1. Analyzing Student Learning

   a. Identify the specific standards/learning targets measured by the assessment you chose for analysis.

   [The formal written assessment administered in Lesson 4 measures learning targets from lessons 1, 2 and 3. Learning targets were designed to build on each other so students could combine and apply skill sets by the end of Lesson 3. Lesson 1 learning target 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. Lesson 2 learning target states, students will perform how to pass and catch a Lacrosse ball successfully with a 90% accuracy rate. Lesson 3 learning target states, students will demonstrate ability to combine proper methods in grip, cradling, scooping, passing and catching techniques to effectively participate in Lacrosse with a 90% accuracy rate. All three learning targets were designed to assist students in achieving state grade level expectation (GLE) 1.2.1: “students will analyze how to perform activities and tasks safely and appropriately” as well as GLE 1.2.2, which requires students to “evaluate skills and strategies necessary for effective participation in physical activities” (OSPI, 2008). Both GLE’s fall under essential academic learning requirement (EALR) 1 which requires students to “acquire the knowledge and skills necessary to maintain an active life” (OSPI, 2008).

   This formal written assessment is divided into three sections to measure students’ developing competencies in psychomotor, cognitive and affective domains. Section 1 measures students’ developing psychomotor competencies (specifically dexterity, manipulation and coordination) by testing their accuracy in three skill performances: scooping, catching and shooting. Section 2 measures students’ developing affective competencies (specifically obeying rules, developing self-awareness and displaying self-control) through self-assessment statements. Section 3 measures students’ developing cognitive and affective competencies (specifically recalling information, summarizing information, deducing appropriate strategies, developing self-awareness and understanding personal contribution through participation) by asking a variety of questions related to skill components and positive teamwork practices.

   b. Provide the evaluation criteria (i.e., rubric, game performance assessment instrument, rating scale) you used to analyze student learning.

   [In Lesson 4’s formal assessment, student learning is assessed using three different methods (performance, self-assessment, cognitive/affective assessment) and therefore is evaluated using three different rating scales. For example, section 1 performance assessment is evaluated using a rating scale. Students are asked to record their score: any number from 0-10 is accepted and warrants points since students are not being graded on how well they performed but instead participation. This means a student could record 3/10 successful scoops and will still receive the same amount of points (2) as a student who successfully scooped 10/10. Here is the rating scale for section 1 performance assessment:
Section 2 is a self-assessment and is evaluated using a similar rating scale. Students are asked to assess themselves on specific learning targets developing psychomotor and affective competencies using a chart (rubric). Points are assigned if a student highlights or circles a score on the chart representing their level of achievement (1=beginning, 4=exemplary). Similar to section 1, students rating themselves a 1 under the learning target: students will demonstrate proper grip, cradling and scooping techniques, will score the same amount of points as students rating themselves a 4. Students receive points based off of participation in the self-assessment rather than the level of achievement reported.

Section 3 is a combination of fill-in questions measuring students’ developing cognitive and affective competencies. Students are asked to answer questions in complete sentences. Points are assigned using a scoring rubric based on specific key words and concepts identified in student response. Here is an example of the rating scale for section 3, question 1:

<table>
<thead>
<tr>
<th>Section 3: fill in answers</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where should a player’s hands be placed when throwing in Lacrosse?</td>
<td>Student identifies dominant hand is placed halfway up the stick; non-dominant hand is placed at the end of the stick. Can also reference “elbow test” to explain distance of dominant hand</td>
<td>Student identifies dominant hand is halfway up the stick but fails to include where non-dominant hand is located. May also only reference “elbow test” but does not explain.</td>
<td>The student does not identify where hands should be placed on Lacrosse stick or answer is left blank.</td>
</tr>
</tbody>
</table>
Graph 1 summarizes whole class results from the performance assessment, including scores from all three skills tested: scooping, catching and shooting. Graph 2 summarizes whole class results from students’ self-assessment; measuring progress towards psychomotor and affective based learning targets. Graph 3 summarizes whole class results from the cognitive and affective assessment, measuring student learning of Lacrosse skills and strategies as well as self-awareness and overall contribution.
By analyzing the data provided above in Graph 1, students performed best overall at scooping and shooting in their performance assessment. 18 students scored 10/10 in their scooping performance assessment while 15 students scored 10/10 in shooting. The data shows that catching was the most challenging skill for students as only 8 students scored 10/10 in their attempts. These results are in line with students’ performances during learning activities throughout lessons 1, 2 and 3. It was evident that scooping came more naturally to most students than did catching. In the Student Work Sample 2 video clip, Student 2 (wearing a Muslim hijab) is practicing scooping for the first time. She has no prior experience with Lacrosse and has never used a Lacrosse stick before this lesson. Student 2 attempts her first scoop and misses. I approach her prompting her to switch her grip (change her dominant and non-dominant hand) and try again, she is able to apply this feedback immediately and successfully scoop up her next ground ball. By seeing Student 2 demonstrate immediate success in this performance skill, I assumed many students would excel at this skill over others.

