PROGRESS REPORT EVALUATION ESS 350 Teaching Laboratory 3

Performance Indicator	Levels of Performance						
renormance indicator	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 <u>rubric descriptors provided on the back</u> 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 <u>rubric descriptors provided on the form</u> 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: _	<u>Noveml</u>	ber 18	3, 2010	<u>) </u>	
Students are encouraged to learn a reflect major program standards. Ex (compared to other students the same	pectations are t	hat your child wil						ı areas
	Physical an	d Motor Skill As	sessmen	t				
	i iiyoloal ali	a motor on As		lopmental	Level	Perform	ance	
				Above	At	Below		
Demonstrates competency in motor	skills and patter	ns						
needed to perform a variety of physic	cal activities			X				
("At" represents performance t	that is compa	rable to other	children	at that a	ge)			
Participates regularly in physical acti	ivity				х			
(Base performance level on wh	at student tel	lls you during	semeste	r, i.e., is	he/sh	e activ	e at hor	ne?)
Achieves and maintains a health-enh	nancing level				х			
of physical fitness	3							
("At" represents performance t	that is compa	rable to other	children	at that a	ge)			
The Test of Gross Motor Derbehavior of your child. The they were asked to complete hopping, leaping, jumping, sperform each skill in order to specific performance criteria jump, skipping, and sliding. skills: the two-hand strike, stay that was not found taught and practiced in PEP skills and play with their child.	test was administed. Example: To the kipping, and slice of get to the other of the following is also ach tationary bounced to be deficient throughout the dat home to hele	stered in a group test the students' ding the students r end line. Based g locomotor skills nieving the perfor e, catching, kickir in any of the skill rest of the school p students maint	setting w locomoto started or on my ob running, mance cr og, and the areas he l year. Pa ain these	here the s r skills such n one end eservations galloping iteria for the e overhand was teste arents are basic fund	tudent ch as r line ar s, hopp ne follo d throved in. T encou damen	s would unning, and were is aching, leap wing object. I am volume skills.	perform to galloping asked to eving the bing, horizated for the proud ills will be practice.	the skill, e zontal rol d to e the
students perform in these areas.	iis and responsi	bie benavior in pi	nysicai eu	ucation. (Jiaues	are bas	sea on no) VV
Outstanding (O): Exhibits efform regular basis. Cooperates with during the evaluation period.								
Satisfactory (S): Willingly attercooperates with classmates, as period.								
Needs Improvement (N): Cons difficulty cooperating with clase evaluation period.								
Exhibits responsible personal and so	ocial behavior				0	S	N	
that respects self and others in physic	ical activity setti	ngs			X			
Values physical activity for health, er self-expression, and social interactio		nge,			x			

I am glad 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 this semester, he is a respectful young student who listens to and follows directions without any problems at all.

Student:	Teacher: _	Miss Bush _	_Date: _ <u>No</u>	ovemb	<u>er 18,</u>	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	r Skill Assessm	ent						
		De	velopmental Above		erforma Below	ance			
Demonstrates competend	cy in motor skills and patterns		Above	AL I	Delow				
needed to perform a varie				X					
("At" represents perf	ormance that is comparable to	o other childre	en at that a	ge)					
Participates regularly in p	hysical activity				X				
(Base performance le	evel on what student tells you	during semes	ter, i.e., is	he/she	active	e at home?)		
Achieves and maintains a of physical fitness	a health-enhancing level			x					
	ormance that is comparable to	o other childre	en at that a	ge)					
behavior of your they were asked hopping, leaping, perform each skil specific performa skipping, and slictwo-hand strike, sonly skill forward with her atthroughout the respective of the strict of the skill forward with her atthroughout the respective strict of the skill forward with her skill forward with the skill forw	is Motor Development was completed in the test was administered in to complete. Example: To test the special property in the state of the complete. Example: To test the special property is also achieving locomologies. It is also achieving the perstationary bounce, catching, kicking was found to be deficient in was the arm opposite her lead foot in motion est of the school year. Parents are dents maintain and improve upon the school state.	n a group setting students' locomo students started le. Based on my otor skills: runnir erformance critering, and the overhale leap. While perforn. These skills wencouraged to p	where the state of skills such on one end observations on a for the following this state of the skills of the skil	tudents the as rure and set in as rure and set in a set i	would paning, go were a lis aching, horiz bject co proud to struggloticed in	perform the significant partial principles asked to eving the contal jump, portrol skills: the say that the ded reaching in PEP	he e		
Students are evaluated o students perform in these	n social skills and responsible beha e areas.	avior in physical	education. (Grades a	are bas	ed on how			
	hibits effort and a positive atti erates with classmates and red period.								
	ingly attempts activities. Puts smates, and receives two to fi								
	(N): Consistently exhibits off- with classmates. Receives r						e		
Exhibits responsible pers	onal and social behavior ters in physical activity settings			O X	S □	N			
mai respects sen and our	ora in priyaidal adiivity actilliga			А	ш	Ш			
Values physical activity for self-expression, and social	or health, enjoyment, challenge, al interaction			x					

