

1.9 Example: Using Pictorial Assessment Form to Enhance Student Learning

(This is a successful case in a school. When formulating a school-based curriculum, teachers should make suitable adjustments according to students' needs, interests, abilities, teacher readiness and school's actual circumstances.)

Objectives

- Make use of pictorial assessment form for assessment to enhance student learning
- Help students understand the terminology related to body parts, rolling and catching skills
- Help students be familiar with the activity mode through a series of activities
- Help students master the concept of space and the characteristics of zone games

Background of the School

- A co-educational half-day primary school located in Wanchai
- Collaborative Research & Development ("Seed") Projects – Networking school for "Assessment of Fundamental Movement (FM)"
- Collaborative Research & Development ("Seed") Projects – Seed school for "Using Learning Outcomes Framework to Enhance Student Learning (Primary 4 to Secondary 3)"

LOF Level

- Level 1

Facilities

- A covered playground or basketball court

Knowledge already Mastered by Students

- Concept of grouping
- Experience of using small rubber balls for relay games

Organisation of Lessons

- Teaching rolling and catching in 5 lessons (See lesson plan)
- 2 periods, 30-minute periods a week
- 2 - 4 students per group
- Assessment in pairs
- Using self or peer assessment within or outside lesson
- Using pictorial learning log for assessment to enhance student learning

Implementation

- Teacher should explain the learning outcomes, contents and assessment criteria before teaching the unit of “rolling and catching”
- During teaching, the teacher should use the pictorial assessment form for formative assessment (self and peer assessment) to assist students to improve learning (see learning log of FM)
- Before the end of the unit, teacher should carry out summative assessment to understand the overall performance of students

Impact on Learning

- Students found it easier to master the learning points through a pictorial assessment form which clearly stated the required movement skills
- Students were able to observe their partners’ movements and their weaknesses through peer assessment
- Students could develop assessment habits from an early age
- Enhance students’ aesthetic appreciation and power of analysis

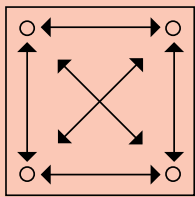
(Source: Ms TO Wai-ling and Ms YANG Wing-nga, St. James’ Primary School (PM))

Lesson Plan – Rolling and Catching

Objectives of Lesson 1 :	Students are able to: <ol style="list-style-type: none"> 1. catch a rolling ball with both hands 2. in pairs, stand four steps apart, facing each other 3. in groups of four, stand separately at the corners of a square
Objectives of Lesson 2 :	Students are able to: <ol style="list-style-type: none"> 1. control the power when delivering a rolling ball 2. perform peer assessment
Objectives of Lesson 3 :	Students are able to: <ol style="list-style-type: none"> 1. roll a ball forward a certain distance with both hands 2. understand self-space and left/right moving direction
Objectives of Lesson 4:	Students are able to: <ol style="list-style-type: none"> 1. roll a ball forward and to determine left/right direction with both hands 2. perform peer assessment
Objectives of Lesson 5:	Students are able to: aim at a target, and roll a small ball towards it

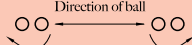
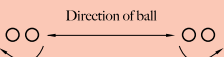
Lesson 1

	Contents	Venue	Equipment	Illustration
Warm-up Activities 5'	1. Grouping game: <ul style="list-style-type: none"> - Walk or run slowly in the open space and form groups of the size according to the number called by the teacher (two for the last round) 2. Stretching: <ul style="list-style-type: none"> - In pairs, standing and facing each other; one student holds a ball with arms extended and passes it to partner, who will imitate the movement when returning the ball; repeat the movements 	- Free combination in basketball court	- 15 small rubber balls	
Theme Development 10'	1. Pick up a ball and run: <ul style="list-style-type: none"> - Students are grouped in pairs with one standing in front of the other. Upon hearing the signal, the student in front picks up the ball from the ground and runs freely while the other follows him/her 	- Stand face to face in pairs in the basketball court	- 15 rubber balls	