d. Provide a graphic (table or chart) or narrative that summarizes student understanding of their own learning progress (student voice).

[Graph 2 summarizes students’ understandings of their own learning progress. In section 2 of the formal assessment, students are asked to self-assess their progress on four learning targets measuring competency development in the psychomotor and affective domains. Students used a scoring chart (rubric) to circle the development stage that best fit them using personal statements such as “I show respect for others by including them sometimes, but need to work on this”. Graph 2 shows that the majority of students in class rated themselves 3 or 4 in each learning target, communicating that they feel confident in their psychomotor and affective competencies. 23 students rated themselves “exemplary” in understanding safety guidelines and respecting their teammates, while 18 students rated themselves “accomplished” at passing and catching. These data report that students feel most confident in the development of their affective competencies such as self-awareness and respecting teammates.

In section 3 of the formal assessment students were asked, “Which skill are you best at in Lacrosse so far? And which skill do you feel needs the most practice?” 15 students responded that catching was the skill they needed more practice with, and this is confirmed from their performance assessment results shown in Graph 1 above.
Analyze the patterns of learning for the whole class and differences for groups or individual learners relative to competencies targeted in the learning segment in the psychomotor, cognitive, and/or affective learning domains related to movement patterns, performance concepts and/or health-enhancing fitness.

In the performance assessment (section 1) of the formal assessment, students overall scored highest on their scooping skills. 18 students recorded successfully scooping 10/10 ground balls. Students scored lowest on their catching skills, as only 8 students recorded successfully catching 10/10 passes. This pattern is supported by the results from the cognitive/affective assessment (section 3) where students were asked, “Which skill are you best at in Lacrosse so far? And which skill do you feel needs the most practice?”, as 15 students reported catching as the skill they felt needed the most practice.

In the self-assessment (section 2) of the formal assessment, students overall assessed themselves as “accomplished” or “exemplary” in their progress on all four learning targets stemming from psychomotor and affective domains. 29 students assessed themselves as “accomplished” or higher on their understanding of safety rules and guidelines as well as their ability to resect and include teammates. The two learning targets that did receive minimal “developing” ratings were related to psychomotor skills. 5 students assessed themselves as “developing” in their progress towards passing and catching skills. While this finding is not generalizable, it is consistent with the results from the cognitive/affective assessment (section 3) where students were asked, “Which skill are you best at in Lacrosse so far? And which skill do you feel needs the most practice?”, as 15 students reported catching as the skill they felt needed the most practice.

In the cognitive/affective assessment (section 3) of the formal assessment, most students scored 90% or better. Overall students demonstrated understanding of performance concepts of Lacrosse when asked, “Why is cradling important?” and “What are two key factors in scooping a ground ball?” Both of these questions measured students’ developing cognitive competencies.

The formal written assessment findings suggest some differences in regards to male and female student responses. While both male and female students felt they contributed effectively to their team in their affective assessment (section 3), the male students in the class reported higher numbers in their performance (section 1). Male students also rated themselves higher in the self-assessment scoring chart (section 2).

No patterns were found in data produced by ELL or IEP students.
f. Use the documented student data related to the 3 focus student work samples (video clips) and student self-reflections to support the analysis. If the video clip is of a group, clearly indicate which individual performance(s) you are citing (e.g., position, physical description).

