

Assessment #3 - Cognitive Assessment

✓ Published



1. Design 2 cognitive assessments

○ **Non-traditional or performance assessment**

- Students could complete in the gym, classroom *and* possibly finish at their house
- Have something to "hand" to the students so they know how to complete the assessment
 - Ex: a checklist of what they need in their brochure

○ **Written assessment**

- Minimum of 10 questions
- Questions cannot be all the same type
- Make sure and group the question types together


2. See the rubric for more details

- Standard and Outcome: code and description. Can use more than 1 outcome if needed. Must be a standard that assesses the cognitive domain. Hint: look at standard / strand 2.
 - This doesn't have to be included on the assessment that you would pass out to the students. It could be on a separate page from your assessment.
- Complete
 - Both assessments follow the guidelines for the specific model
 - Make sure and follow the "do's" covered in the book and lecture, ex. require students to correct the false statements
 - Both assessments are ready to be used in the classroom
 - Can I hit "file, print" and it be ready to use?
- Ease to understand / organization
 - Grade appropriate
 - Easy to understand

3. Name the file using this format:

- First Name Last Name | Grade level and topic of assessment | Type of Assessment
- Example: Mandy Kirkham | 6th grade pickleball | Brochure

4. Submit on Google Drive here:

- https://drive.google.com/drive/folders/1qzDbeNq6xFYj_GjpWly-K-6SvxsL_pyw?usp=sharing  (https://drive.google.com/drive/folders/1qzDbeNq6xFYj_GjpWly-K-6SvxsL_pyw?usp=sharing)

5. Finally, submit a quick note on Canvas letting me know you have submitted your rubric on Google Drive

**Remember you will be teaching a mini lesson. You do not have to put anything on your assignment submission describing the mini lesson, but make sure you are teaching us something from the sport / activity. You cannot just roll out the ball.

****Make sure you do the sport / activity and assessment type that what was assigned to you in class**

Points 30

Submitting a text entry box or a file upload

Due	For	Available from	Until
Oct 25, 2022 at 1:30pm	Everyone else	Oct 18, 2022 at 3:45pm	-
Nov 1, 2022 at 1:30pm	3 students	-	-

Assessment #3 - Cognitive Assessments			
Criteria	Ratings		Pts
	5 pts Full Marks	0 pts No Marks	
Standard and Outcome Standard and outcome are listed. Must have outcome code and description. Assessment measures standard it is designed for. ** You can have more than 1 outcome if needed.	5 pts Full Marks	0 pts No Marks	5 pts
Complete - non-traditional / performance Follows guidelines in the book for the specific model. Has clear directions. Is ready to be used in a physical education class. Example: if you are doing a brochure do you have a paper (like a checklist or rubric) that shows what they need to include in their brochure?	10 pts Full Marks	0 pts No Marks	10 pts
Complete - Written Test Follows guidelines in the book for the specific model. Has clear directions. Is ready to be used in a physical education class, is "file / print" ready. Minimum of 10 questions. Questions cannot all be the same type.	10 pts Full Marks	0 pts No Marks	10 pts
Ease to understand / Organization Easy to understand. Appropriate for specified grade level. Looks organized and neat.	5 pts Full Marks	0 pts No Marks	5 pts
			Total Points: 30

Handball

Standard ILA.2.5: Create a practice plan to improve performance for a self-selected skill or dance form.

Objective: By the end of class students should have an introductory knowledge of handball. They will demonstrate this knowledge with a written assessment and by starting to create a practice plan for their project.



What is Handball?

- Non-traditional sport.
- Similarities with indoor soccer, ultimate frisbee, and basketball.
- A sport played between two teams.
- The object of the game is to score more goals than the other team.



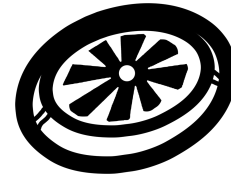
Basic Rules of Handball

- Handball competitions are called Matches.
 - They are composed of two 30 minute halves.
- Each team has 7 players, one of which is the goalie.
- Goals are scored when a player throws the ball into the opposing team's net.
- 1 point per goal
- There is also an area surrounding the goal that only the goalkeeper can stand in.