	Contents	Venue	Equipment	Illustration
	<p>closely. They halt at the next signal and put the ball back onto the ground. Then they switch roles and continue the exercise</p> <p>2. Under-arm rolling (a ball):</p> <ul style="list-style-type: none"> - In pairs, standing four steps apart and facing one another; one student squats down and pass a ball by underarm rolling to the legs of partner, who will pick it up and return the ball in the same way; repeat; after three successful turns, stand an extra step away from partner to practise again <p>** Ball close to the ground while rolling; face the rolling ball; squat, hands stretch forward to meet the ball; fingers spread out naturally and downwards, palms face forward</p> <p>3. Move forward to catch ball:</p> <ul style="list-style-type: none"> - Arranged as above, steps forward when catching the ball and returns to own location before returning the ball; repeat 			
Group Activities 10'	<p>Pass the ball to 4 corners:</p> <ul style="list-style-type: none"> - In groups of four with a rubber ball. Each stands eight steps away at a corner of a square - the ball can be passed to anyone by rolling - the ball should be passed to one who is in ready position (i.e. has squatted down) - the receiver should pass the ball to another member 	<ul style="list-style-type: none"> - The whole class is divided into seven groups, each with four to five students 	<ul style="list-style-type: none"> - 30 frisbees - 7 small rubber balls 	
Closing Activities 5'	<p>1. Recap of the learning cues through questioning</p> <p>2. Pack up the equipment</p> <p>3. Cool-down exercises</p>			

** teaching points

Lesson 2

	Contents	Venue	Equipment	Illustration
Warm-up Activities 3'	1. Direction changing while running: <ul style="list-style-type: none"> - Walk in open space and change direction in response to signal 2. Stretching: <ul style="list-style-type: none"> - In groups of four standing in a line side by side; one student holds a ball and passes it to partner, who will imitate his/her movement to make a square pass to another members until the ball is finally returned; repeat practising 	- Free combination in basketball court	- 15 small rubber balls	
Theme Development 8'	Rolling a ball and then running: <ul style="list-style-type: none"> - Four to five students are divided into two groups, each standing four steps away from the partner and facing him/her. The first player in a group squats and rolls a ball to the opposing team before returning to the end of the line of his own team; After catching the ball, the first player in the opposite team rolls it back before returning to the back of his own team. After everyone has done this successfully three times, increase the distance between groups by a step and repeat ** Use appropriate force when rolling the ball	- The whole class is divided into seven groups, each with four to five students	- 7 small rubber balls	 
Assessment 17'	Students conduct first peer assessment <ol style="list-style-type: none"> 1. In pairs, observe if partner satisfies all assessment criteria (No pen and paper recording), give partner hints for rectification 2. Use the handbook for assessment 		- Assessment handbook - 30 pens	
Closing Activities 2'	<ol style="list-style-type: none"> 1. Pack up the equipment 2. Breathing deeply while walking around the basketball court once 			

** Teaching points

Lesson 3

	Contents	Venue	Equipment	Illustration
Warm-up Activities 5'	<ol style="list-style-type: none"> Go over the learning cues for catching a rolling ball Rolling between legs: one student stands with legs apart with another behind him/her with a rubber ball; the rear student rolls the ball through the legs of the front student who then runs forward to pick it up and returns the ball; after practising three times, they swap positions 	- Free combination in the basketball court	- 15 small rubber balls	
Theme Development 15'	Rolling a ball and running: <ul style="list-style-type: none"> Four to five students are divided into two groups, each stands four steps away from partner and faces each other After moving forward to catch a ball, the catcher passes it to the opposing team immediately before running to the end of the team Arranged as above, the distance between groups increases to eight steps Arranged as above, the distance between groups increases to 12 steps Arranged as above, the catcher has to walk two steps forward to catch the ball 	- The whole class is divided into seven groups, each with four to five students	- 7 small rubber balls	
Group Activities 10'	Meet new friends: <ul style="list-style-type: none"> In groups of five to six students, standing about eight steps apart in a circle with a rubber ball; one student rolls the ball with both hands to any position inside the circle while calling out the name of any student, who will move forward to catch the ball before retreating to his own position and sending it out again while calling the name of another student; and so on 	- The whole class is divided into six groups, each with five to six students	- 6 small rubber balls - 30 frisbees	
Closing Activities 5'	<ol style="list-style-type: none"> Pack up the equipment Breathing deeply while walking around the basketball court once 			

