

PROGRESS REPORT EVALUATION
ESS 350 Teaching Laboratory 3

Performance Indicator	Levels of Performance		
	Proficient (P)	Basic (B)	Unsatisfactory (U)
7P4 Maintains records of learners' performance and can communicate learners' progress based upon appropriate indicators.	Preservice teacher's system for maintaining information and reporting on student progress in learning is effective. Progress report evaluated at 85% or above.	Preservice teacher's system for maintaining information and reporting on student progress in learning is rudimentary and partially effective. Progress report evaluated at 70 to 84%.	Preservice teacher has no system for maintaining information and reporting on student progress in learning, or the system is in disarray. Progress report evaluated at 69% or below.

The above performance indicator is related to Standard 7, The teacher understands and uses formal, informal, and authentic assessment strategies to evaluate and ensure the learners' physical, mental, social, and emotional development. Determination of the final grade is performance-based and will be based on comparing results of the Test of Gross Motor Development (TGMD) skill test to physical education standards to report student performance on a progress report.

Under the Physical and Motor Skill Assessment section, mark the developmental level performance (above, at, below) based on the rubric descriptors provided on the back and write a comment relative to TGMD results. The "At" level represents a performance that is comparable to other children at that age. Use Example below as a model.

Example: The Test of Gross Motor Development was completed on (DATE) to assess the movement behavior of your child. The test was administered in a group during an educational game. Based on this practice teacher's observation, (NAME) is achieving the specific performance criteria for the following locomotor skills: (LIST) and the following object control skills: (LIST)
 Skills found to be deficient were (LIST)
 They will be taught and practiced in PEP throughout the rest of the school year. Parents are encouraged to practice the skills and play with their child at home.

Under the Social Skills Assessment, mark the performance level (Outstanding, Satisfactory, Needs Improvement) based on the rubric descriptors provided on the form and write a comment. Use Example below as a model.

Example: I am glad (NAME) is participating in PEP this year. (MAKE A COMMENT ON HOW HIS/HER SKILL IS DEVELOPING, i.e., working to develop his/her fundamental skills, I see improvement, performs object control skills with mixed dominance, frequently falls during movement tasks). If attendance is an issue, encourage student to come to increase practice opportunities. (MAKE A COMMENT ON HOW HE/SHE IS BEHAVING, i.e., cooperates, respectful of teacher, acts impulsively, appears to have a short attention span, easily distractible).

Each section is worth a maximum of 50 points. Submit Progress Report to professor by assignment date on syllabus.

Insert copy of Progress Report in assessment section of Portfolio.

EXAMPLE PROGRESS REPORT (with rubric descriptors for performance levels)
Physical Education Program (PEP)

Student: _____ Teacher: Miss Bush Date: November 18, 2010

Students are encouraged to learn a variety of fundamental movement skills in physical education. The following areas reflect major program standards. Expectations are that your child will perform at or above developmental level (compared to other students the same age) by the end of the year.

Physical and Motor Skill Assessment

	Developmental Level Performance		
	Above	At	Below
Demonstrates competency in motor skills and patterns needed to perform a variety of physical activities ("At" represents performance that is comparable to other children at that age)	X	<input type="checkbox"/>	<input type="checkbox"/>
Participates regularly in physical activity (Base performance level on what student tells you during semester, i.e., is he/she active at home?)	<input type="checkbox"/>	X	<input type="checkbox"/>
Achieves and maintains a health-enhancing level of physical fitness ("At" represents performance that is comparable to other children at that age)	<input type="checkbox"/>	X	<input type="checkbox"/>

Comments:

The Test of Gross Motor Development was completed on November 18, 2010, to assess the movement behavior of your child. The test was administered in a group setting where the students would perform the skill they were asked to complete. Example: To test the students' locomotor skills such as running, galloping, hopping, leaping, jumping, skipping, and sliding the students started on one end line and were asked to perform each skill in order to get to the other end line. Based on my observations, [REDACTED] is achieving the specific performance criteria for the following locomotor skills: *running, galloping, hopping, leaping, horizontal jump, skipping, and sliding*. [REDACTED] is also achieving the performance criteria for the following object control skills: *the two-hand strike, stationary bounce, catching, kicking, and the overhand throw*. I am very proud to say that [REDACTED] was not found to be deficient in any of the skill areas he was tested in. These skills will be taught and practiced in PEP throughout the rest of the school year. Parents are encouraged to practice the skills and play with their child at home to help students maintain these basic fundamental skills.

Social Skills Assessment

Students are evaluated on social skills and responsible behavior in physical education. Grades are based on how students perform in these areas.

Outstanding (O): Exhibits effort and a positive attitude about participating in physical activities on regular basis. Cooperates with classmates and receives no more than one behavior consequence during the evaluation period.

Satisfactory (S): Willingly attempts activities. Puts forth average effort, displays a positive attitude, cooperates with classmates, and receives two to five behavior consequences during the evaluation period.

Needs Improvement (N): Consistently exhibits off-task behavior and/or a negative attitude. Has difficulty cooperating with classmates. Receives more than five behavior consequences during the evaluation period.

	O	S	N
Exhibits responsible personal and social behavior that respects self and others in physical activity settings	X	<input type="checkbox"/>	<input type="checkbox"/>
Values physical activity for health, enjoyment, challenge, self-expression, and social interaction	X	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

I am glad [REDACTED] is participating in PEP this year. He is a very hard working student who through his efforts proves to be right on track with his physical activity development. It has been a pleasure being able to work with [REDACTED] this semester, he is a respectful young student who listens to and follows directions without any problems at all.

If you are interested in discussing the progress of your child, please arrange a meeting with Dr. Kim Duchane in the Department of Exercise and Sport Sciences, Manchester College, (260) 982-5382.

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☐ ☒ ☐

("At" represents performance that is comparable to other children at that age)

Participates regularly in physical activity

☐ ☐ ☒

(Base performance level on what student tells you during semester, i.e., is he/she active at home?)

Achieves and maintains a health-enhancing level of physical fitness

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