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ESS 440 Written Test Reflection

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Today I administered a written assessment over cardio respiratory endurance, and the students' feelings toward physical education. Since the class period is only twenty-five minutes long, and they arrived late, there was not much time for activity. However, I knew they would be anxious to be active so I did a quick warm-up with them so that they could release some of their energy instead of going directly into taking a test. After the warm-up, the students' sat in their designated spots (learning stations). I had the boys get a pencil, while the girls got the test. Then the girls got a pencil, while the boys got a test. I told them, once they had their paper they needed to sit at their learning station, write their name on the paper, and place their pencil on the floor for further instructions. Once everyone was situated, I explained the procedures of the test. Since this was a first grade class. I read each question out loud and gave them time to answer. On the test, there were statemenst or questions and depending on whether they thought it was correct or incorrect, they colored in a smiley face or frowning face. After the test was completed, the boys brought me their test and pencil, followed by the girls. Administering the test went very well.

After analyzing the test, I found a few things interesting. One of the questions was, "Do you like playing with other classmates during physical education class?" About half

of the class enjoys playing with other peers, while the other half does not. For this age group, most of the activities should be individualized. However, from this observation, most of the students who put that they would rather work alone were the higher skilled students. This is most likely due to the fact that they may not feel challenged enough when they have to perform in a group. It was also about even between the females and males on how they liked interacting with classmates. A question that showed gender differences was, "Does playing video games make me healthy?" Almost all of the girls colored in their frowning faces, while half the boys filled in their smiling faces. This did not really surprise me considering boys tend to be infatuated with video games more than girls. Another gender difference resulted from the question, "Do you like coming to physical education class?" All of the females enjoy coming to class, while a few of the males do not. I was very surprised by this, so I analyzed it further. One of the boys who marked this on his paper is heavier set and a little slower than the other boys in his class. Overall, after analyzing the assessment, it shows that most of the students have learned something about cardio respiratory endurance and that they enjoy physical education class.

After analyzing the assessment, I have come up with a few ways I can use it to modify my teaching strategies. First off, I really want to focus on making my physical education class welcoming and comfortable for all my students, from the high skilled to the low skilled students. I found out from the assessment that some students do not seem to enjoy physical education class. So I am going to modify parts of my teaching to make sure these students are being and feeling successful. Another option I can

present to my students is giving them an option in what they want to do (teaching by invitation). Some of my students prefer to work alone rather than in groups. I will try and make activities that are allowing students to work with others and work alone, instead of constantly working alone or in groups. I do not think I would change the way I taught cardio respiratory endurance because the students really seemed to understand and enjoy it.