Lesson 4

	Contents	Venue	Equipment	Illustration
Warm-up Activities 5'	1. Traffic lights: <ul style="list-style-type: none"> Students pretend to be cars running freely in an open space and stop immediately when teacher holds up a red coloured band; they resume running when the teacher holds up a green coloured band 2. Grouping game <ul style="list-style-type: none"> Students walk or run slowly in an open space and form groups of the number assigned by teacher. (number for last round is four) 	- Free combination in basketball court	- One red and one green coloured band	
Theme Development 10'	One vs three passing: <ul style="list-style-type: none"> In groups of four with team leader four steps away and facing the other three members who stand in a line At the beginning, team leader facing the member in the middle, squats and rolls a ball with one hand to member on the left, who returns the ball to team leader after picking it up; team leader then passes the ball to the member in the middle and then to the right; after 3 rounds, change team leader Arranged as above, increase the standing distance 	- The whole class is divided into seven groups, each with four to five students	- 7 small rubber balls	
Assessment 10'	Students conduct second peer assessment <ol style="list-style-type: none"> In pairs, assess if peer satisfies all assessment criteria (No pen and paper recording), give peer hints for rectification Use the handbook for assessment 		- Assessment handbook - 30 pens	
Closing Activities 5'	<ol style="list-style-type: none"> Pack up the equipment Breathing deeply while walking around the basketball court once 			

Lesson 5


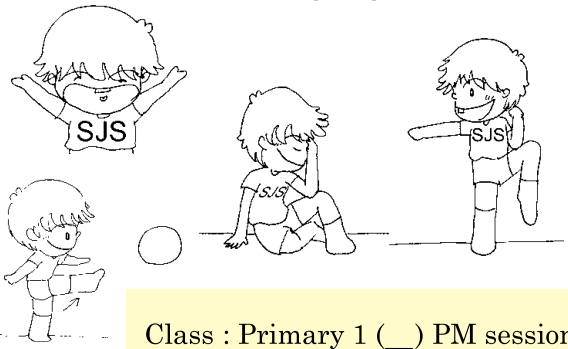
	Contents	Venue	Equipment	Illustration
Warm-up Activities 5'	1. Crows and tortoises <ul style="list-style-type: none"> - Safety lines are set at sideways of the basketball court; The whole class is divided into two groups: crows and tortoises. The two groups line up opposite each other along the centre line; both lining up at sideways of the centre line of the court; teacher calls out the name of one group and they chase the other; if anyone is caught before reaching the safety of home territory behind the line they join the opposing side 2. Grouping game: <ul style="list-style-type: none"> - Walk or run slowly in the open space and form groups of appropriate size when the teacher calls a number (last round is four) 			
Theme Development 13'	1. In groups of six, facing and lining up along the bench, where various coloured bands are hang 2. Roll the ball to hit the coloured bands (one point for a successful hit) 3. Arranged as above, increase the rolling distance	<ul style="list-style-type: none"> - The whole class is divided into seven groups, each with six students 	<ul style="list-style-type: none"> - 7 small rubber balls 	
Group Activities 10'	Number balls: <ul style="list-style-type: none"> - In groups of four (each assigned with a number), facing a wall and standing side by side - Roll a ball with both hands against the wall and let it rebound while calling the number of any player - The player being called moves forward to catch the ball, return and roll it to the wall while calling another number; and so on 		<ul style="list-style-type: none"> - 30 frisbees - 8 small rubber balls 	
Assessment 5'	Teacher conducts a summative assessment for students		<ul style="list-style-type: none"> - Assessment handbook 	



	Contents	Venue	Equipment	Illustration
Closing Activities 5'	<ol style="list-style-type: none"> 1. Pack up the equipment 2. Breathing deeply while walking around the basketball court once 			

(Source: Ms TO Wai-ling and Ms YANG Wing-nga, St. James' Primary School (PM); Content adapted from the Collaborative research & Development ("Seed") Projects 2001-2003 – The Study and Development of FM at Key Stage 1 (Primary 1 to 3))

The Learning Log of Fundamental Movement

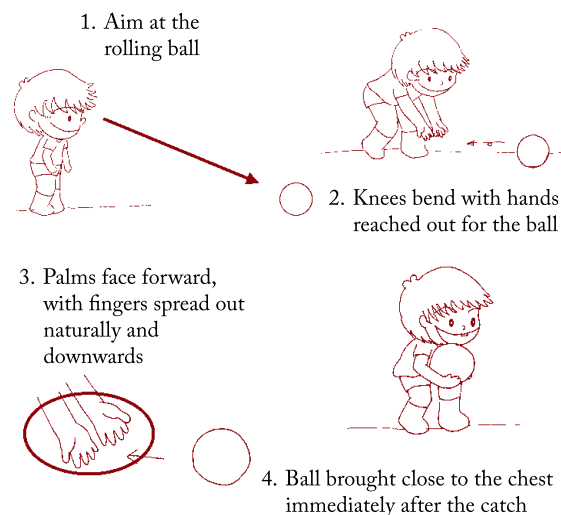
(Source: Ms TO Wai-ling and Ms YANG Wing-nga, St. James' Primary School (PM); Content adapted from the Collaborative research & Development ("Seed") Projects 2002 – 2004 – The Assessment of Fundamental Movement)

