Elementary Physical Education Teaching & Assessment: A Practical Guide

Christine J. Hopple

This paper discusses the importance of holistic assessment in the teaching and learning process at all levels of education, both in schools and in higher education institutions. Redesigning classroom assessment for holistic learning to improve student learning is not a new idea. Educators conduct assessment for a variety of purposes such as determining the level of student academic achievement or identifying weaknesses and strengths of students.

Teaching for Outcomes in Elementary Physical Education: A Guide for Curriculum and Assessment. by. Christine J. Hopple (Author). Christine Hopple teaches at Crystal Spring and Virginia Heights Elementary Schools in Roanoke, Virginia. She is the managing editor for PE Central's K-5 Lesson Ideas section. Christine is a member of the United States Physical Education Association, the National Association for Sport and Physical Education (NASPE), and the Illinois Alliance for Health, Physical Education, Recreation and Dance. As an active member of NASPE's Council on Physical Education for Children (COPEC), she helped coauthor COPEC's Developmentally Appropriate Physical Education Practices for Children document. Read more. Product details.

Teaching and Learning STEM presents a trove of practical research-based strategies for designing and teaching STEM courses at the university, community college, and high school levels. The book draws on the authors' extensive backgrounds and decades of experience in STEM education and faculty development. Including its preface, foreword, table of contents, first chapter, a reading guide, and reviews in 10 prominent STEM education journals. About the Author. RICHARD M. FELDER, PHD, is Hoechst Celanese Professor Emeritus of Chemical Engineering at North Carolina State University and author of the bestselling Wiley textbook Elementary Principles of Chemical Processes, now in its fourth edition.
Assessments are a part of a physical educator's daily life. But most teachers struggle to find enough time to analyze their curriculum and develop assessments to track students' learning. Suzann Schiemer, a K-5 Physical Education Specialist in Bloomsburg, Pennsylvania, is a nationally recognized expert in assessing student learning. Physical education programs that Schiemer helped institute at two elementary schools received Outstanding Program awards from the Pennsylvania State Association for Health, Physical Education, Recreation and Dance. She was the keynote speaker on the topic of assessment at the 1994 and 1995 National Conferences on Teaching Children's Physical Education and the 1997 Conference for the Council for Children's Expanded Physical Education.
Assessments are a part of a physical educator's daily life. But most teachers struggle to find enough time to analyze their curriculum and develop assessments to track students' learning. Enter Elementary Physical Education Teaching & Assessment: A Practical Guide, Second Edition. This guide is designed to make the assessment process not only easier but also more manageable. Assessments are a part of a physical educator's daily life. But most teachers struggle to find enough time to analyze their curriculum and develop assessments to track students' learning. Enter Elementary Physical Education Teaching & Assessment: A Practical Guide, Second Edition. This guide is designed to make the assessment process not only easier but also more manageable.
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Find out about the teaching, learning and assessment category of the Cambridge English Teaching Framework and see how you can develop as an English teacher. Below, we list some of the main competencies for each stage, plus some suggestions on how to develop further. Foundation. Have a basic understanding of some key principles of teaching and learning (lesson planning, materials selection, classroom management, the learning environment, teaching systems and skills). Have started to demonstrate the ability to use this understanding to plan basic systems and skills lessons according to a simple given template, with basic awareness of learners’ needs and difficulties and sometimes demonstrating a balance between teacher-centred and learner-centred Elementary Physical Education Teaching and Assessment, A Practical Guide (2nd ed.). Champaign: IL. Lund, J. and Tannehill, D. (2005). Standards-Based Physical Education Curriculum Development. A study of guidelines for curriculum development in elementary physical education. The content of this course is based on developmentally appropriate content and the movement framework. Course Description Prerequisite: Junior status in the Physical Education Major Program and taken concurrently with PE 320, 322, 323. The course covers the principle of elementary physical education curriculum to include curriculum design. Understanding and implementing the KERA academic expectations will be a primary focus with a required field experience. Course Outcomes Teaching children physical education: Becoming a master teacher (3rd ed.). Champaign, IL: Human Kinetics. Graham, G., Holt/Hale, S., & Parker, M. (2013). Children moving: A reflective approach to teaching physical education (9th ed.). New York, NY: Mcgraw-Hill Education. Hopple, C.J. (2005). Elementary physical education teaching and assessment: A practical guide (2nd ed.). Champaign, IL: Human Kinetics. Lesson plan form.