

# Cochrane High School – Physical Education

## Assessment and Reporting Policy

### 1. Category Weightings and Unit Weightings

In Physical Education the evaluation of students will be directly linked to the Program of Studies. In the Physical Education curriculum there are four general outcomes that are included; Activity, Benefits Health, Cooperation, Do it Daily. These will be that categories that will be used in gradebook as “bins”. All “assignments” will fit into at least one of these outcomes/categories. However, at each grade level, weightings will be designated to reflect the goals and focus of each course.

	Activity	Benefits Health	Cooperation	Do it daily	Health and Life Skills
PE 9	10%	15%	25%	20%	30%
PE 10	15%	20%	35%	30%	---
PE 20	20%	25%	30%	25%	---
PE 30	25%	25%	30%	20%	---

**Each activity unit and assignments within will be weighted based on length of time spent participating in a given unit.** For example, a unit (assignments within) that is covered over the course of 5 classes would be weighted 1 (standard weighting), a unit that is covered over the course of 3 days would be weighted as 0.5, a unit that is covered over the course of 10 classes would be weighted as 2. This is a guideline only; teachers will use their own judgment about how assignments are weighted with length of time being the major determining factor.

### 2. Summative and Formative Assessment

Both Summative and Formative assessment are necessary components to inform students (and teacher) of their learning and achievement in Physical Education. **The teacher will report at least one summative evaluation in each of the four outcome categories at the conclusion of each activity unit. This is to be reported in gradebook at least every 2 weeks.** Units are typically one week (5 classes) long but can be as few as 3 classes and as many as 2 weeks (10 classes). Due to the active nature of a Physical Education “classroom”, verbal summative assessment and communication takes place on a regular and constant basis. **In an activity**

**unit of one week long or more the teacher will provide at least one official formative assessment to the student** over and above the regular verbal assessment and communication that takes place during activity. This formative assessment does not necessarily need to be reported in gradebook although it is encouraged to improve communication with parents. This official formative assessment can take multiple forms (see below).

Types of Formative assessments for use: Interview/questioning, student led discussion, exit tasks, peer/self assessment, practice presentation, think-pair-share, etc.

Types of Summative assessments for use: Performance task, unit self-assessment, course project (fitness/nutrition assignment, goal setting), teacher observation, checklist, rubric etc.

Self-Assessment in Physical Education – It is the opinion of the Cochrane High Physical Education Department that self-assessment is an excellent tool for both formative and summative assessment. **At the conclusion of each activity unit, students will complete a summative self-assessment provided by the teacher** to evaluate themselves on multiple specific outcomes that are found in nearly every activity unit (skill/improvement, warm up/fitness, communication, fair play, leadership/followership, teamwork, respectful behaviours, effort, and safety). This self-assessment will form the basis for the summative grade to be reported in gradebook. It is necessary for teachers to talk students through this self-assessment process and provide examples that directly connect to the activities and goals that were previously discussed during the unit. This aids in the assessment being more accurate. It is also best practice for the teacher to have a discussion with individual students if the self-assessment is significantly inaccurate compared to the teacher's perception of their performance or achievement.

**All types of formative assessment that are not completed by the student on time will be entered as "NHI" (Not Handed In) or "MISSING" and "0%".** The NHI default will be "0%" and will be changed once the student successfully completes and submits their work to their teacher.

All types of formative assessment must be submitted to the teacher on or before the last day of class to be eligible for inclusion in the final grade. Failure to submit any formative assessments before the end of the course will result in a "0%" entered in gradebook for that assessment.

### 3. Attendance and Participation in Physical Education

Physical Education is the only curriculum in which effort and participation are assessed as part of a final grade. Therefore attendance has a direct impact on the student's achievement in the class. **Students with an unexcused absence(s) in an activity unit will have their grade reduced proportionally by the number of classes missed relative to the number of classes in that particular unit.** I.E. In a 5-class unit, a student that has one unexcused absence (1/5 or 20%) will have their grade reduced by 20% of their graded mark for that unit. A student who was assessed at 85% in a particular unit will have their grade reduced by 17% in all assignments and categories within that activity unit.

Field Trips are an important part of any Physical Education class and are included in the program of studies (curriculum) as activities in an alternative environment. **If for any reason a student does not attend a field trip a replacement assignment will be given to assess the students learning in place of the field trip.**

Sitting out of Phys. Ed class due to sickness or injury is not an option for students. A doctor/parent note is required as communication for any kind of injury or sickness. However, **If a student is sick or injured they are still to change into proper attire and participate at a level that will not cause further injury.** The teacher may need to provide an alternative physical activity that is appropriate for the student and their condition. If a student is too sick/injured to change and participate they are to be sent to the infirmary. Students are not permitted to sit in the stands/on the side and "work on homework" as this creates a culture of non-participation. If a student has a long-term/chronic injury or sickness that prevents them from participation, it is suggested that the student withdraw from the course as assessment is difficult without regular participation.