Basic Rules of Handball

- Players can NOT touch the ball with their knees, legs, or feet.
- When a player receives the ball they have 3 seconds to choose what to do they can pass, dribble, take up to three steps, shoot.
- If a player holds on to the ball for longer than 3 seconds without dribbling, passing, or shooting than a travel will be called resulting in the other team getting the ball.



Handball Equipment

- Balls
 - Made of leather and are about the size of a melon.
 - Weight and size vary in mens, womens, and junior games.
- Goals
 - Two goals on each side of the court.
 - Official size is 6 ft 7 inches high and 9 feet 10 inches wide.
- Shoes
 - Like most sports there are specially designed shoes for handball with better grip for indoor courts.
- Handball wax
 - Used to strengthen a players grip on the ball

This is Handball



<https://www.youtube.com/watch?v=zWh4tmKtluw>

Project

- For your Project you will create a practice plan based on one handball skill.
- Later in the unit as a class we will practice using your practice plan.
- Here is a list of the handball skills:
 - Dribbling
 - Throwing
 - Catching
 - Jumping
 - Saving
 - Accuracy
 - Power Running
 - Screening
- This might be a good website to check out: <https://www.rookieroad.com/handball/history/>
- Additional research on drills may be required in order to complete the Project.

PRACTICE PLAN

DIRECTIONS: USE THIS TEMPLATE TO CREATE A PRACTICE PLAN FOR A SELF-SELECTED HANDBALL SKILL. REVIEW THE PRESENTATION FROM CLASS TO SEE THE DIFFERENT SKILLS. THERE IS A LINK FOR ONE HANDBALL RESOURCE ON THE SLIDE FROM CLASS. ADDITIONAL RESEARCH MAY BE REQUIRED. REMEMBER THIS IS PART 1 OF THE PROJECT THAT YOU WILL BE USING THIS PRACTICE PLAN IN CLASS.

Name	Sport Handball	
Skill	Goal	
Warm-up	Stretches	Notes
Drills		

Handball Assessment - 10 Questions

Name: _____

Using the word bank for each of the following questions, write in the answer that best completes the statement.

Game	Thirty	Match	Fourty	Travel	Foul
------	--------	-------	--------	--------	------

1. A handball competition is called a _____.
2. Handball is composed of two _____ minute halves.
3. A _____ is when a player holds the ball for longer than 3 seconds without dribbling, passing, or shooting.

For each of the following multiple-choice questions select the best answer.

4. What is the use of handball wax?
 - a. Strengthen your grip on the ball
 - b. So your feet don't slip on the court
 - c. Goalies use it to better block the ball
 - d. To dribble the ball harder
 - e. All of the above are correct
5. Players can touch the ball with their?
 - a. Knees
 - b. Legs
 - c. Hands
 - d. Feet
 - e. All of the above are correct
6. When a player has the ball they can do which of the following movements?
 - a. Pass
 - b. Dribble
 - c. Shoot
 - d. Take three steps
 - e. All of the above are correct

For each of the following true or false questions circle True if the statement is true and circle False if the statement is false. If the statement is false use the line space to correct the statement.