[In Student 1 Work Sample, the African-American female student wearing a pink short-sleeved polo shirt is Student 1. Student 1 has a good overall understanding of learning targets throughout lessons but struggles to remain engaged and consistently contribute in partner and team activities. In the beginning of the Student 1 Work Sample video clip, I ask Student 1 to demonstrate our next practice activity in front of the class. At 0:12, Student 1 is given her first opportunity to attempt scooping up a ground ball. She successfully scoops up her first ground ball without any challenge. At 0:57, Student 1 finds a partner and begins the learning activity. Student 1’s strength throughout learning tasks has been her accuracy. Her psychomotor competencies are developing well, especially when it comes to her dexterity and object control. Student 1’s weakness continues to be her engagement in learning tasks, which can negatively affect her partner’s performance or overall experience. In this video clip, Student 1 remains fairly engaged but does not participate with full effort. From this performance evaluation, Student 1 will need to focus on fully engaging in the learning task. In Student 1’s self-reflection she rated herself “exemplary” in her respect for teammates and shares in question 4 of section 3, “I believe I am a good team member because I talk to my team member and I pass to them and tell them if they are playing wrong”. Student 1’s reflection demonstrates that her definition of teamwork needs revising, since her consistent engagement in learning activities is a concern.

In Student 2 Work Sample, the Muslim female wearing a hijab is Student 2. Student 2 has a good overall understanding of learning targets throughout lessons but struggles to communicate her understanding using appropriate language. Student 2 is often quiet and attentive, but has language challenges when asked to summarize understandings. In the beginning of Student 2 Work Sample video clip, I observe Student 2 attempting scooping unsuccessfully and notice an adjustment that can be made to her grip to improve her practice. At 0:05, I offer verbal and visual prompts to Student 2 regarding her grip when scooping, suggesting she adjust the placement of her dominant hand. Student 2 does not communicate her understanding verbally but shows me by doing it. Student 2 applies this adjustment and successfully scoops up her next ground ball at 0:21, and another at 0:31. Student 2’s strength is her consistent participation in partner and group activities. She excels at remaining engaged even if the skill being practiced has not been mastered. Student 2 understands performance concepts well, but has a hard time communicating her understanding using appropriate language and vocabulary. From this performance evaluation, Student 2 will need to focus on practicing proper grip. In Student 2’s self-reflection, she addresses her need to practice her grip in section 3, question 6 when she explains, “I’m good at cradling and scooping, but I need more practice with the grip”.

In Student 3 Work Sample, the Chinese female wearing a dark hooded sweatshirt with glasses is Student 3. Student 3 has a good understanding of learning targets throughout lessons but struggles with her psychomotor development and language skills. Student 3 is a polite and respected team player who participates when asked, but is challenged by skill development especially if the skill requires object control, manipulation or dexterity. Student 3’s first language is Chinese and receives ELL services for English language development. When asked, Student 3 can articulate the learning target but is hesitant to speak English unless prompted in a smaller setting. In Student 3 Work Sample video clip, Student 3 has arrived late to class and missed all direct instruction and some visual demonstrations of the skill being practiced in the learning activity. At 0:04, I summarize the three skills her classmates learned while she was gone and show her how to perform a scoop to participate in the exercise. At 0:43 I ask Student 3 to show me her scoop to model after the one I demonstrated. From 0:53-1:10 you can see Student 3 understands the basic idea of the scoop, but struggles to perform the mechanics required to be successful. At 1:24, Student 3 attempts her first scoop but does not
have control of the stick (object) and the ball falls out of the pocket. At 1:38, Student 3’s manipulation of the stick does not assist her in succeeding at the scoop. From this performance evaluation, Student 3 will need to focus on object manipulation and getting her body lower to the ground when scooping. In Student 3’s self-reflection, she rates herself “accomplished” at passing and catching but expresses that catching is the skill needing the most practice in section 3, question 6. This conflicting reflection could be due to language challenges and requires verbal formative feedback.

2. Feedback to Guide Further Learning

Refer to specific evidence of feedback provided to the 3 focus students to support your explanations.

a. In what form did you submit feedback to your 3 focus students?

As rubrics, rating scales, or checklists with written feedback

b. If you submit feedback on video of a group that includes the focus student(s), indicate the focus students (e.g., position, physical description)

Evidence of feedback is not submitted through video format. Evidence of feedback is provided to the 3 focus students through written text on formal assessment from Lesson 4.

c. Describe what you did to help each student understand his/her performance on the assessment.

