



# ***Blueprints for Designing Learning for K through Grade 5 Students***

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# TODAY'S BLUEPRINT



Defining a Blueprint



Examining the Foundation of a Blueprint



How to use a Blueprint to design Summative Assessments



How to use the Summative Assessment to design Assessment Methods for instruction



Participate in Activities to see if they are aligned with learning goal/Blueprint



Create assessments based on Blueprint and Summative Assessment

### Learning Goal Blueprint for Mature and Versatile Performance of Manipulative Skills

Content	Body	Space	Effort	Relationship
<b>Sending objects away: throwing, kicking, volleying, striking</b>	Intentionally uses body parts in unison, in opposition, and in sequence and uses body actions (curling, stretching, bending, twisting, and turning) for mature performance.	Sends away objects to forward and sideward directions; on the high, medium, and low levels; in arced, vertical, and horizontal trajectories; and at short, medium, and long distances.	Creates and applies force appropriately for sending objects to intended targets or receivers.	<p>Sends objects toward, over, under, and through equipment or targets.</p> <p>Sends objects to partners who are in front of or alongside the sender.</p>
<b>Receiving objects: catching, trapping</b>	Intentionally uses body parts in unison, in opposition, and in sequence and uses body actions (curling, stretching, bending, twisting, and turning) for mature performance.	Receives objects sent from low, medium, and high levels; in horizontal, vertical, and arced trajectories; and at short, medium, and long distances.	<p>Moves at appropriate speeds to approach and receive objects.</p> <p>Absorbs force appropriately to receive and control objects.</p>	<p>Receives objects coming over, under, and through equipment.</p> <p>Receives objects while moving on top of or off of equipment.</p> <p>Receives objects from partners who are in front of or alongside the receiver.</p>
<b>Maintaining possession of objects: bouncing, dribbling with feet, carrying</b>	Intentionally uses body parts in unison, in opposition, and in sequence and uses body actions (curling, stretching, bending, twisting, and turning) for mature performance.	Moves through general space changing direction (forward and sideward) and pathways (straight, curved, and zigzag) while maintaining possession.	Uses different speeds (slow, medium, and fast) and applies appropriate force to maintain possession of objects.	<p>Maintains possession of objects while moving alongside or around equipment or others.</p> <p>Uses roles of leading, following, meeting, and parting while maintaining possession of objects.</p>

Cleland Donnelly, F., Mueller, S., & Gallahue, D. (2016). *Developmental physical education for all children: Theory into practice*. (5<sup>th</sup> ed.). Champaign, IL: Human Kinetics.

<b>Manipulative Skills – Summative Assessment for Overhand Throw</b>				
<b>Rating</b>	<b>Body</b>	<b>Space</b>	<b>Effort</b>	<b>Relationships</b>
<b>Advanced</b>	Mature Performance (as described below)	Throws to high, medium and low moving targets	Can generate appropriate force for medium and far distances to moving targets	Can throw to a moving partner
<b>Proficient</b>	<b>Preparation</b> *Side to target *Hold ball in both hands at waist level and off center toward throwing side <b>Execution:</b> *Wind-up bringing throwing arm back behind head with elbow bent at a 90 degree angle “L” shape *Step toward target on opposite foot *Rotate chest and hips toward target as throwing arm is extended toward target <b>Follow-through:</b> *Throwing arm follow-through across body	Throws to high, medium and low level stationary targets	Can generate appropriate force to reach medium distance, stationary targets	Can throw to a stationary partner
<b>Developing</b>	<b>Preparation:</b> *Side to target *Hold ball in both hands at waist level and off center toward throwing side <b>Execution:</b> *Wind-up is limited & arms is not drawn back behind head *Step toward target on opposite foot *Some rotation of hips and chest as throwing arm is extended toward target <b>Follow-through:</b> *Sometimes follows-through across body	Throws to medium level targets	Force inconsistently generated	Can throw to large stationary targets
<b>Beginning</b>	<b>Preparation:</b> *Chest faces target *Hold ball in both hands at waist level <b>Execution:</b> *Wind-up is limited *Elbow leads throwing action *Step is with same foot as throwing arm or no step is taken <b>Follow-through:</b> *No follow-through	Cannot throw consistently to a specified level Throws downward toward low targets	Little force generation	Throws to wall as a target