	 <p>S. K. H. St. James' Primary School (PM) "Fundamental Movement" Learning Log</p>  <p>Class : Primary 1 () PM session Name: _____</p>
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<p>1st term of 2004-2005</p> <p>Kids Love Sports</p>  <p>Age: _____ Height: _____ m Weight: _____ kg</p>	 <p>My Favorite Sports</p> <div style="background-color: yellow; height: 200px; width: 100%;"></div> <p>Please use pictures, newspaper cuttings or wording for expression</p> <p style="text-align: right;">P.2</p>
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Catching a rolling ball

(Colour the movement that you have done best)



My overall performance: (Colour the appropriate number of faces that suits your performance best)

- 4: Fully successful
3: Mostly successful
2: Partly successful
1: Not yet successful



Primary 1* Assessment 1

Catching a rolling ball



Successful

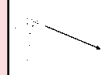


Unsuccessful

Peer assessment
1 2

Teacher
assessment

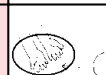
1. Aim at the rolling ball



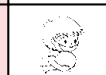
2. Knees bend with hands reached out for the ball



3. Palms face forward, with fingers spread out naturally and downwards



4. Ball brought close to the chest immediately after the catch



Date of assessment:

Assessor (no.):

- 4: Fully successful
3: Mostly successful
2: Partly successful
1: Not yet successful

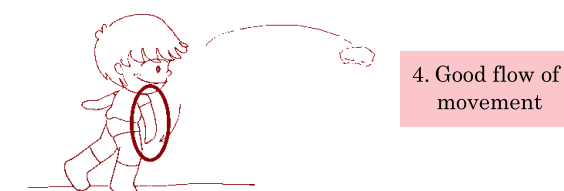
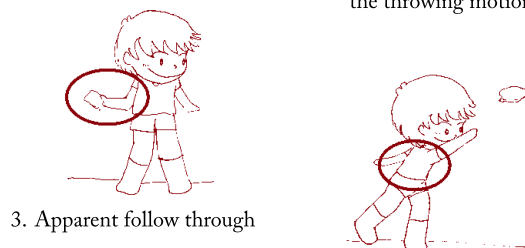
Task: Catch an approaching rolling volleyball with both hands; Emphasis - good judgement

P.4

Over-arm throwing a bean bag

(Colour the movement that you have done best)

1. Arm stretched backwards (with a bean bag) 2. Body twisting to the opposite side to strengthen the throwing motion



My overall performance: (Colour the appropriate number of faces that suits your performance best)

- 4: Fully successful
3: Mostly successful
2: Partly successful
1: Not yet successful



Primary 1* Assessment 2

Over-arm throwing a bean bag



Successful



Unsuccessful

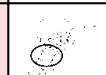
Peer assessment
1 2

Teacher
assessment

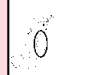
1. Arm stretched backwards (with a bean bag)



2. Body twisting to the opposite side to strengthen the throwing motion



3. Apparent follow through



4. Good flow of movement



Date of assessment:

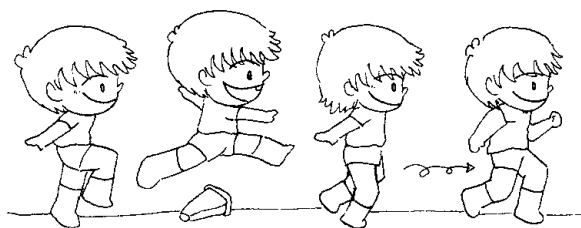
Assessor (no.):

- 4: Fully successful
3: Mostly successful
2: Partly successful
1: Not yet successful

Task: Hold a bean bag in one hand and throw it at shoulder height for a distance of 10 metres or more; Emphasis - quick movement