[To understand their performance on the written formal assessment administered in Lesson 4, students received their scores along with descriptive written feedback discussing their strengths, weaknesses and next steps towards improvement.

Student 1 received a score of 25 points out of 26. In section 1 of Student 1’s performance assessment, she scored lowest on her catching skills and highest on her scooping skills. This trend is conducive to the results of most students in class. In section 1, I address Student 1’s highest and lowest scores to instill confidence in her developing practice while drawing attention to her area of opportunity by writing, “Looks like scooping is your best skill so far! We’ll talk about ways to improve catching”. In section 2, Student 1 rated herself “accomplished” at her grip, cradle and scoop skills and “developing” at her passing and catching skills. Student 1 rated herself “exemplary” for her teamwork skills and understanding of safety rules. Below section 2, I address Student 1’s self-assessment by saying, “I agree with your self-assessment, you are great at including those around you and I appreciate you leading by example.” By complimenting her strengths, my goal is to motivate her to continue leading by example since she is one of the most mature and respectful students in class. In section 3, Student 1 shows a strong understanding of most skills and the strategies behind them. There was only one point taken off in question 1 for incorrect dominant hand placement. After commenting on three of Student 1’s responses, I offer her some final feedback at the bottom of her assessment, providing her with next steps for improvement on specific skills: “Nice work! You are definitely developing a solid understanding of the fundamental skills of Lacrosse and the strategies behind them (i.e. cradling). Since passing/throwing is what you want to improve on, I suggest moving your dominant hand down the stick, this gives you more power and control!” By providing Student 1 with descriptive feedback on three sections of the assessment, this will assist her in classifying which skills are considered strengths, which skills need more focused practice and what she can specifically adjust to improve skill development. By suggesting to adjust her dominant hand placement when gripping the stick during learning activities that include passing or throwing, Student 1 is prepared with the necessary tool to refine this specific psychomotor skill.

Student 2 received a score of 25 points out of 26. In section 1, Student 2 scored highest in her scooping skills and lowest on her catching skills. Similar to Student 1, this trend is conducive to the results of most students in class. In section 1, I address Student 2’s highest score by writing, “Wow! 90% accuracy, that’s awesome! It looks like catching needs the most work. Please repeat our “wall-ball” exercise from Lesson 2. This will help!”
In choosing to address Student 2’s highest and lowest scores, she is celebrated for her strengths while still monitoring what skill needs the most improvement. In section 2, Student 2 rated herself “accomplished” at both skill assessments and “exemplary” at her development of teamwork skills as well as her understanding of rules and guidelines. Below section 2, I address Student 2’s self-assessment by writing, “I agree with your self-assessment. You show a true understanding of the rules and safety guidelines. Thank you for continuing to hold others accountable—this helps our group activities run much smoother!” I chose to compliment her strengths rated in her self-assessment to provide support and encouragement of her actions. Student 2 is generally very respectful and engaged in the learning target, which is model behavior that others can learn from. In section 3, Student 2 shows a fairly strong understanding of the skills but needs assistance using the proper vocabulary to communicate her understanding. She refers to the Lacrosse “pocket” as a “sock”, which shows she does not feel comfortable with all the new vocabulary yet. After commenting on three of Student 2’s responses, I offer her some final feedback at the bottom of her assessment, providing her with next steps for improvement on specific skills: “Nice work! Your fundamental Lacrosse skills are developing nicely and I appreciate your dedication and fairness as a team player. I noticed you recorded grip as the skill you need to practice the most. It’s good you have an understanding of what you need to practice. Try re-watching our demo video from the Lacrosse Network (search “how to pass a lacrosse ball”) for the elbow test. Since Student 2 recorded grip as the skill she needs the most practice with, I offered her a specific plan of action to rework this skill since it so closely affects all other skills in Lacrosse. By asking Student 2 to watch the demo video from Lesson 1 again (accessible on YouTube), my hope is she will understand how to apply the elbow test when deciding where to place her dominant hand in grip.

