

Tips for Teachers – Ice Skating

Content for Assessment Task

- Preparation – equipment & attire (selection – type, fit, etc.)
- Skills (see rubrics)
- Conventions (etiquette, terminology, etc. – see rubrics)
- Personal & Social Behavior (see rubrics)
- Safety policies, procedures and practices

Task: Students will perform an ice skating demonstration for approximately 5 minutes following school district operating and safety procedures. Students will be assessed on their ability to select and prepare appropriate equipment; demonstrate skills; apply safety procedures and conventions; and participate safely demonstrating appropriate personal and social behavior. Students will be given an opportunity to warm up prior to the assessment.

Activity Description: Students will participate in an authentic event task for ice skating. Students will skate a total of four laps (two clockwise and two counterclockwise) around an oval-shaped course that is at least 100'x 75'. Students will skate forward on each long straightaway and skate backward on each short straightaway coming to a stop after each lap.

(Note: Open skating may be in session while the assessment is being administered.)

Modifications to the Task or Rubrics: The assessments must be conducted as described and not changed to suit student or unique school circumstances. The tasks and rubrics included in the New York State Physical Education Profile are standardized to allow for consistent assessments both within school districts and among school districts in the State. In the event that a school or district policy or logistical limitations make it impossible to conduct an assessment task as it is specifically described, the assessment cannot be used.

Facility: This assessment will take place on an oval-shaped ice surface that is at least 100'x 75' that is clearly marked for the assessment task. It is important to designate the "assessment lane/area" and the "open skating lane/area" (e.g., the inside lane could be the assessment lane and the outside lane the open skating area or in a rink, if the space is large enough, the area could be divided so that one end of the rink is designated for assessment and the other end for open skating).

Equipment and Supplies: Examples listed below are not intended to be all-inclusive of the equipment and supply needs for the unit of instruction. The actual list must be aligned with the unit plan developed and taught by the teacher.

- Performance Equipment – ice skates, etc.
- Protective/Safety Equipment -- (per school policy)
- Cones

Assessment Responsibilities: This assessment addresses the selection, use, and care of equipment.

- The student will independently select appropriate equipment, footwear, attire, etc.
- The student will be independently responsible for correct setup and use of the equipment.
- The student will be independently responsible for correct care and storing of equipment.

Posters/Forms:

- Posters describing the task and rubrics should be available to students throughout the unit.
- Forms for recording student performance should be downloaded, printed, and student names inserted.

Assessment Protocols:

Grouping

- Prior to the assessment, the teacher will assign assessment groups (four to six students). This is an individual assessment; group size needs to be such that the teacher can successfully assess each student during the assessment task.
- If a student is unduly affected by another student's performance, the teacher may provide an opportunity for the student to be reassessed.

Class Structure

- Teachers will organize the class in a way to maximize participation. Given sufficient space, facilities, and equipment, student activity time normally allocated to the class period should not be affected by the formal assessment. Assessments are designed to be administered within class settings where all students are actively engaged, while a group of students is being assessed.
- The location of the assessment needs to be on the periphery of the activity area, thus allowing the teacher not only to observe the students being assessed but also to keep the entire class in view.

Assessment Protocol Reminders

- Remind students about class organization, particularly the activity expectations for students not being assessed.
- Remind students of the rotation procedure for the transition into and out of the *assessment area*.
- Remind students that the assessment will address all rubrics and not just skill performance.
- Allow students time to warm up. This should be teacher designed and serve to prepare students for the activity in a manner that aligns with customary procedures for a class in this particular activity unit.

Role of the Teacher

- Teachers must refrain from teaching during the assessment. Their role is to observe and assess. Once the activity begins, interventions for safety reasons are permissible if students do not immediately correct the situation themselves.
- Teachers must position themselves where they can administer the assessment and also keep all other students in view.

Planning the Unit:

- Introduce the assessment tasks and rubrics to the class on the first day of the unit.
- Organize the unit by *designing down* from the assessment task.
- Develop a block plan.
 - Provide time for students to practice the assessment task prior to the formal assessment.
 - Provide time for the teacher to practice observing/scoring students using the rubrics prior to the formal assessment.
 - Provide adequate time to conduct the assessment.
- Design formative tasks to use throughout the unit that will provide formal and informal opportunities for students to compare their current performance levels on all of the rubrics used for the assessment task.
- Determine whether assessment score will affect student grades, and if so, how. Communicate your policy to the students at the start of the unit.

Note: Depending on the number of students to be assessed, the length of class periods, and the availability of facilities and equipment, etc., assessments may require more than one class to complete.

Safety:

- Safety is the responsibility of the school district and the teacher.
- Assessments must follow district safety guidelines, policies, and procedures.
- Facilities, equipment, and assessment arrangements must follow district operational guidelines.
- Students need to be taught appropriate safety policies and procedures such as checking the equipment prior to using it, using equipment safely and avoiding equipment-related accidents.
- Allow sufficient time for warm-up and cool-down when planning for the assessment.

Note: The illustrations in this CD-ROM may or may not be consistent with the safety requirements in each district. Therefore, teachers need to follow district safety policies and not necessarily those illustrated on the CD-ROM.