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Grade 2: Throwing Assessment Method		
Learning Goal	Scoring tool	Assessment method and scoring tool examples
<b>Psychomotor</b> Demonstrate or perform *mature pattern in fundamental movement skills and	Observation checklist and scoring rubric for critical elements of movement pattern	<b>Grade 2:</b> Perform overhand throw to low, medium and high targets from 20'.  <b>Cues checklist:</b> Y N Side to target Y N Wind up Y N Step opposite foot Y N Release toward target level Y N Follow through across body  <b>Scoring:</b> <input type="checkbox"/> Proficient = all yes <input type="checkbox"/> Developing = 2 or 3 yes <input type="checkbox"/> Undeveloped = 0 or 1 yes
<b>Cognitive</b> Recognize a concept by circling, checking, underlining or pointing.	Answer Key	<b>Grade 2:</b> Circle the correct release point for the level of the target.  Illustration of a high target and 3 children, one releasing at low level, one at medium and one at high level.  <b>Answer:</b> High release  <b>Scoring:</b> Proficient: correct answer

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### Learning Goal Blueprint for Developmental Games

Game components	Target	Striking-and-fielding	Net and wall	Invasion
<b>Base: position to which players return between skill tries</b>	Starts in a setup or stance position.	Returns to fielding position or base.	Returns to court position between shots or rallies.	Sets up in a position.
<b>Decision making: appropriate decisions about what to do with the ball during a game</b>	Makes decisions using distance and direction for accuracy.	Fielder decides where to move to receive and throw the ball.  Batter detects pitch and decides hit placement.  Runner decides when to advance.	Positions body to hit to most open place to set up attack or score.	Makes appropriate decisions about passing, dribbling, or shooting on goal.
<b>Skill execution: efficient execution of selected skills</b>	Demonstrates accuracy.	Fielder gets into position and accurately sends ball to receiver.  Batter accurately hits ball to desired placement.  Runner runs through or rounds bases.	Offensive player accurately sends shots to the most open area and varies force and location of shots.	Offensive player accurately shoots on goal when open, passes to open receivers, maintains possession, and fakes.  Goalkeeper prevents scoring.
<b>Supporting: moving into position to receive passes from teammates</b>		Fielder moves into position to receive throws from teammates.	Volleyball player moves into position to receive passes from teammates.	Offensive player moves into position to receive passes from teammates.
<b>Covering: backing up a player making a challenge for the ball</b>		Fielder backs up teammates fielding the ball.	Volleyball receiver backs up teammates as ball comes over net.	Defensive player moves into position to help or back up teammate going for ball.
<b>Guarding or marking: defensive maneuvering to deny the offense the ball or prevent scoring</b>				Defense player maneuvers to prevent scoring or block offense and gain possession of ball.
<b>Adjusting: changing position to accommodate game flow</b>				Adjusts from offense to defense and vice versa.

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### Summative Assessment for Invasion Games (Team Handball, Soccer, Hockey, Basketball)

Component	Proficient	Developing	Basic
Base	Consistently sets up in position.	Sometimes sets up in position.	Rarely sets up in position.
Decision making	Consistently makes appropriate decisions about passing (and type of pass), dribbling, and shooting on goal. Goalkeeper: Consistently moves to right place to prevent scoring.	Sometimes makes appropriate decisions about passing (and type of pass), dribbling, and shooting on goal. Goalkeeper: Sometimes moves to right place to prevent scoring.	Rarely makes appropriate decisions about passing (and type of pass), dribbling, and shooting on goal. Goalkeeper: Rarely moves to right place to prevent scoring.
Skill execution	Offense: Consistently shoots on goal when open, passes to open receivers, and aptly uses fakes. Goalkeeper: Consistently prevents scoring (cuts down angle by moving toward offense and moves into position to block ball).	Offense: Sometimes shoots on goal when open, passes to open receivers, and uses fakes. Goalkeeper: Sometimes prevents scoring.	Offense: Rarely shoots on goal when open, passes to open receivers, and uses fakes. Goalkeeper: Rarely prevents scoring.
Supporting	Offense: Consistently moves into position to receive passes from teammates in order to maintain possession of ball and score.	Offense: Sometimes moves into position to receive passes from teammates in order to maintain possession of ball and score.	Offense: Rarely moves into position to receive passes from teammates in order to maintain possession of ball and score.
Guarding or marking	Defense: Consistently maneuvers to deny offense the ball or prevent scoring.	Defense: Sometimes maneuvers to deny offense the ball or prevent scoring.	Defense: Rarely maneuvers to deny offense the ball or prevent scoring.
Covering	Defense: Consistently backs up player making a challenge for the ball.	Defense: Sometimes backs up player making a challenge for the ball.	Defense: Rarely backs up player making a challenge for the ball.
Adjusting	Consistently changes from offense to defense when appropriate.	Sometimes changes from offense to defense when appropriate.	Is unsure of when to change from offense to defense.