Student 3 received a score of 23 points out of 26. In section 1, Student 3 scored highest on her shooting and lowest on her catching. Similar to Student 1 and 2, these results are conducive to the whole class. I address Student 3’s performance assessment score by writing, “Wow! Almost 100% Great job. For catching: find a partner and repeat the “wall-ball” exercise from Lesson 2”. In choosing to address Student 3’s highest and lowest scores, she is celebrated for her strengths while still monitoring which skill needs the most improvement. In section 2, Student 3 rated herself “exemplary” in her development of grip, cradle and scoop as well as her teamwork skills and understanding of the rules. The only skillset that she rated herself as “accomplished” at was passing and catching. Below section 2, I offer feedback on her self-assessment by writing, “I am glad to see you feel you have mastered grip, cradle and scoop—those are the fundamentals everything else is based on”. Since I felt as though this student did not quite accurately assess her skill development, I did not agree with it but instead offered my enthusiasm that she felt confident in these skills. Student 3 does not demonstrate a strong understanding of the skills and learning targets assessed in section 3. Due to Student 3’s language skills, she may have not comprehended what the questions were asking. Student 3 receives ELL services, as her first language is Chinese. When asked if she required any further clarification on what the questions were asking, she declined. In analyzing Student 3’s provided explanations and examples, it is clear that future written assessments require verbal instructions to supplement understanding of what is being assessed. Rather than correct all incorrect answers in the cognitive/affective assessment, I chose to provide Student 3 with some descriptive feedback at the bottom of section 3 that would help her clarify hand placement and scooping mechanics. I wrote, “Great job on your performance assessment! It looks like shooting/passing the ball is your best skill and catching needs the most practice. Be sure to remember with cradling hands are in the correct position. Also with scooping, since we cannot control the speed of the ball it’s important we adapt and bend down when scooping so we have more control.” I chose to label a picture of a Lacrosse stick next to the feedback so that Student 3 could apply these suggestions more easily once she could clarify where hands should be placed in proper grip using a visual aid.

d. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the standards/learning targets measured.
The written feedback provided to each focus student addressed at least one strength and one area of opportunity so that students felt confident in their development and eager to apply suggestions for improvement. Each of the skills assessed in the formal assessment came directly from learning targets in Lessons 1, 2 and 3. The learning targets from these lessons amount to five learned psychomotor skills and were assessed in three different methods on the assessment. By choosing to assess the skill development three different ways (performance, rating scale and short answer) students had three opportunities to demonstrate their development. Additionally, students were assessed on their development of cognitive and affective competencies to measure progress towards the standards that the learning targets were based off of.

e. How will you support students to apply the feedback to guide improvement, either within the learning segment or at a later time?

To ensure that feedback is applied efficiently to guide improvement, a formative assessment will be administered at the end of Lesson 5 (the lesson following the written assessment). This formative assessment will specifically measure what skill each student needed improvement on based on the written assessment results, and assess how they improved after the learning tasks in Lesson 5. This will be done through a preassessment and postassessment in Lesson 5 for every student. At the beginning of class students will be asked to select the skill they received the lowest score on in their performance assessment and practice it for three minutes individually, applying the specific feedback they received. Following three minutes of practice, students are asked to test their skill by performing it 10 times. They will record their scores and compare them to the postassessment. Since the majority of the class scored lowest in catching, Lesson 5 learning activities include a practice task strictly on catching mechanics. At the end of class, each student will be asked to repeat their test and attempt the skill 10 more times. Students record their new score on their written assessment to measure whether the feedback was successful at guiding improvement. In the case that any students were unsuccessful in this skill comparison, they would meet with the teacher individually to analyze any additional adjustments that could assist in development.

3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the clips (using time-stamp references) and/or student work samples as evidence. Evidence from the clips may focus on one or more students.

In Lesson 1, Student Voice clip, three students demonstrate their developing language use through an informal discussion following their first day of the Lacrosse unit. From 0:00-0:20 students identify their understanding of what skills the learning target focused on. Students work together to list off all three skills learned and practiced in Lesson 1: grip, cradle and scoop. Instantly, students demonstrate their developing use of the specific vocabulary learned during the lesson that will be used in future lessons to develop movement patterns and skill strategies. From 0:20-0:32 I ask the students to express their understanding of why the learning target focused on those three skills in order to prepare them. O’Shae (male student on the left) expresses his understanding of why the learning target was designed to improve their skill set by explaining “those are basic fundamentals of the game, without those you can’t really play it”. O’Shae’s explanation shows he understands the necessity of learning proper methods in grip, cradle and scoop in order to be an effective participant in Lacrosse, this statement mirrors Lesson 1’s learning target concept in his own words.

