

# **Communicating Student Learning in Physical Education (FMS Assessment Simplified)**

## **PRESENTED BY:**

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## Communicating Student Learning in Physical Education

Effective administrator-teacher-parent-student communication is fundamental to student success. With lots of focus on assessment, evaluation, and reporting, how are the concepts of progress, improvement, or achievement truly represented?

Physical Activity	Physical Education	Physical Literacy
Just do it. Not concerned about quality of movement and no learning intentions.	Involves teaching and learning a Ministry prescribed curriculum.	Is a disposition; describes a capability to act in a particular way and is the outcome of a quality PE program.

### Fundamental Movement Skills

Learning and practicing fundamental movement skills forms the basic building blocks for the development of physical literacy. In a child, physical literacy is the development of fundamental movement skills and fundamental sport skills that permit a child to move confidently and with control, in a wide range of physical activities and everyday movements. Having these skills is an essential part of enjoyable participation and a lifelong interest in maintaining an active and healthy lifestyle.

HEALTH FOCUS		vs	SPORT FOCUS	
Non-Locomotor (Stabilizing)	Locomotor (Traveling)		Manipulative (Object Control)	
Requires balance, maintaining equilibrium and gaining and maintaining postural control	Used to project or move the body from one location to another		Learning to handle and manipulate objects	
Bend, curl, dodge, hold, lift, lower, pull, push, stand, stretch, reach, swing, twist, turn, fall, stop	Crawl, walk, run, hop, jump, leap, skip, climb, gallop, roll, slide	Send	Roll, strike, underhand throw (toss), overhand throw, kick	
		Receive	Catch (one, 2 hand), trap (feet)	
		Retain	Carry, dribble (feet, hands)	

(Dr. David L. Gallahue) “FMS are integral to daily living”

### Moving away from exposure to developing proficiency.

**Simplify process:** Can they do it? Does it look right? Yes or No

**Goal:** Get ALL kids to the PL start line so they can embark on their own PL journey.

**Concept attainment strategy:** identify key characteristics/attributes of the skill; compare **Yes** example with **No** example

Developmental	Stabilizing	Locomotor	Manipulative
Level 1 skills	Balance, stand	Walk, run	Roll, underhand throw (toss), kick stationary object
Level 2 skills	Bend, stretch	Gallop, leap, slide	Bounce, One & Two hand catch, trap (feet)
Level 3 skills	Dodge, stop	Jump for distance, jump for height	Dribble (hands), sidearm strike, punt
Level 4 skills	Fall, swing	Hop, skip	Overhand throw, dribble (feet), 2 hand overhead strike (volley)

### Implementation

- Baseline class using class list; identify students who can't perform specific FMS
- Assessment **MUST** be simple for students, efficient for teacher, with maximal participation
- During dynamic warm up, assess class using figure 8 on specific FMS (run, gallop, slide, hop, skip)

## Yes/No Assessment

	FMS	Pre	Post	FMS	Pre	Post	FMS	Pre	Post
<b>Level 1</b>	Balance			Run			Toss Kick Stationary Object		
<b>Level 2</b>	Bend			Gallop Slide			1 Hand Catch 2 Hand Catch		
<b>Level 3</b>	Dodge Stop			Jump Distance Jump Height			Dribble-hands Sidearm strike		
<b>Level 4</b>	Fall Swing			Hop Skip			Overhand Throw Dribble-feet		