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### Grade 4: Invasion Game Assessment Method

Learning Goal	Scoring tool	Assessment method and scoring tool examples
<b>Psychomotor</b> Makes appropriate decisions about passing and passes to open receivers	Observation checklist and scoring rubric for appropriate decision making and performance of game tactics	<b>Grade 4:</b> In 3v3 Keep Away offense uses appropriate type of throw to open receivers.  <b>Criteria:</b> <i>Skill execution</i> <input type="checkbox"/> Generates appropriate force to reach receiver <input type="checkbox"/> Accurate throw to receiver <i>Decision making</i> <input type="checkbox"/> Chooses open receiver <input type="checkbox"/> When no defense, uses medium level throws <input type="checkbox"/> When closely guarded uses bounce or overhead throws <b>Scoring:</b> <input type="checkbox"/> Proficient = all checked <input type="checkbox"/> Developing = 1 of 2 in a category <input type="checkbox"/> Undeveloped: 0 or 1 in a category
<b>Cognitive</b> Apply game concepts	Rubric or checklist	<b>Grades 5:</b> Look at the diagram of offense and defense players. Identify the player that is open and the type of throw the red offense player should use and why.  <b>Checklist for tactics explained:</b> ___ a) Identifies open player ___ b) Chooses appropriate pass ___ c) Explains choice of pass based on proximity of defense  <b>Scoring:</b> Proficient = Answers all correctly Developing = Answers a and b correctly Beginning = Answers a correctly



**Lesson Vignette Evaluation Tool**  
(F. Cleland Donnelly and S. Mueller)

Participate in the following the lesson vignettes and determine how well the activities supported achievement of the learning goal.

**K-2 Learning Goal: Perform the mature pattern of an overhand throw**

**Vignette 1:** Children performing overhand throw to high, medium and low targets from 7 feet

How well did the activity support children's performance of the skill cues?

Consistently-----Somewhat Consistently-----Inconsistently

**Explain:**

**Vignette 2:** Children performing overhand throw to high, medium and low targets from 15 feet

How well did the activity support children's performance of the skill cues?

Consistently-----Somewhat Consistently-----Inconsistently

**Explain:**

**Vignette 3:** Children performing overhand throw in a game of *Clean Up Your Neighbor's Yard*.

How well did the activity support children's performance of the skill cues?

Consistently-----Somewhat Consistently-----Inconsistently

**Explain:**

**Grade 3-5 Learning Goal:**  
**Makes appropriate decisions about passing and passes to open receivers**

**Vignette 1: Progression**

- a. Students perform stationary chest and bounce passes
- b. ...on the move
- c. 3v3 game

How well did the progression support students' performance of the learning goal?

Consistently-----Somewhat Consistently-----Inconsistently

**Explain:**

**Vignette 2: Progression**

- a. Offense movement in a triangle
- b. ...adding passing
- c. 3v1 grid game

How well did the progression support students' performance of the learning goal?

Consistently-----Somewhat Consistently-----Inconsistently

**Explain:**

(F. Cleland Donnelly & S. Mueller)

<b>Learning Goal</b>	<b>Scoring tool</b>	<b>Assessment method and scoring tool examples</b>
<b>Psychomotor:</b>		<p><b>Grade__ : Describe assessment task:</b></p>     <p><b>Skill/Tactic Criteria:</b></p>     <p><b>Scoring:</b></p>
<b>Cognitive</b> Apply game concepts	Rubric or checklist	<p><b>Grade__ : Describe assessment task:</b></p>     <p><b>Checklist:</b></p>     <p><b>Scoring:</b></p>

## Grade 3-5: Assessment for Invasion Games

(F. Cleland Donnelly & S. Mueller)

<b>Learning Goal</b>	<b>Scoring tool</b>	<b>Assessment method and scoring tool examples</b>
<b>Psychomotor:</b>		<p><b>Grade__ : Describe assessment task:</b></p>       <p><b>Skill/Tactic Criteria:</b></p>       <p><b>Scoring:</b></p>
<b>Cognitive</b> Apply game concepts	Rubric or checklist	<p><b>Grade__ : Describe assessment task:</b></p>       <p><b>Checklist:</b></p>       <p><b>Scoring:</b></p>