From 0:33-1:00 I ask students to assess how they succeeded at performing the three skills focused on and whether there was a skill they mastered quickly or a skill that needed more practice. At 0:41, Meymuna (the female student in the center) shares “I need to work on the scoop thing”. While Meymuna correctly identifies the skill she is describing with her gesture, by labeling it the “scoop thing” she expresses a lack of confidence in her developing vocabulary. This is evidence that students will need consistent practice with Lacrosse specific
vocabulary so they feel comfortable identifying certain skills or components of equipment, as they are needed to effectively communicate with team members.

From 1:00-1:22, the discussion ends by asking students to assess where they are in relation to our learning target. Students had just finished participating in a self-assessment using post-it notes to assess where in relation to our 90% accuracy rate they were with developing proper grip, cradle and scoop. At 1:06, Yordannes (female student on the right) shares that she assessed her development at 90%, Meymuna shares that she assessed her development at 70%, and O'Shae shares that he assessed his development in between 50-90%. These final student responses serve as evidence that students have confidence exercising assessment language demands introduced at the start and end of Lesson 1.

4. Using Assessment to Inform Instruction

a. Based on your analysis of student learning presented in prompts 1c–e, describe next steps for instruction to impact student learning for the whole class and for the 3 focus students and other individuals/groups with specific needs

Based on my analysis of student learning, my next steps in this Lacrosse unit for the whole class include implementing learning activities that focus on strengthening catching mechanics as well as understanding Lacrosse game rules. In analyzing student learning patterns through both the performance assessment as well as the self-assessment provided in the class’ formal written assessment, the majority of students’ scores communicated the most need for increased practice in catching. While students have participated in four learning activities that implement catching skill practice, this is the skill that needs the most development across all levels of learners. By implementing a learning activity that strictly covers the mechanics of catching (i.e. feet placement, stick placement, hand placement) students can focus more specifically on the fundamentals of the skill. After learning and polishing catching mechanics, movement patterns can be implemented in other combined-skill learning activities. Introducing the next installment of Lacrosse game rules is another instructional plan based off the analysis of student learning. Students’ self-reflections expressed some patterns of cheating in group learning activities. While students were introduced to safety rules and guidelines at the beginning of Lesson 1, they remain unfamiliar with specific game rules that are followed universally. Introducing the students to game rules through direct instruction as well as through demonstration videos will build on previously learned guidelines, while extending students’ knowledge base of the sport. By familiarizing students with the next set of rules, cooperative learning activity dynamics will improve and teams can play fairly.

Future instructional plans for ELL students based off the analysis of their learning patterns in written assessment results include increased practice with language demands, specifically incorporating sports-specific vocabulary both in written and verbal activities. Since none of the five students ELL students have an Independent Assistant (IA) assisting them in classroom activities, language practice will be incorporated into whole class activities so these students do not feel singled out. Language practice will be facilitated at the beginning and end of the lessons as a class in the form of “share pairs” where students share with the person next to them their interpretation of the learning target (which includes sports-specific vocabulary). By creating a reliable opportunity to practice language demands and sport-specific vocabulary, all students (especially ELL students) will begin feeling more confident in their disciplinary language skills.

Instructional plans for those students with IEPs include continued modified skill practice and selective partnering. Two of the students with IEPs in class do well selecting their own partners, but there is one student with Autism who requires specific and strategic partnering methods. She is paired with a willing and patient peer who will assist her with the modifications that she needs. Without this selective partnering, this student has the tendency to disengage and stand off to the side of the activity. Continued practice of language
demands and sports-specific language is important, but the focus should remain on consistent and safe participation throughout the unit ensuring she is utilizing her enthusiasm and energy appropriately.

To enhance student learning for those with an athletic background who need a greater challenge, future learning activities will include optional levels or add-on movements. In future learning activities, skills will be introduced and demonstrated at three diverse levels: first the skill will be demonstrated at the expected development level, second the skill will be demonstrated at the level below expectation and lastly, the skill will be demonstrated at the level above expectation. In demonstrating these three levels, students may choose to modify the skill to either make it more manageable or more challenging. This varied structure will offer students three different practice levels, honoring all psychomotor development levels.

