

Physical Education Fall Assessment Addendum

Wilbur Wright Athletic Department

1. **Instructor Observations** - During active learning time the instructor will constantly assess psychomotor weight training skills and offer distinct formative input where necessary. These assessments determine if they can explain and demonstrate the learning objective. Example: Have a student perform a set of weighted for reverse lunges to determine if he knows the exercise by name and can perform it properly.

Phy Ed SLO 4: Demonstrate correct use of resistance machines.

Phy Ed SLO 5: Identify multiple forms of strength training.

Phy Ed SLO 6: Identify necessary safety precautions (warm-up, cool-down, spotting) and explain their benefit.

Phy Ed SLO 7: Demonstrate correct lifting form, the skillful execution of various lifts, and the use of safety precautions, such as warm-up, cool-down, and spotting.

Phy Ed SLO 8: Demonstrate the different types of warm-up calisthenics (alternate toe touching, four point side bending, jack-knives, etc.)

Phy Ed SLO 9: Demonstrate a variety of weight training exercises to strengthen specific muscle groups.

Phy Ed SLO 10: Differentiate between techniques and fundamentals of weight training and weight lifting.

Gen Ed SLO 1: Read, write, speak, and listen effectively so that the expectations of appropriate audiences in the academic, public, and private sectors are met.

2. **Workout Journal** - The students' document the exercises performed, the number of sets and reps accomplished, the rest time between sets, and amount of weight lifted in their journals. The instructor assesses these journals daily to determine if students can identify weight lifting movements and corresponding employed muscle groups, and employ the

proper amount of weight, reps sets, and rest interval relevant to their fitness objectives. Instructor offers individualized formative feedback during the course of the semester.

Phy Ed SLO 1 Apply knowledge and skills to develop an individualized weight training program.

Phy Ed SLO 2: Identify principles of weight training and the variables that increase the development of muscular strength and endurance.

Phy Ed SLO 5: Identify multiple forms of strength training.

Phy Ed SLO 1 Apply knowledge and skills to develop an individualized weight training program.

Phy Ed SLO 2: Identify principles of weight training and the variables that increase the development of muscular strength and endurance.

Phy Ed SLO 5: Identify multiple forms of strength training.

Gen Ed SLO 1: Read, write, speak, and listen effectively so that the expectations of appropriate audiences in the academic, public, and private sectors are met.

3. **PAL assessment** – Under instructor supervision a peer tutor will be matched up with a tutee to formatively assess psychomotor skills during each training session.

Phy Ed SLO 4: Demonstrate correct use of resistance machines.

Phy Ed SLO 5: Identify multiple forms of strength training.

Phy Ed SLO 6: Identify necessary safety precautions (warm-up, cool-down, spotting) and explain their benefit.

Phy Ed SLO 7: Demonstrate correct lifting form, the skillful execution of various lifts, and the use of safety precautions, such as warm-up, cool-down, and spotting.

Phy Ed SLO 8: Demonstrate the different types of warm-up calisthenics (alternate toe touching, four point side bending, jack-knives, etc.)

Phy Ed SLO 9: Demonstrate a variety of weight training exercises to strengthen specific muscle groups.

Gen Ed SLO 1: Understand and appreciate diversity in gender, race, age, class, and culture as well as differences in physical abilities in a global society.

Gen Ed SLO 1: Understand and develop ethical values, life goals, and interpersonal skills that will prepare them for lifelong learning, employability, and effective citizenship.

Gen Ed SLO 1: Read, write, speak, and listen effectively so that the expectations of appropriate audiences in the academic, public, and private sectors are met

4. **Self-Assessment** – Students are asked to self-assess to determine if in their perception they have the need for more one-on-one instructor assistance or peer assistance time for the satisfaction of fitness objectives.

Phy Ed SLO 3: Set and measure goals for personal improvement in weight training.

Gen Ed SLO 1: Understand and appreciate diversity in gender, race, age, class, and culture as well as differences in physical abilities in a global society

Understand and develop ethical values, life goals, and interpersonal skills that will prepare them for lifelong learning, employability, and effective citizenship.

5. **Multiple choice exam** – Online multiple choice exams will be given to ascertain if students can answer questions regarding exercise fitness principles. (Pyramid training, Circuit training, Supersets, Negatives, etc.).

Phy Ed SLO 2: Identify principles of weight training and the variables that increase the development of muscular strength and endurance.

Phy Ed SLO 5: Identify multiple forms of strength training.

Phy Ed SLO 6: Identify necessary safety precautions (warm-up, cool-down, spotting) and explain their benefit.

Phy Ed SLO 10: Differentiate between techniques and fundamentals of weight training and weight lifting.

Gen Ed SLO 1: Contemplate and read critically to solve problems using appropriate resources and reasoning processes.

Gen Ed SLO 1: Demonstrate quantitative and technological literacy, especially computer literacy, for interpreting data, reasoning, and problem solving.

Results

Student Athletes acquired psychomotor weight lifting skills.

Student Athletes learned fitness training principles.

Student Athletes attained knowledge of workout equipment and the muscle groups it exercised.

Students achieved higher levels of fitness.

Students reached the learning outcomes stated in the section above.

Improvements

A recommendation to improve formative assessment of student learning is the implementation of video. Athletes would perform psychomotor weight lifting movements while being recorded. This video would be used to evaluate and improve proper biomechanics.

A second suggestion for better quality assessment is acquiring an internet connect for the video monitors in the fitness center. This would be used to employ visual examinations. Students would be required to identify resistance training exercises and the corresponding utilized muscle groups.