

Series of Continuous or Formative Performance-Based Assessments for a Target Archery Unit

1. The partner or teacher completes and signs a shooting process checklist and rating scales while the student shoots an end of arrows. This assessment should be completed every other day during the first week of shooting practice.
2. Make a video recording of each student shooting an end of arrows. Next, students view their own shooting segments and complete the shooting process checklist, then view a model performance. Each student writes a self-analysis of performance that identifies strengths and weaknesses and proposes recommendations for improving in weak areas of the shooting process.
3. Present evidence of student participation, practice, and progress in target shooting from the beginning to the end of the archery unit. Possible choices for assessments that students could use as artifacts for their portfolio include the following:
 - Dated scorecards for various shooting distances
 - Graph of progress at various shooting distances
 - Arrow grouping charts that show improvement in accuracy
 - Arrow grouping charts across consecutive shooting events for each shooting distance, along with written analysis of shooting errors that may have caused each grouping, proposed remedies for identified problems, and later grouping charts showing improvement. (Refer to the example in figure 8.13a on the web resource.)
4. Present scorecards from rounds shot at various distances during class practice to demonstrate improvement in shooting ability. (Students may show improvement by graphing scores across time for each distance.) Refer to the sample in figure 8.13b on the web resource.
5. Present scorecards from practice outside of school or from formal student participation in competitive contests inside or outside of class.
6. In groups, students plan and implement a class tournament. Duties for groups include tournament planning, officiating, awards preparation, handling of media, and special events.
7. Students participate in repairing class archery equipment during and at the end of the unit.
8. Students develop a resource guide for target archery by gathering information from books, the Internet, or experts in the community. The guide could be used by the next class in target archery.
9. Students develop a plan for continuing to participate in target archery outside of school.
10. Students develop a plan for securing their personal equipment—what it will cost and how they will raise the money.
11. Students identify facilities or space where they can participate in target archery.
12. Students develop a proposal to start a target archery club at school or in the community so they can participate in target archery activities with friends or family members.
13. Students write an essay in which they describe why they would or would not pursue involvement in target archery beyond this class.