**Sport Education Season Outcome Assessment**

**Cycling**

On the next pages scoring guides are presented that can be used to assess students’ game play development in Cycling. For each possible game play-based season outcome, a 4-level scoring guide is presented with observable descriptors for each level. The selection of cycling performance indicators should be based on the selected season outcomes to ensure alignment between the two.

The goal is for users to make use of the scoring guide frequently so they can make informed judgments about students’ development as players, from a technical, etiquette, rules knowledge, and Fair Play perspective. At the bottom of each page, space is provided for marking down scores for as many as 10 students per lesson. Within Sport Education the goal is to formally assess students throughout the season. Thus, the goal is to avoid a one-time assessment of students’ game play level on the last couple of days of a season.

The scoring guide should be used inclusive of Grades 5 through 12. Moreover, students should be assessed during authentic cycling practice conditions that are modified to students’ developmental levels. Modifications (including combinations thereof), could include terrain, rules, traffic rules, etc.)

**Season Outcomes scoring guides included:**

**1. Techniques**

Safety Skills and Knowledge

Cycling Technique

**2. Etiquette/Fair Play behavior (“General class conduct”)**

***From Complete Guide to Sport Education (3rd ed.); Siedentop, Hastie,***

***& van der Mars, 2020, Champaign, IL: Human Kinetics.***

**Assessing Safety Skills & Knowledge in Analyzing Cycling Performance**

**Select the term that best matches the riders’ performance for the observed technique/knowledge/behavior**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill / Level** | **EXCEEDS**  ***(Mastery)***  ***(4)*** | **MEETS**  ***(Recreational/Competent)***  ***(3)*** | **DEVELOPING**  ***(Emerging)***  ***(2)*** | **STRUGGLING**  ***(Survival)***  ***(1)*** |
| **Safety Skills & Knowledge** | ***Exceptional:***  Rides in a predictable and controlled manner, and is fully aware of other cyclists and motorists;  Completes full pre-ride check of a bike, properly fits and uses helmet;  Communication (verbal) and hand signals are always correct and present;  Knows the rules of the road and abides by them. | ***Reliable:***  Maintains good control of bike in most situations and tends to be predictable;  Completes the pre-ride check and helmet fit completely and accurately;  Most of the time is aware of other cyclists and motorists;  Uses hand signals and/or verbals most of the time;  Knows the rules of the road and abides by them. | ***Inconsistent:***  Cannot ride with enough control and/or predictability on roads, but ready for separate bike paths;  Struggles with pre-ride ABC check and properly fitting helmet;  Shows nervousness when passing other cyclists when on a bike path;  Has some difficulty using verbal communication and/or hand signals;  Regularly breaks rules of the road. | ***Struggling/Survival:***  Cannot ride in a predictable/controlled manner and puts self and/or others at risk;  Unable to ride cooperatively in a group;  No awareness of other riders;  Successful only when alone and in a larger space;  Actions show complete lack of understanding of rules of the road;  Should not ride on the roads;  Unable to complete an ABC pre-ride check, & does not know how to properly fit a helmet. |

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| --- | --- | --- | --- | --- |
| ***Observed Student Players’ Names*** | ***Rating***  ***(1-4)*** | ***Observed Student Players’ Names*** | ***Rating***  ***(1-4)*** | ***Observer Name*** |
| 1. |  | 6. |  |  |
| 2. |  | 7. |  |
| 3. |  | 8. |  | ***Date:*** |
| 4. |  | 9 |  |  |
| 5. |  | 10. |  |

