

Elementary PBA

Step 1: Choose the goals/objectives to be assessed.		
Goal/ Objective(s) VA SOL 2.4	By October 1, 2018, second grade students will demonstrate and apply their knowledge of class expectations and be able to describe and discuss the OPEN Academic Language Project card vocabulary cards. Students will create a Marzanno's Four Square vocabulary card for the following words: safe, participation, challenges, and cooperation. They will also participate in a daily emoji exit ticket and teacher must agree with their choice. If a different view is presented, discussions and support must be provided by student for why they demonstrated the specific behaviors and earned that emoji exit ticket.	
Step 2: Complete at least one bullet in each GRASPS area below to help you create an authentic scenario to assess the identified objectives.		
Acronym	Choose 1 sentence-starter for each letter and complete it in the third column below.	
Goal	● The goal is to __	<i>Your goal is to demonstrate and be a role model for cooperative, safe, and respectful behaviors in physical education class.</i>
Role	● You have been asked to __	<i>You have been asked to identify two class rules and expectations, based on posted classroom expectations chart.</i>
Audience	● The target audience is __	<i>The target audience is your classmates as a whole and your partner when paired up randomly for social development activity.</i>
Situation	* The challenge involves dealing with __	<i>The challenge involves students coming in with a variety backgrounds and motivating factors.</i>
Product	● You will create a __ in order to __	<i>You will create, with a partner, four Marzanno's Vocabulary cards in order to demonstrate understanding of the academic language in social; development for second graders.</i>
Standards & Criteria for Success	● Your work will be judged by __	<i>Your participation will be evaluated and judged by student and teacher utilizing the emoji exit ticket. Vocabulary word cards created by student and teacher will be graded by the rubric and meet the standards set forth in the challenge. A score of $\frac{3}{4}$ must be achieved from the vocabulary cards and 80% agreement between teacher and student referring to the emoji exit ticket.</i>

Step 3: Use the completed sentences above to write a scenario students will read and follow to complete this performance-based assessment. Type it in the empty box that follows:

The students' task is to role model and demonstrate safe, cooperative, and respectful behavior in physical education class: including instructional time, physical activity time, and transition time. Students will Buddy Buzz identify and discuss two important safety rules, as identified on the classroom expectation and visuals poster, present on the gym wall and reviewed since the beginning of school year. ESOL and SPED students will benefit from the additional use of pictures. The target audience is your classmates that can look to other students for proper behavior being modeled. The challenge involves students coming to class with a variety of background experiences and motivation to perform safely and participate fully. You will work with a partner (chosen randomly) to create Marzano's Four Square vocabulary cards for each listed vocab word identified above. The end product must meet the following standards provided under SMART goals in the following rubric.

Step 4: Align your summative, performance-based assessment with a grading rubric.

CATEGORY	4	3	2	1	Total
Demonstrate safe behavior with participation	Student will follow classroom expectations chart. They will enter classroom and not touch any equipment- i.e., basketball station equipment and cones. They will reach out to other students and encourage them to take appropriate action. Student will remain engaged and active in task throughout lesson.	Student will follow classroom expectations chart. They will enter classroom and not touch any equipment- i.e., basketball station equipment and cones.	Students sit at appointed areas and attend to most of instruction. Student does not participate in all stations and activities. Student uses equipment the way they want, shooting while at the dribbling station.	Student chooses to not participate in stations, Student talks with friends and/or uses equipment unsafely, i.e., throws a ball at another student purposely.	___/4
Discuss safety rules with partner.	Student turns and talks to brainstorm a list of their two most important rules from the classroom expectations chart. They are able to discuss and analyze why it is important.	Student turns and talks to brainstorm a list of their two most important rules from the classroom expectations chart. They are able to identify why they are important.	Student identifies two safety rules.	Student creates a summer activity calendar.	___/4
SMART Goal(s) Vocabulary Cards	Student created a Four Square card including all four requirements: word, definition, use in a sentence, and drawing a picture to represent all four vocabulary words.	Student used an average of three of the four requirements on vocabulary cards.	Students completed an average of two requirements on their vocabulary cards.	Student worked on SMART Goal and worked with partner assistance minimally and wasn't able to complete four vocabulary card.	___/4
Reflection Exit ticket	Reflection includes analyzing participation, safety, and behavior. Student will tap the appropriate picture and be able to explain what behaviors they exhibited to earn the highest exit ticket. (4)	Reflection includes analyzing participation, safety, and behavior. Student will tap the appropriate picture and earn the exit ticket. (3)	Reflection includes analyzing participation, safety, and behavior. Student will tap the appropriate picture and earn the exit ticket. (2)	Reflection includes rating participation, safety, and behavior as poor. (1)	___/4

Reflection Exit Ticket Point Chart

4 Points

I followed all safety rules.



3 Points

I followed most safety rules.



2 Points

I followed a couple safety rules.



1 Point

I didn't follow safety rules.



Behavior and participation

Always on task and helpful

5 out of 5

Mostly on task

3-4 out of 5

Usually doing what is expected

2 out of 5

Not focusing on expectations

1 out of 5