P.6

2nd term of 2004-2005



Height: _____ m

Weight: _____ kg



My Excellent Sports

Please use pictures, newspaper cuttings
or wording for expression

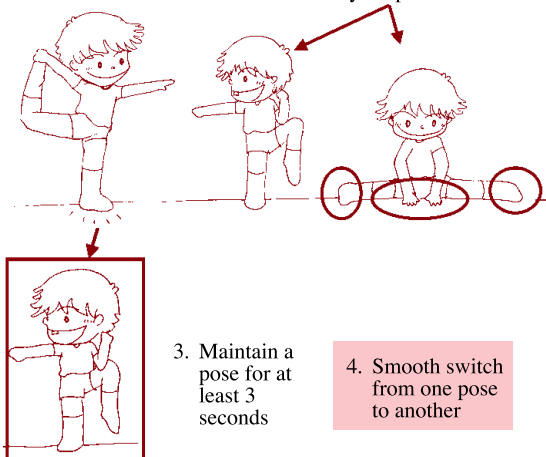
P.8

Single poses

(Colour the movement that you have done best)

1. Use different body parts
for weight bearing

2. Show at least 2 different
body shapes



3. Maintain a
pose for at
least 3
seconds

4. Smooth switch
from one pose
to another

My overall performance: (Colour the appropriate number of faces
that suits your performance best)

4: Fully successful
3: Mostly successful
2: Partly successful
1: Not yet successful



Primary 1* Assessment 3

Single poses



Successful
Peer assessment
1 2



Unsuccessful
Teacher
assessment

1. Use different body
parts for weight
bearing



2. Show at least 2
different body
shapes



3. Maintain a pose for
at least 3 seconds



4. Smooth switch
from one pose to
another



Date of
assessment:

Assessor (no.):

4: Fully successful
3: Mostly successful
2: Partly successful
1: Not yet successful

Task: Show five different poses sequentially; Emphasis –
using different body parts to bear weight

P.10

<h3 style="color: red; margin: 0;">Landing (jump from hip joint height)</h3> <p style="margin: 0;">(Colour the movement that you have done best)</p> <ol style="list-style-type: none"> 1. Hands stretched out sideways for balance 2. Well balanced in the air 3. Knees bend, landing steadily <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> </div>		<h3 style="margin: 0;">Primary 1* Assessment 4</h3> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;"> Successful </div> <div style="text-align: center;"> Unsuccessful </div> </div> <div style="display: flex; justify-content: space-around; font-size: small; margin-top: 5px;"> Peer assessment 1 2 Teacher assessment </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 25%; padding: 5px;">1. Hands stretched out sideways for balance</td> <td style="width: 25%; text-align: center; padding: 5px;"></td> <td style="width: 25%; text-align: center; padding: 5px;"></td> <td style="width: 25%; text-align: center; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">2. Well balanced in the air</td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">3. Knees bend, landing steadily</td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> </tr> </table> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 60%;"> <p style="margin: 0;">My overall performance: (Colour the appropriate number of faces that suits your performance best)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="width: 20%;"> 4: Fully successful 3: Mostly successful 2: Partly successful 1: Not yet successful </div> <div style="width: 20%; text-align: center;"> </div> <div style="width: 20%; text-align: center;"> </div> <div style="width: 20%; text-align: center;"> </div> </div> </div> <div style="width: 35%;"> <p style="margin: 0; font-size: small;">Date of assessment:</p> <p style="margin: 0; font-size: small;">Assessor (no.):</p> </div> </div> <p style="margin-top: 10px; font-size: small;">Task: Jump from a platform of the student's hip joint height; Emphasis - soft landing</p>		1. Hands stretched out sideways for balance				2. Well balanced in the air				3. Knees bend, landing steadily			
1. Hands stretched out sideways for balance															
2. Well balanced in the air															
3. Knees bend, landing steadily															

P.12

<h3 style="color: red; margin: 0;">SJS Sports-related Values and Attitudes</h3> <p style="margin: 0;">Examine the following figures and put a "✓" in the appropriate boxes to indicate the desirable behaviours.</p>		
<input type="checkbox"/> push and shove opponent	<input type="checkbox"/> give encouragement to losers	<input type="checkbox"/> give up when one is far behind the others
<input type="checkbox"/> feel happy when teammates win	<input type="checkbox"/> perform better than the opponent but lose; throw the bat down in protest	<input type="checkbox"/> try one's best in competitions
<input type="checkbox"/> scold teammates who play less well than you do	<input type="checkbox"/> fight for equipment in case of insufficient equipment	<input type="checkbox"/> congratulate opponents when they win
<p style="margin: 0;">We have to:</p> <ol style="list-style-type: none"> 1. Obey the rules of the game 2. Do our best 3. Remember that friendship goes before winning 		

From Daddy and Mummy

Takes exercise on average _____ a week.

- ☐ 1-2 times
- ☐ 3-4 times
- ☐ 5-6 times

He/She _____