7. Handball is a traditional sport.

True or False _____

8. Handball has 7 players.

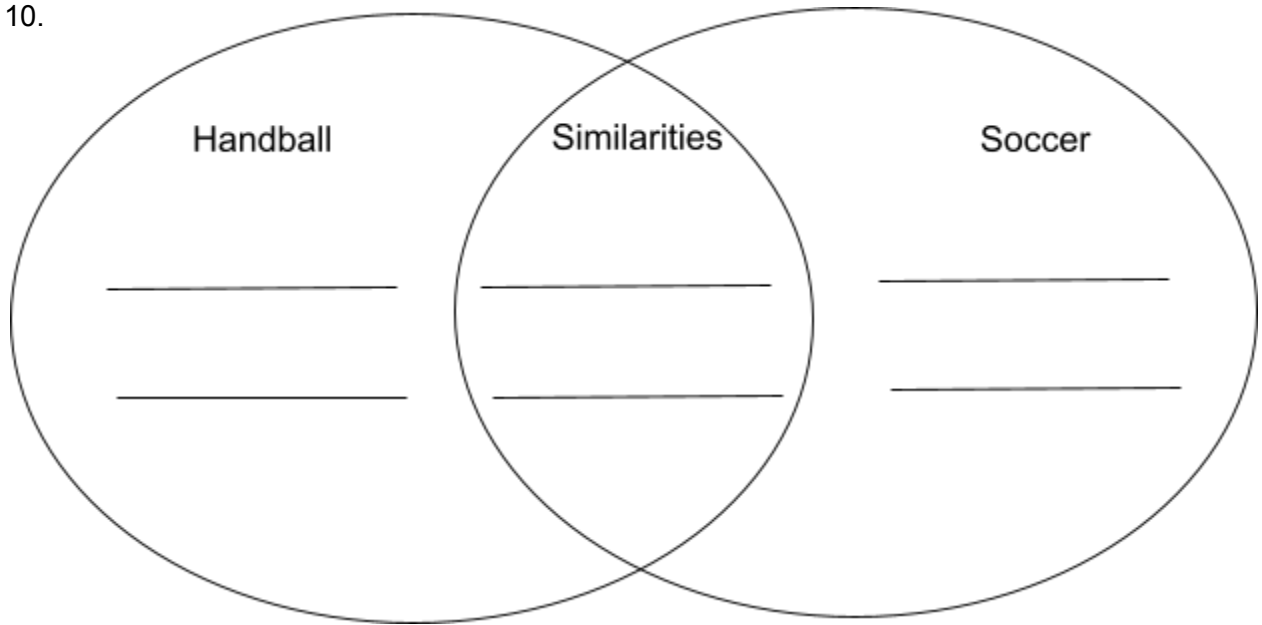
True or False _____

9. A goal behind the arch is worth 2 points. T

True or False _____

In the middle circle, list two similarities between Handball and Soccer. In the two end circles list two things unique for each sport that are not the same in the other.

10.



Handball Assessment

Answer Sheet

1. Match
2. 30
3. Travel
4. A
5. C
6. E
7. False
8. True
9. False
10. Multiple Answers.

Handball:

- Hands only
- Dribble with hands
- Pass with hands
- 7 players
- Holding the ball for longer than 3 seconds results in travel
- Goalie box that no one can enter

Similarities:

- Goalie
- Goalie box
- Ball
- Played inside or outside
- 1 point per goal
- Goals

Soccer:

- Can't use hands
- Dribble with feet
- Pass with feet
- 11 players
- Goalie box that players can enter
- Goalie uses hands and feet

PRACTICE PLAN

DIRECTIONS: USE THIS TEMPLATE TO CREATE A PRACTICE PLAN FOR A SELF-SELECTED HANDBALL SKILL. REVIEW THE PRESENTATION FROM CLASS TO SEE THE DIFFERENT SKILLS. THERE IS A LINK FOR ONE HANDBALL RESOURCE ON THE SLIDE FROM CLASS. **ADDITIONAL RESEARCH MAY BE REQUIRED.** REMEMBER THIS IS PART 1 OF THE PROJECT. PART 2 WILL BE USING THIS PRACTICE PLAN IN CLASS.

Name

Sport
Handball

Skill

Goal

Warm-up

Stretches

Notes

Drills



(https://weber.instructure.com/courses/550

9/10
Graded

24.67 / 30 (82%)
Average

6/10



Paper View

Submitted: Oct 24, 2022 at 8:27pm



Added to google drive.

