediately after presenting a new skill. For example, in Lesson 1 directly after proper scooping is introduced and demonstrated to the students, common mistakes are demonstrated (see Instructional Materials 1.2).

4a. Identifying the language function

The learning segment was designed around the language function demonstrate. The central focus asks students to demonstrate necessary skills and strategies in Lacrosse through various individual, partner and group learning activities. By asking students to demonstrate skills and strategies throughout activities, they are applying knowledge to specific situations. Under Bloom's Taxonomy of action verbs, demonstrate is a cognitive skill under "application", which comes after comprehension. Students demonstrate through performance of knowledge in practice activities. Each lesson in the lesson segment is structured to review previous skills, present new skills and then practice combined skills by applying them to a structured activity requiring students to perform them, demonstrating their understanding.

4b. Learning activities enabling practice with the language function

The language function for this lesson segment is demonstrate. As explained above, demonstrate is an action verb found in the “application” stage of Bloom’s Taxonomy. All three lessons in the segment provide an opportunity for students to practice demonstrating their understanding. Typically these opportunities come directly after new content (skills) are introduced in the lesson plan, allowing for students to practice through individual practice or group activities that are geared towards the learning target.

In Lesson 2, students have three opportunities to practice the language function through discussion and practice activities. Following the presentation of new content (skills), students are asked to demonstrate their understanding by practicing a “wall-ball” activity. In this activity students perform 25 wall-balls on their dominant and non-dominant sides. This wall-ball activity is an active demonstration of applying their understanding individually, while the teacher circulates the room, actively monitoring student performance. At the end of this learning activity students perform both skills counting how many attempts were successful. This performance is a weighted demonstration of skill acquisition. Lastly, students are given a third opportunity to practice the language function by performing passing and catching with a partner in learning activity 2, where students pass to each other instead of the wall. During this final activity, students are encouraged to offer their partner constructive feedback on their performance by using disciplinary specific vocabulary, a demonstration of skill and strategy mastery.

4c. Additional language demands

To succeed at learning activity 2, described above, students must be familiar with disciplinary specific vocabulary and key phrases. The learning activity provides students with the opportunity to perform their passing and catching skills with their partner, while offering feedback on their partner’s skill development. In order to communicate efficiently with their partner during their practice activity, students must understand and be able to use the following disciplinary specific words and phrases: grip, cradle, scoop, stick, pocket, center of gravity, dominant, non-dominant, pass, catch, possession, perpendicular, target, choke-up. These vocabulary words and phrases have been introduced and reviewed through learning targets, PowerPoint presentations and movement demonstrations. While the majority of students are familiar with words such as dominant, non-dominant, pass, catch, target and possession, they are less familiar in the application of words such as cradle, perpendicular and the phrases “choke-up” and “center of gravity”. These words and phrases are commonly used in other disciplines, not relating to physical movement or skill development, therefore visual demonstration is a key component when verbally introducing these words and phrases so that unfamiliar learners have an opportunity of understanding their use and function in the learning tasks.

Since the language function, demonstrate, analyzes students’ movements, language structures are provided during the presentation section of each lesson where critical elements of each skill are described both verbally and in writing (see Instructional Materials 2.4). In Lesson 2, this slide summarizes what students heard and saw in a demonstration video of passing, highlighting the critical elements required to participate in the upcoming passing activity. These bulleted points such as “stand perpendicular to your target” and “snap your wrist to add power” provide students with important language demands used in practice activities such as learning activity 2 where students offer feedback on partner’s performance.

4d. Supporting language use

To help students understand the language function and utilize language demands, students are supported using different methods in each lesson. In Lesson 1, students are introduced to the critical elements required to successfully demonstrate grip, cradling, scooping in Lacrosse. Students are introduced to the language demands verbally as each skill is demonstrated simultaneously. Combining a verbal and visual demonstration of the skill while implementing critical language, students are exposed to each movement at an intentional pace. Finally, the critical components of each skill are summarized on a PowerPoint slide to facilitate practice of language demands in the upcoming learning task (see Instructional Materials 1.2). On this slide phrases such as “ground balls” and “center of gravity” are explained and demonstrated since they are crucial in the next learning activity. Students’ language development is also supported at the end of each lesson through self-assessment (see Instructional Materials 2.5). Following the final learning activity in Lesson 1, students are asked to share their interpretation of the learning target while the teacher circulates and listens

for the use of disciplinary specific vocabulary words. Here, students are given a chance to practice language and assess their understanding through reflection (see Instructional Materials 1.3).

5a. Assessing student learning

[In each lesson there are at least two planned informal assessments for students to engage in. These assessments serve a dual purpose, providing evidence to the teacher on the status of students' progress while assisting students in assessing their own development of competencies in the psychomotor, cognitive and affective domains. In Lesson 3, students engage in Formative Assessment 3.1 where students perform their ability to combine grip, cradle and scoop skills in a competitive timed game, working in teams, while the teacher circulates the room offering feedback on student performance. Statements such as "Be sure to cradle your ball all the way back to your nest before dropping it so you do not lose possession!" is an example of immediate feedback on their psychomotor competency development that can provide students with direct evidence of their progress. Statements such as "Make sure you're communicating with your team members about your strategy so everyone can be a part of the plan!" is an example of immediate feedback on their affective competency development.

Students are given a formal written assessment in lesson 4 (not included in lesson segment) to assess their developing competencies in psychomotor, cognitive and affective domains. This assessment is divided into three sections. Section one asks students to perform three learned skills for a partner (scoop, passing and shooting) and to collect their data, eliciting evidence on their psychomotor competency development. Section two asks students to individually assess themselves using a scoring chart (rubric) on how they have progressed towards learning targets, eliciting evidence on their development of their psychomotor and affective competencies. Section three is a combination of questions assessing student development across all three domains through self-reflection.

5b. Adapting lessons

Planned informal assessments such as those described above, are designed to assess progress instead of mastery which allows all levels of learners to succeed. Each of the informal assessments are structured to monitor progress, not mastery of a skill. This allows students with gaps in content knowledge or IEPs that may prevent full participation in the learning activity to succeed during these assessments since their grade is not based on performance level.

5c. Student reflection (Washington state only)

Student voice is elicited orally at the end of each lesson during self-assessments. Following the final learning activity, students gather as a class and are asked to share their progress towards the learning target in their own words. Students discuss which skills they succeeded at and which skills remain the biggest challenges (see Instructional Materials 2.7). These opportunities assist in adjusting the following lesson's learning activities if students provide evidence that there are skills or concepts that remain unclear.

5d. Strategies to promote student self-assessment (Washington state only)

Each lesson concludes with an opportunity for students to monitor their own progress towards the learning target through structured self-assessment. By providing the class with three personal statements (see Instructional Materials 3.3), students measure their own progress by evaluating their skill level. Students are given post-it notes and are instructed to place it under the statement that fits them best on the white board (see Instructional Materials 2.8). For example, in Lesson 3, students choose from statements such as "I was able to perform most of the learned skills and apply them to a competitive setting today, and I am developing an understanding of how offensive and defensive strategies are important".