

Continuous Formative Performance-Based Assessments for a Golf Unit

1. Use the checklist provided by the teacher to have partners observe and assess each other's full swing while hitting balls in an outdoor environment. Students use feedback from their partners and teacher during subsequent practice to improve stroke performance. This assessment should be used frequently during practice to improve stroke performance for the full swing with woods and long swings (e.g., drives) to irons with shorter swings (like chipping and pitching). (See figure 8.17a on the web resource.)
2. Make video recordings of students as they hit golf balls outside. Students use the video to observe their own swing and compare it with video of a model swing. They also assess their swing using a checklist or rating scale provided for them.
3. Students hit plastic practice balls with various clubs into designated target areas marked in the gym or on the field. This activity helps students learn how to adjust their stance and line up to the ball; it also helps them select the appropriate club for the lie, distance, and situation. To assess their performance, students can record the number of balls landing within 10 yards (9 m) of the designated target.
4. Students hit real balls in a school field or at a community driving range. This activity and assessment are similar to the one completed at school with plastic practice balls. Students attempt to hit a specific number of balls (15 to 25) to designated targets set at various distances. Students record the number of balls landing within 10 to 20 yards of the flag. This exercise should be completed a number of times to graph progress across practice trials so students can determine the percentage of balls landing within the designated area around the flag. Students can graph their progress (or lack thereof). As a student hits balls, a partner can use a target form to chart where the balls are landing in relation to the flag. The student and the teacher can then analyze the chart, determine whether the student is developing swing consistency or is having directional problems (e.g., topping the ball, slicing, hooking), and develop a plan to eliminate any recurring errors (see figure 8.17b on the web resource).
5. Working in groups of five, students design a golf hole in the field adjacent to the gym. Each hole must have a tee area, a fairway (straight or dogleg), a rough, a water hazard or sand trap, and a green. The teacher must make available materials with which to create designated hole areas (e.g., rope to mark off the rough and the hazards). Each hole must be at least 100 yards (91 m) long, and each group must create a diagram of its hole and indicate the designated par for the scorecard. All students will have the opportunity to play each group's hole and evaluate the design. In addition, each group evaluates another group's performance on the hole and gives that group feedback about how well it followed the rules of etiquette and of the game.
6. Students view a golf tournament by means of a video recording that includes no audio. Their job is to make an audio recording of commentary typical of what they would hear from a sports announcer for three consecutive holes. Through their analysis and commentary, the students demonstrate knowledge of the rules of golf and of the strategies players use in playing different holes (e.g., choice of club; how to address the ball's lie; how to handle wind; environmental aspects such as bunkers, water, trees).
7. On a field trip, students play three holes of golf and write reflections about how well they played and how well they knew and applied the rules. They repeat this assessment three times before the culminating assessment.