Section D. (Lesson Analysis)

- Student Assessment (Describe how you will gather information to measure whether or not students met the CPI/Objective) (Show how each CPI/Objective has been met – via test, discussion, demonstration, written assignment, participation, skill mastery, etc)
- Teacher Assessment (Describe how you will assess yourself and how well you taught the lesson as described)
- Evaluation (Using the data gathered in the assessment phase, describe how you will modify or adapt this specific lesson or other lessons in the future)

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Putting Assessment

Putter: ______________________  Observer:  _____________________

Please rate the following steps using a scale of 1 to 5, 1 being the lowest and 5 being the highest.

1. Overlap grip ____
2. Stance – bent knees and elbows ____
3. Eyes over the ball ____
4. Low back swing, no wrist break ____
   Total ____

How many putts can you make? You have five chances to find out.
____  ____  ____  ____  ____  Total ____

Overall performance:
Excellent  Good  Poor

Comments:

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Assessment Sheet
Golf Medium and Long Irons

Person Assessing________________________  Date______________
Person Being Assessed___________________________

Directions: Place a check mark next to each skill performed correctly, if the skill is not performed correctly then put an explanation.

1. Proper Grip
   ____ Either one of the three grips discussed in class, Overlapping, Interlocking or Ten Finger Grip.
2. Proper Stance
   ____ Arms form a Y
   ____ Stand as if you are sitting on a tall stool,
       knees bent and back and head in a straight line.
   ____ Feet about shoulder’s width apart.

3. Backswing
   ____ Tickle the grass on the way back
   ____ Backswing is done in a slow controlled manner
   ____ Transfer of weight on to back foot.
   ____ Head down

4. Downswing
   ____ The ball is hit in a controlled manner.
   ____ Weight is transferred to the front left foot.
   ____ Follow through – you should be facing the target.

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Section D: Lesson Analysis

Student Assessment: Students will observe their peers during different activities that will be performed during the lesson. During partner activities such as, partner shooting, students will provide feedback to help their partner. Each pair will do their own assessment:

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance</td>
<td></td>
<td></td>
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<tr>
<td>(Feet squared, toes pointed toward basket)</td>
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<td></td>
<td></td>
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<tr>
<td>Eyes (eyes facing basket)</td>
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<td>Elbow (level with shoulder)</td>
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<td>Follow-Through (bend wrist, fingers spread)</td>
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During the closure activity students will have the opportunity to earn more points for their team by answering four questions in their group:
1.) What are the four cues of shooting?
2.) What are the three shots that were introduced in today’s class?
3.) Why should you run before stretching?
4.) What are two qualities of good sportsmanship?

Once the groups have answered the questions, the teacher will ask each group to give an answer to one of the questions. Closing the class this way will allow the teacher to see how much the students learned during the lesson.
**Teacher Assessment**: The teacher will keep a daily journal for each class. In this journal the teacher will write three to four lines describing what happened in class and what could be done to improve the whole lesson. The teacher will write about classroom management, how the students responded to the lesson, and how well it was delivered.

**Evaluation**:  
- Make sure students are active throughout the entire class (no standing around for long periods)  
- Equipment should be distributed in a structured manner at the beginning and during class (Students come up to get their balls in squads, not as a whole group).  

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**Lesson Analysis**

**Student Assessment**: Students will be assessed by the teacher and their peers throughout the lesson. Students will be assessed based on their knowledge and ability to analyze different movement performances and make them more creative, efficient, and/or effective. Students will need to perform smooth flowing sequences with intentional changes in direction, flow, and speed. Students will be assessed and observed throughout the lesson based on participation, effort, and enthusiasm. Students are just learning the dance, so point assessment will not be done at this time. At the end of the unit an assessment with point value will be done as followed. Forms will have five criteria each worth one point. The criteria will include: the student’s effort, student’s ability to add their own style, student’s ability to stay with the beat, student’s ability to recall dance steps, and student’s ability to flow movements between sequences. Students will be assessed and observed on final dance day.

**Teacher Assessment**: I will assess my performance based on the evaluation of student performance. This will be based on how well students can express their knowledge through their performances. If students are unable to demonstrate their knowledge of the dance/rhythmic performances, then I will reevaluate my teaching strategies. I will also look at how long the instructions were, if they were clear, too detailed, etc. to determine if the instructions need to be changed. Based on my position in the gymnasium throughout the lesson I will determine if there was too little or too much interaction with the students. Reflecting on class management, smooth transitions from instructions to activities and closure will help me determine if the lesson was effective.

**Evaluation**: If students do not comprehend the different dance steps and/or terms that I will need to break down the movements more. I also may need to spend more time on each set of eight counts. This way students will be able to reach success in learning and comprehending the movements and terms. If the lesson went well, I will see if I can use the structure of the lesson for other areas taught in physical education. I can also look for little areas in the lesson that I may want to change for the next time. Based on my assessments from above I will make adjustments and changes as needed.

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**D. Lesson Analysis**

**Assessment**

The instructor will distribute the following assessment of the serving learning experience which students will have time to fill out before leaving. (4 min.)

1. How well did you understand the directions and demonstration of the serve so that you were able to successfully serve the ball. (circle one)

   - not at all
   - understood a little
   - understood well
   - understood very well

2. Were you able to perform at least 2 serves to the same zone twice in a row?

3. How would you say you and your partner did as far as teamwork and consideration is concerned? Could this have been a better experience for one of you?
4. We did several different activities in this lesson help you to improve your level of ability to perform the volleyball serve? Describe one of the activities that practiced a portion of the skill of volleyball serve._____________________

Teacher Assessment
The first question of the student assessment will help the teacher to decide how well the directions were delivered as the student sees it. Teacher will review the assessment to determine if the lesson is beneficial and meets the objectives of the lesson.

Evaluation
The teacher will reflect on and modify the lesson based on the following questions:
1. Were students involved and attempting to accomplish each drill?
2. Was there enough or too much information in the lesson?
3. Did the progression work to accomplish the skill?
4. Were students comfortable with the level of difficulty of the lesson?
5. What could be changed or modified to make the learning experience more beneficial?

Changes will be made based on student involvement, how well the lesson meet the objectives and if students were kept active and organized.