

TGFU (and Physical Education) Assessment Tools

Simply Ask - individual students are asked verbally to respond during the lessons. “Where should you be to contact the ball” “What’s the purpose of this game?”

Tactical Decision-Making Posters (TDC) – stand near the poster that describes your “level” in this lesson. 1. Self 2. Self+teammate 3. Self+opponent 4. Self+teammate+opponent+situation

Thought Checks – designed to access student’s thoughts as close to an action as possible. “Which teammate was the best option to pass to and why?”

Exit Cards – students are asked a range of questions over several classes. They write their responses on an index card, which is handed in each class.

Just Freeze – students are asked to stop in the middle of game play and remain in exactly that position. From here the teacher asks about game play decisions. “Who is open?” “Is anyone supporting the play?”

Journal Prompts – questions that help a student reflect on past experience. “What were you thinking about during play?”

Checklists – records the presence/absence of specific pre-selected concepts, skills, behaviours and attitudes.

Rating Scales – includes clear/concise lists of criteria that allow for student performance to be judged along a continuum. e.g. 1 to 5.

Scoring Rubrics – separate descriptors/criteria for each performance level (3-5 levels) e.g. initial, formative, mature or usually, sometimes, never

Frequency Indexes – they indicate how often skills, behaviours and attitudes occur – often via a tally method.

Inventories – are given to students to find out prior knowledge, past experience ability and/or current interest in an activity/area.

Anecdotal Notes – a brief narrative description of observations that provides information re: a student’s learning, development/behaviours/needs.

Observations – can be a quick “look” at the activity to assess general progress of a lesson/activity or to check on specific criteria in your lesson. Observations are a key component of many other “tools”.

Performance Tasks – a specific skills test with a specific set of criteria. e.g. overhand throwing, rolling a ball

Questioning/Interviews – may refer to a 1 on 1 or small group interview with a student(s) to check on a specific knowledge component.

Paper and Pencil Tasks – includes a variety of written and graphic possibilities – quizzes, tests & diagrams – usually done after an event/lesson to check comprehension.

Note: TGFU authors have proposed other instruments that attempt to make the assessment “authentic” e.g. GPAI and TSAP. These tools provide the teacher and researcher a means of observing and coding performance behaviours and are adaptable to all 4 games categories. Read about them in a variety of PHE Canada –CAHPERD Journals/books.

References: Ed. MB and “TGFU Simply Good Pedagogy”, Hopper & Storey -Ed., PHE Canada 2009