Word Count: 4 words

Submitted Files: (click to load)

Grading

Assessment #3 - Cognitive Assessments			
Criteria	Ratings		Pts
Standard and Outcome view longer description	5 pts Full Marks ▲	0 pts No Marks	5 / 5 pts
Complete - non-traditional / performance view longer description	10 pts Full Marks ▲	0 pts No Marks	10 / 10 pts
Complete - Written Test view longer description	10 pts Full Marks ▲	0 pts No Marks	10 / 10 pts
Ease to understand / Organization view longer description	5 pts Full Marks ▲	0 pts No Marks	5 / 5 pts
			Total Points: 30

Cancel

Assignment Comments



Great PowerPoint to help students learn and get excited about the handball unit.

✕ [_ \(javascript:void 0;\)](#)

Mandy Kirkham King, Dec 5, 2022 at 9:31pm

[Download Submission Comments](#)

Lab #3 - Cognitive Assessments

✓ Published



You've collected your data for lab #3. Now it's time to reflect on how lab #3 went and make any necessary revisions. You will be reflecting on the your mini lesson and 2 assessments.

Questions to answer:

1. Revisions / Reflections on your skills lessons
 - See the rubric for some ideas of different questions. You do not have to answer each question but your reflection needs to be well thought out and not thrown together at the last minute.
2. Revisions / Reflections on your non-traditional / performance assessment
 - See the rubric for some ideas of different questions. You do not have to answer each question but your reflection needs to be well thought out and not thrown together at the last minute.
3. Revisions / Reflections on your written test
 - See the rubric for some ideas of different questions. You do not have to answer each question but your reflection needs to be well thought out and not thrown together at the last minute.
4. Revisions made on assessments
 - You will also reflect on if there are any required revisions to your 2 assessments. You will make any necessary revisions to your 2 assessments on Google Drive.

You do not have to turn in any copies of your assessments. But as you are "grading" the assessments you should reflect on how the students answered. Ask yourself such questions as: "should a question been worded differently?" "Did the assessment let you know the information you were hoping for?" "Would the assessment strengthen or hinder your unit?"

** Lab #3 is due the class period after you "teach" the class


Points 30

Submitting a text entry box or a file upload

Due	For	Available from	Until
Nov 1, 2022 at 1:30pm	Everyone else	-	-

Due	For	Available from	Until
Nov 8, 2022 at 1:30pm	3 students	-	-

*Lab #3 - Cognitive Assessment			
Criteria	Ratings		Pts
	5 pts Full Marks	0 pts No Marks	
<p>Revisions / Reflections on skills lessons</p> <p>Reflect on your skills lesson. Did you cover all of the skills, topics, rules, etc. that were in your non-traditional / performance assessment and written test? Did you give clear explanations of the skills? etc.</p>	5 pts Full Marks	0 pts No Marks	5 pts
<p>Revisions / Reflections on non-traditional / performance assessment</p> <p>How was your non-traditional / performance assessment? Did it go how you were intending it to go? Was it confusing? Did your students gain valuable knowledge? What would you change? Was it a valid assessment (validity)? Should a question been worded differently? Did the assessment let you know the information you were hoping for? Would the assessment strengthen or hinder your unit?</p>	9 pts Full Marks	0 pts No Marks	9 pts
<p>Revisions / Reflections on written test</p> <p>How was your written test? Did you have clear instructions? Was it well organized? Did it test the students knowledge? What would you change? Would your assessment be considered valid (validity)? Should a question been worded differently? Did the assessment let you know the information you were hoping for? Would the assessment strengthen or hinder your unit?</p>	9 pts Full Marks	0 pts No Marks	9 pts
<p>Revisions made on assessments</p> <p>You reflected and stated revisions that needed to be done to your 2 assessments, now it's time to make these revisions on your assessments.</p> <p>If you feel no revisions are necessary then provide necessary justification of why your assessments were amazing the first time.</p>	7 pts Full Marks	0 pts No Marks	7 pts
			Total Points: 30



PEP 3520

Lab #3 Write Up

1. Revisions / Reflections on your skills lessons

I didn't cover all of the skills in detail, however I did mention them and we talked about how some of the skills are used in other sports like basketball and soccer. I also didn't go into detail about all the rules but I think I provide enough information about the rules in order for the class to know how to score, and to avoid turning the ball over. One thing I could have done better was taking more time explaining about what a travel is. On the test that was the question that a lot of people struggled with. I think I gave a clear explanation of the CEs for throwing a ball. I had my students tell me what they were and we went over them together and practiced the motions before we started the throwing drill.