Assessment for Learning	Assessment as Learning	Assessment of Learning
<p>Formative Assessment Ongoing in the classroom</p> <ul style="list-style-type: none"> <li>• Student achievement compared to established criteria not to other students</li> <li>• Teacher assessment, student self-assessment, and/or student peer assessment</li> <li>• Criterion-referenced - criteria based on learning outcomes reflecting performance in relation to a specific learning task</li> <li>• Involves both teacher and student in a process of continual reflection and review about progress</li> <li>• Teachers adjust their plans and engage in corrective teaching in response to formative assessment</li> </ul>	<p>Formative Assessment Ongoing in the classroom</p> <ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning</li> <li>• Student-determined criteria based on previous learning and personal learning goals</li> <li>• Students use assessment information to make adaptations to their learning process and to develop new understandings</li> </ul>	<p>Summative Assessment Occurs at end of the year or at key stages</p> <ul style="list-style-type: none"> <li>• Teacher assessment</li> <li>• May be either criterion-referenced (based on learning outcomes) or norm-referenced (comparing student achievement to that of others)</li> <li>• Information on student performance can be shared with parents/guardians, school and district staff, and other education professionals</li> <li>• Used to make judgments about students' performance in relation to provincial standards</li> </ul>

	Assessment FOR/AS	Assessment OF
<b>Reason for Assessing</b>	Promote learning	Report achievement status
<b>To Inform</b>	Teachers and students	Others
<b>Focus of Assessment</b>	Specific achievement goals selected by teachers that enable students to improve	Achievement standards
<b>Driving Priority</b>	Improvement	Accountability
<b>Place in Time</b>	Process during learning	Event after learning
<b>Teacher's Role</b>	Transform standards into classroom targets, inform/involve students	Careful test administration; create classroom tests; report out on results
<b>Student's Role</b>	Strive to see the target, use feedback from results to improve next time	Strive for highest score, avoid failure
<b>Primary Motivator</b>	Involvement, understanding and expectation of success	Promise of reward, fear of punishment

## Glossary

<p><b>Marks/Scores</b>-symbols used to summarize quality of evidence.</p> <p><b>Grades</b>-symbols used on report cards usually expressed as letters.</p> <p><b>Assessment</b>-gathering of evidence/data.</p> <p><b>Evaluation</b>-judgement on performance.</p> <p><b>Reporting</b>—formally communicating student learning, usually through a report card.</p>	<p><b>Growth</b>-increase in learning that has occurred from the beginning of an instructional process to the current reporting event. Measured from a student baseline assessment.</p> <p><b>Progress</b>-measured backwards from a desired end point (end of year outcomes/competencies).</p> <p><b>Achievement</b>—measure of a student’s current level of performance.</p>
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From Manitoba Communicating Student Learning, 2008

Free Video Resources	Stabilizing	Locomotor	Manipulative
<a href="#">60 Minute Kids Club</a>	Balance, dodge, fall, stop	Gallop, hop, jump, roll, run, skip	Catch, dribble (hands, feet), kick, strike, throw
<a href="#">PLAY</a> Physically Leading Active Youth	Balance, dodge, stretch, push, pull,	Sprint, jump, march, roll, gallop, hop, skip, leap	Roll, throw, toss, catch, kick, strike, dribble-hands, volley,
<a href="#">New South Wales</a> Dept of Education	Dodge, balance,	Leap, hop, gallop, skip, sprint, jump	Catch, kick, strike throw,
<a href="#">Winnipeg SD</a>	Balance	Gallop, hop, jump, roll, run, skip	Bounce, catch kick, throw, toss, strike

## Free Web Based Resources

1. **Sport New Zealand** <http://www.sportnz.org.nz/managing-sport/search-for-a-resource/guides/fundamental-movement-skills> created an excellent user-friendly document called *Developing Fundamental Movement Skills* Resource which uses play and simple activities to get kids involved in games. You can download a variety of simple activities that correlate to the skill ability of your students in each of the 3 FMS categories.
2. **Ontario Physical and Health Education Association** <http://teachingtools.ophea.net/supplements/learn-move> provides a series of downloadable posters that follow a progression of skills, game strategies and tactics for basic, intermediate and advanced levels of movement competence, active living, and tactical awareness.
3. **Canadian Sport for Life** <https://vimeopro.com/60minkidsclub/fms> provides FMS assessment tools and downloadable teaching resources from Active For Life.
4. **Active For Life** <http://activeforlife.com/kids-skills-builder/> provides a slider to select an age range and learn about the fundamental movement skills that children should be learning and practicing.