Instructional plans for the 3 focus students are individualized depending on skill level. Student 1 will practice catching skills in whole class activities while applying her specific feedback to adjust her dominant hand lower on the stick for more power and control. Student 2 will practice catching skills in whole class activities as well while applying her specific feedback to watch our online demonstration video once more to improve her grip methods. Student 3 will also practice catching skills in whole class activities while applying her specific feedback to participate in our “wall-ball” learning activity again to assist her grip and stick control. Student 3 will also participate in impromptu formative assessments to practice her understanding of language demands and sports specific vocabulary.

b. Explain how these next steps follow from your analysis of students’ learning and their self-reflections. Support your explanation with principles from research and/or theory.

[Future plans for psychomotor skill instruction are closely based off of students’ learning reflected in their performance scores averaged in section 1 as well as their self-assessment answers from section 2 and their short answers in section 3. These results were analyzed to inform class wide instruction as well as specific group instruction. While the majority of students rated themselves as “accomplished” on their catching skills in Lacrosse, students’ short-answer response to “which skill needs more practice?” in their self-reflection was consistently catching. My understanding is that students rated themselves a 3 out of 4 and disregarded that 3 correlates to “accomplished”. Most students in the class fall under the rating of a 2 (developing) when it comes to catching. By assessing the same five skills using three different methods, evidence can be averaged across three rubrics to inform appropriate instructional strategies. Following Jim Knight’s research on formative assessment, my future lessons will continue to implement multiple informal assessment opportunities so that students will continue to receive feedback on their development. This will continue to provide evidence on student learning, assisting to modify instruction according to students’ optimal challenge level (Knight, 2012).

Future plans for language development are closely based off of ELL students’ vocabulary use as well as their ability to convey why specific skills are utilized in Lacrosse. While ELL students’ self-assessment did not suggest any need for further development in section 2, their comprehensive short-answer evidence in section 3 suggest a gap in understanding.]
Lacrosse Assessment (26 points)

SECTION 1: With a partner you will each have 10 attempts to test 3 skills (6 points)

Your partner rolls 10 ground balls to you and records how many are successfully scooped up by you.

Your partner tosses 10 times to you and records how many catches are successful.

Your partner observes while you attempt 10 shots for accuracy and your partner records how many shots were successful.

NUMBER OF SCOOPS: __________/10

NUMBER OF CATCHES: __________/10

NUMBER OF SHOTS: __________/10

SECTION 2: Please rate yourself using the chart below on your development towards our learning targets (goals) in Lacrosse. For each, write the corresponding number in the score column. (8 points)

<table>
<thead>
<tr>
<th>Students will demonstrate proper grip, cradle and scooping techniques</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am still challenged by all three of these skills</td>
<td>I am succeeding at 2/3 skills, sometimes</td>
<td>I am succeeding at all 3 skills, most of the time</td>
<td>I have mastered grip, cradle and scoop, with few mistakes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Students will demonstrate proper passing and catching techniques      | I am still challenged by passing and catching | I am succeeding at passing/catching, but not both | I am succeeding at passing and catching, most of the time | I have mastered passing and catching, with few mistakes | | |

| Students will demonstrate respect by including others in activities so all are active team members | I don’t show respect to my teammates because I choose to pass only to my friends | I show respect to others by including them sometimes, but need to work on this | I show respect to others by including them almost all the time | I try to include everyone and respect my teammates | | |

| Students will demonstrate understanding of safety guidelines, ensuring they do not intentionally harm another player | I rarely show an understanding of safety guidelines and rules and have intentionally | I show an understanding of safety guidelines and rules sometimes, but need to work on this | I show an understanding of safety guidelines and rules but do not hold others accountable | I show an understanding of safety guidelines and rules and holds others accountable | |
SECTION 3: Please answer the following in complete sentences (12 points)

1. Where should a player’s hands be placed when throwing in Lacrosse? (2 points)

2. Do you feel that you and your team worked well together in our “ultimate” game of Lacrosse? Please explain what did, or did not, work well. (2 points)

3. What are two key factors in “scooping” a ground ball in Lacrosse? (2 points)

4. Do you feel as though you contribute effectively as a team member? Why or why not? (2 points)

5. Why is “cradling” important in Lacrosse? (2 points)

6. Which skill are you best at in Lacrosse so far? And which skill do you feel needs the most practice? (2 points)