

Continuous Performance-Based Assessment for a Tumbling Unit

Students complete the following assessments when skills or skill categories are introduced and during skills practice sessions during classes.

1. For each skill introduced, use a check sheet that includes critical performance elements of the skills for students to use in self-assessments, peer observations, or teacher observations. (A sample is included in figure 8.8a on the web resource.)
2. Use a teacher observation, class skill-performance checklist, or rating scale. The teacher may include all skills in the category checklist or rating scale. These may be skills that students learned and practiced during a one- or two-week period. When students are ready to perform a skill for evaluation, they inform the instructor. This skill demonstration gives both the student and the teacher information about the number of skills the student is mastering and where assistance and more practice is needed. (A sample is provided in figure 8.8b on the web resource.)
3. The teacher or a partner makes a video recording of the student performing targeted skills. Students view their own skill performance and compare it with a correct performance video, conduct an analysis of the two, and write a paragraph comparing their personal performance with the model performance. In the analysis, students identify areas and strategies for improvement.
4. After a new skill or category of skills is introduced and demonstrated, students practice the skill with partners or in small groups. During practice, students work on analyzing the critical performance elements of the skill. Students write the answers to the following analytical questions:
 - Describe the preparatory position.
 - How is momentum developed, transferred, and controlled during the skill performance?
 - Describe how momentum is controlled and absorbed as the skill ends.
 - Describe the ending position.
 - How can the performer move smoothly from the completion of this skill into another skill movement?

Following the analysis phase of this learning and assessment activity, students can be asked to share their conclusions with other groups or the entire class for evaluation and comparison.

(continued)

As skill categories are introduced and practiced, students develop and perform short sequences of skills, and these assessments enable students to develop their tumbling abilities, develop competency and confidence in creating and performing increasingly challenging skill sequences, and receive feedback along the way. The teacher may also include specific skill combinations in which students practice beginning and ending differently so they develop a variety of transitions from which they can later choose as they create and perform their sequences. Because this assessment strategy helps students progress toward their culminating performance by taking small steps each day, it helps them be confident and well-prepared when the big day arrives. The following formative assessment sequence presents the progression of a sample checkpoint assessment.

1. Design and perform a sequence that includes a forward roll variation. The sequence must begin and end with two different balance skills. It should be smooth and continuous and feature graceful transitions between skills. Balance skills must be held for at least three seconds. Challenge yourself to include skills that you really have to work at to learn. You will perform the sequence in front of the teacher when you are ready for evaluation.
2. Design and perform a sequence that includes a balance skill at the beginning and end, as well as a backward roll variation and an upright agility skill. Make sure that you move smoothly from one skill to the next. Be sure to hold the balance skills for at least three seconds to show control, then move into the next skill with a smooth transition.
3. Design and perform a sequence that begins and ends with a balance skill (either upright or inverted) and contains a forward roll variation, a backward roll variation, and an upright agility skill. Make sure that one skill flows smoothly into the next and that you hold balance skills for at least three seconds.
4. Design and perform a sequence that contains six skills. The sequence should include at least one skill from each of the tumbling skill categories: forward roll, backward roll, upright balance, inverted balance, upright agility, and inverted agility. Your sequence should include at least two changes of direction, and you should make smooth transitions between skills. Perform your sequence for your partner and use the feedback to polish your performance. When you are ready, you will perform the routine for the teacher for evaluation. (See figure 8.8c on the web resource for an example.)