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

Student:	Teacher: _	Miss Bush	_Date: _	Novembe	er 18,	2010_		
Students are encouraged to learn a vareflect major program standards. Experience (compared to other students the same	ectations are	that your child w						as
	Physical a	nd Motor Skill A	ssessme	nt				
	·			elopmental Above		Perform Below	ance	
Demonstrates competency in motor sk needed to perform a variety of physica		erns		x				
("At" represents performance the	at is compa	arable to other	r childrei	n at that a	ge)			
Participates regularly in physical activity	-				X			
(Base performance level on what	t student te	ells you during	y semest	er, ı.e., ıs ı	ne/sne	active	e at nome?)
Achieves and maintains a health-enha of physical fitness	ncing level				X			
("At" represents performance the	at is compa	arable to othe	r childrei	n at that a	ge)			
behavior of your child. The test they were asked to complete. hopping, leaping, jumping, skip perform each skill in order to g specific performance criteria for jump, skipping, and sliding. skills: the two-hand strike, state say that was not found taught and practiced in PEP the skills and play with their child a	Example: To pping, and slate to the other or the following is also tionary bound to be deficient oughout the	test the students iding the student er end line. Base and locomotor skill achieving the pear, catching, kickent in any of the erest of the school	s' locomotics started of don my of ls: running erformance ring, and the skill areas only ear.	or skills suc on one end observations of, galloping, e criteria for the overhand she was te	th as rulline and state the following sted in the foorest and the following sted in the	nning, god were a sis acong, leap, owing continuous. I am volume to aged to	galloping, asked to hieving the ing, horizonta object control ery proud to skills will be practice the	al
Students are evaluated on social skills students perform in these areas.		al Skills Assess sible behavior in		ducation. G	Grades	are bas	ed on how	
Outstanding (O): Exhibits effort regular basis. Cooperates with a during the evaluation period.								
Satisfactory (S): Willingly attemposes with classmates, and period.								
Needs Improvement (N): Consist difficulty cooperating with class evaluation period.								1e
Exhibits responsible personal and soci that respects self and others in physical		tings			o x	S	N □	
Values physical activity for health, enjo	•				x			

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Student:	Teacher: _	Miss Bush	_Date:	Noven	nber 1	8, 20´	10_	
Students are encouraged to learn a reflect major program standards. E (compared to other students the sa	xpectations are tha	at your child will p						areas
	Physical and	Motor Skill Ass	essment					
	·		Develo	pmental Above		erform Below		
Demonstrates competency in motor needed to perform a variety of physics ("At" represents performance	sical activities		hildren a	□ nt that a	x ge)			
Participates regularly in physical ac (Base performance level on w	•	you during se	emester,	□ i.e., is	X he/she	□ e activ	e at hon	ne?)
Achieves and maintains a health-er of physical fitness ("At" represents performance	· ·	ble to other cl	hildren a	□ nt that a	□ ge)	x		
The Test of Gross Motor Dobehavior of your child. The they were asked to comple hopping, leaping, jumping, perform each skill in order to specific performance critering jump, and sliding. Through the One skill that I have noticed struggled stepping forward where both feet should be achieving the performance catching, kicking, and the codeficient in was the skip. The foot to the next, which mak throughout the rest of the shome to help students main	e test was administed te. Example: To test skipping, and sliding to get to the other ear for the following lead to the semester and a tremendous implement with his lead foot for the ground. Howeverhand throw. I arrow skip is a skill contest it a more compleschool year. Parent	ered in a group set the students' long the students set and line. Based of occomposor skills: In has made in the provement in is the provement in is the provent of the pr	etting who occomotor tarted on in my obs running, g nany grea he gallop. o with the performin rol skills: say that o hmical rep tills will be d to pract	ere the stack skills such one end ervations galloping, at improve trailing for the galloping the two-holy skill cetition of taught a	tudents th as rul line and s, hoppin ements he first pot allov llop corr and stra wi f a step	would nning, were is ach g, leap in his ITGMD wing for ectly. It is four thop meticed i	perform t galloping, asked to ieving the bing, horiz locomotor test r a brief p is a ationary be not to be notion from	he skill contal skills. eriod also ounce, m one
Students are evaluated on social sk students perform in these areas.		al Skills Assess e behavior in phy		cation. C	Grades a	are bas	sed on ho	W
Outstanding (O): Exhibits effort regular basis. Cooperates with during the evaluation period.								
Satisfactory (S): Willingly atte cooperates with classmates, a period.	-		-	-		-		-
Needs Improvement (N): Con difficulty cooperating with cla evaluation period.								
Exhibits responsible personal and s that respects self and others in phy		S			o x	S	N	

Values physical activity for health, enjoyment, challenge,		
self-expression, and social interaction	X	

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