2. Revisions / Reflections on your non-traditional / performance assessment

I think my non-traditional assessment went well. I think the template makes it a little easier for the students to just fill out. If I had told me to just create a practice plan they might have been more confused. I think the labeled template makes it a bit easier to fill out. It went the way I intended, students picked different skills which was great since in a later unit I would have the students pilot their practice plans. I think the students gained valuable knowledge because the point was for students to pick a handball drill, learn about it, set a goal to improve that skill, and then create a practice plan to achieve it. I think it would really strengthen a unit because it provides a lot of practicality for the students. They create a practice plan and then get a chance to pilot it. This will help provide them with experience to be physically literate because they could do this after they graduate with skills they wish to learn or improve.

3. Revisions / Reflections on your written test

My written test worked really well. As I was grading I felt like everyone did really well on the test. They were able to finish all ten questions in the short amount of time that they had, which makes me feel like the questions were easy to understand and the information was covered in the lesson. The lowest score was 80%, but there were a lot of 90%-100% which was good. I really enjoyed the venn diagram question. When I read that in the textbook I was kind of hesitant to what type of feedback that would provide as a teacher but it was really good. It was really interesting to see how the students used previous knowledge and compared it to their current knowledge from the lesson. The one question that was commonly missed was number 3 which talked about what a travel is in Handball.

This could have been commonly missed because of the way I taught it or for the fact that there was no word bank for the fill in the blank so I am going to fix that on my written test. However, I can see how this would be so beneficial as a teacher because now looking at this assessment I know that next class I need to clear up what a travel is so everyone understands.

4. Revisions made on assessments

I made the revisions on my assessment and added it to the google drive. For my revisions I added a word bank for the first three questions. When I did have students miss questions they missed questions in that section. I think that's one good reason to have different types of questions because then it provides students with a better chance to be successful if a section of questions needs to be revised. I also decided to add a line for the true and false questions so that they can correct the statement. That way I can determine whether or not students have learned that concept or if they just guessed correctly.



Page 1 of 2

ZOOM

Assessment
Grade out of 30

30

View Rubric

PEP 3520
Lab #3 Write Up

1. Revisions / Reflections on your skills

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*Lab #3 - Cognitive Assessment	
Criteria	Ratings
Revisions / Reflections on skills lessons view longer description	Full Marks 5 / 5 pts ▲
Revisions / Reflections on non-traditional / performance assessment view longer description	Full Marks 9 / 9 pts ▲
Revisions / Reflections on written test view longer description	Full Marks 9 / 9 pts ▲
Revisions made on assessments view longer description	Full Marks 7 / 7 pts ▲
Total Points: 30	

This could have been commonly missed because there was no word bank for the fill in the blank s However, I can see how this would be so benefici this assessment I know that next class I need to c understands.

4. Revisions made on assessments

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Assignment Comments



In the lesson you didn't have to cover all of the skills that were on your written assessment. Most often the written assessment is given at the end of the unit. Your lesson would just be a very small portion of your entire unit.

Agree! Templates are nice so the students know exactly what they need to do and makes grading easier for you.

For question 3, a travel may have been misunderstood because that isn't what a travel is in basketball.

Assignment: Lab #3 - Cognitive Assessments

Course: PEP 3520L WSU Fall 2022 20400

Student: ██████████

Score: 30.0

Account: Health, Phys Educ, Recreation

Mandy Kirkham King: In the lesson you didn't have to cover all of the skills that were on your written assessment. Most often the written assessment is given at the end of the unit. Your lesson would just be a very small portion of your entire unit.

Agree! Templates are nice so the students know exactly what they need to do and makes grading easier for you.

For question 3, a travel may have been misunderstood because that isn't what a travel is in basketball.

The revisions you made to your written assessment definitely strengthen it. (Dec 5, 2022 at 9:36pm)