***From Complete Guide to Sport Education (3rd ed.); Siedentop, Hastie,***

***& van der Mars, 2020, Champaign, IL: Human Kinetics.***

**Scoring Guide for Analyzing Cycling Performance**

**Select the term that best matches the riders’ performance for the observed technique/knowledge/behavior**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill / Level** | **EXCEEDS**  ***(Mastery)***  ***(4)*** | **MEETS**  ***(Recreational/Competent)***  ***(3)*** | **DEVELOPING**  ***(Emerging)***  ***(2)*** | **STRUGGLING**  ***(Survival)***  ***(1)*** |
| **Cycling**  **Techniques** | ***Exceptional:***  Employs excellent bike handling skills even then riding slowly;  Easily shifts and brakes correctly based on specific situations;  Scans over left and right shoulder without losing control or weaving;  Uses hand signals without weaving;  Changes lanes, completes turns, rides in a straight line in controlled and predictable manner;  Fits bike and changes a flat tire properly without needing assistance. | ***Reliable:***  Employs good bike handling skills, but may struggle a bit with balance and control when riding slowly;  Shifts and brakes are appropriate;  Scans left and right with minimal loss of control or weaving;  Little problem with changing lanes, completing turns and riding in straight line;  Fits bike properly requiring and changes flat tire with assistance; | ***Inconsistent:***  Has difficulty with some of the bike handling skills;  Struggles with balance and control especially when riding slowly;  Does not shift correctly for specific situations; braking may be less of an issue;  Infrequent scans to left and right results in weaving and/or loss of control;  Signaling turns may not be correct and/or may create too much wavering;  Has difficulty making smooth turns and lane changes;  Rides in a straight line with some weaving, but speed is inconsistent;  Cannot fit bike properly, nor successfully change a tire, without assistance. | ***Struggling/Survival:***  Shows difficulty with control and balance even when riding at a faster speed;  Cannot shift while riding and may fail to use brakes; instead puts feet down to slow the bike;  Does not scan left and right;  Has difficulty or does not hand from the handlebar to signal;  Straight line riding is difficult due to problems with balance as reflected in frequent weaving;  Cannot fit bike properly, nor successfully change a tire, without assistance. |

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| --- | --- | --- | --- | --- |
| ***Observed Student Players’ Names*** | ***Rating***  ***(1-4)*** | ***Observed Student Players’ Names*** | ***Rating***  ***(1-4)*** | ***Observer Name*** |
| 1. |  | 5. |  |  |
| 2. |  | 6. |  |
| 3. |  | 7. |  | ***Date:*** |
| 4. |  | 8. |  |  |

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**Scoring Guide for Analyzing Cycling Performance**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Skill / Level** | **EXCEEDS**  ***(Mastery)***  ***(4)*** | | | **MEETS**  ***(Recreational/Competent)***  ***(3)*** | **DEVELOPING**  ***(Emerging)***  ***(2)*** | | | **STRUGGLING**  ***(Survival)***  ***(1)*** |
| **Etiquette/Fair Play**  **(i.e., general class conduct)** | ***Exceptional:***  Shows respect and courtesy toward teacher, classmates, bike equipment and facilities  Open to feedback from teacher and peers  Participates consistently without needing supervision  Works productively and effectively with teammates  Eagerly fulfills assigned non-playing team roles  Shows perseverance and appropriate assertiveness  Shows grace during contests regardless of outcome  Comes to class fully prepared, eager to do well | | | ***Reliable:***  Shows respect/courtesy toward teacher, classmates, equipment, and facilities  Uses feedback from teacher or peers  Is in control of self, and needs little teacher supervision  Participates in most team and class activities  Fulfills assigned team role(s), without needing prompts  Perseveres and does not get frustrated with setbacks  Shows grace during contests regardless of outcome  Comes to class willing to contribute | ***Inconsistent:***  Listens to feedback from teacher or peers, but may not attempt to apply it  Exhibits self-control, but still requires some teacher supervision  Shows respect and courtesy toward teacher, classmates, bike equipment and facilities  Participates at acceptable levels in most team and class activities  Fulfills assigned team role(s), but may need prompts from peers/teacher  Willing to continue to try again, but may get frustrated with setbacks  May pout and show verbal frustration | | | ***Struggling/Survival:***  Gets angry and/or blames others for cycling mishaps  Conduct is dangerous to self and others  Lacks self-control; requires on-going supervision  Does not participate fully and may interfere with others  Unprepared when attending class, showing little interest in doing well  Gets easily frustrated and ceases participation  Taunts and/or blames others, & denies personal responsibility  Teases, pouts and/or makes excuses  Cheats |
| ***Observed Student Players’ Names*** | | | ***Rating***  ***(1-4)*** | ***Observed Student Players’ Names*** | | | ***Rating***  ***(1-4)*** | ***Observer Name*** | | |
| 1. | | |  | 6. | | |  |  | | |
| 2. | | |  | 7. | | |  |
| 3. | | |  | 8. | | |  | ***Date:*** | | |
| 4. | | |  | 9 | | |  |  | | |
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