

Suggested Portfolio Tasks

Engage in Self-Analysis and Peer Assessment

1. The student keeps a log in which he records performance results (e.g., number of accurate badminton serves in 10 tries) for practice activities across the unit, along with a graph or chart of progress across time. The student can also analyze the learning and performance curve to indicate where on the curve an intervention was necessary and what that intervention strategy was.
2. After a specified number of practice or game sessions, the student completes a written self-analysis regarding skill performance, with attention paid to individual goals for improvement and possible intervention strategies.
3. The student keeps a daily journal to set goals and record successes, setbacks, and progress and then analyzes the situation to make recommendations for present and future work.
4. The student completes a series of continuous self-analyses and peer assessments of skill and playing performance across time to show student progress in a sport or activity (process and product assessments: skill checklists and rating scales, criterion-referenced tasks, task sheets, game statistics sheets, win-loss record with scores in a round robin tournament).
5. The student and a partner record video footage of each other playing a sport or performing a skill or activity. Together they complete a written analysis of the video, evaluating each other's performance and giving feedback for improvement.
6. The student conducts a self-analysis of game-play performance (i.e., application of skills and strategies) based on the collection of game statistics (e.g., shooting percentage, assists, successful passes, steals, service aces, saves). In the analysis the student describes how she used data to improve performance.
7. Using self-analysis, peer observation and assessments, and teacher feedback, the student identifies strengths and areas that need improvement. The student then selects or designs appropriate practice or training programs, implements the practice or training schedule, and records the results.
8. After having video footage taken while performing in a game or practice situation, the student views the video and completes a self-evaluation or analysis of his performance and makes suggestions for improvement.

Participate and Learn

1. The student provides documentation of her participation in practice, informal game play, and organized competition outside of class. This documentation might include a student's descriptive log (with signatures by witnesses), score or statistics sheets (or statistics from intramural play or participation in a community-based recreational league), or statistics and articles reported in local newspaper write-ups about her performance.
2. In small groups, students set up, conduct, and participate in a class tournament. They must keep a record of the collaborative process they used to accomplish the task. Students in the group evaluate their own work after completion.
3. The student attends a youth, high school, college, or professional sporting event and writes a report regarding some aspect of the event (e.g., displays of good and bad sporting behavior by players, coaches, or fans; the role of the officials in maintaining the necessary conditions for a fair contest; the skills and offensive and defensive strategies used by a player or team; an account of the traditions that surround the contest).
4. The student records a play-by-play or color commentary of a class tournament game. Acting as if he is preparing a demo to use in applying for a job, the student assumes the role of either a radio sports announcer (and makes an audio recording of his performance) or a television announcer (and makes a video recording of his performance).

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Create

1. Guided by criteria provided by the teacher, the student creates and performs an aerobic dance or a routine in step aerobics, jump rope, gymnastics, ice skating, or swing dancing. The evidence provided for the portfolio might include a script for the routine or a video recording of it.
2. The student creates a sculpture or paints or draws a picture that represents some aspect of her feelings about participating in or observing a sport or physical activity.
3. The student creates and maintains a website about physical education for students and parents. The site presents the class schedule; current fitness information and research findings; class tournament game-play results and standings; and photographs and video recordings of class games, activities, field trips, and performances. It also includes links to other websites of interest.
4. The student writes an essay or poem about feelings experienced while participating in a favorite (or least favorite) physical activity.
5. The student writes a newspaper article reporting on the class tournament, or on a single game in the tournament, as if a sports reporter (must demonstrate knowledge of the game). The student then works with others in a group to put articles together and design and publish the *PE Sports Page* for students. This newspaper could also include photographs taken by one or two students who serve as photographers during class games.
6. The student writes an essay titled something like "My Big Accomplishment: Overcoming My Fear of Water in Swimming Class." (The student chooses which activity unit to address.) The essay discusses what the student learned about himself and about life as a result of the experience.

Research

1. Students research the community resources available for various physical activities and develop a community-based physical activity resource guide for students and teachers in the school. In a group, the students write, design, and edit a class sport or fitness magazine that addresses topics studied in class and uses graphics or photographs to create visual appeal.
2. The student researches the latest training strategies for a particular skill or a sport by means of the Internet, library, or interviews conducted with youth, high school, or college coaches or athletes in the area. The student demonstrates how the new strategies are applied in a personal training program to improve performance.
3. The student completes a written scouting report regarding an upcoming opponent in a class tournament. The student identifies the opponent's strengths and weaknesses and develops a game plan of offensive and defensive strategies to use during the game. After the game, the student evaluates effectiveness of the game plan.
4. In small groups, students research current information regarding physical activity and health by means of the Internet, library, or an interview with an exercise physiologist or fitness specialist. The students then design a newsletter addressing fitness, wellness, or physical activity and health; the newsletter includes accurate and helpful information for students, teachers, parents, and administrators. You can integrate the use of technology skills into this project by having students use publishing and graphics software.
5. The student interviews an athlete about competing with a disability or otherwise overcoming adversity to compete. The student then applies the lessons learned to personal situations in audio, video, or written form.