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The Use of Alternative Assessments in Physical Education: Why Some Do but Many More Don't

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THE FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION

THE USE OF ALTERNATIVE ASSESSMENTS IN PHYSICAL EDUCATION:
WHY SOME DO BUT MANY MORE DON'T

By

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ABSTRACT

Exploring the alternative assessments techniques used by physical educators and what motivates them to use them is the thrust of this study. The review of literature provides evidence that the majority of physical education teachers use attendance, participation/effort, behavior and some traditional assessments as common methods of grading students.

It is also very clear that alternative assessments are better for the students but still the majority of teachers are not using them. We know that some of the reasons for not using these assessments are lack of time, not enough knowledge about these assessments, too many students, etc, but we don't know what motivates the teachers that are using alternative assessments to use them.

This is a research project based on interviews to a group of physical education teachers who use alternative assessments the majority of the time and who think are a good example to other teachers. Knowing what was their motivation to use these assessments is an essential key for college teachers to learn how to motivate future physical education teachers on the use of alternative assessments.

CHAPTER I
INTRODUCTION AND REVIEW OF RELATED LITERATURE

Introduction

Doolittle (1996) defines assessment as any planned technique used to measure, judge, or diagnose a student's achievement, and to make inferences based on that evidence for a variety of purposes, including planning. In Veal's (1988) research, teachers assert that assessment should not be done solely for the purpose of grading, but the results should be used for remediation and improvement of performance.

For many years in order to obtain physical education credits required for graduation, students have been graded on attendance rather than achievement, and on participation, rather than learning (Doolittle, 1996; Matanin & Tannehill, 1994). Research has shown that physical education teachers are primarily concerned with behavior rather than with how much students learn (Tousignant & Siedentop, 1983).

Physical education teachers and administrators are being asked for types of assessment that prove that their programs are worthwhile. For this, physical education teachers need to stop grading their students based on participation and attendance, and start reexamining the meaning of assessment on their daily teaching. They need to start moving towards instruction combined with assessments that focus on complex motor, cognitive, and affective goals (Doolittle, 1996; Mustain, 1995).

Teachers need to see assessment as part of instruction; they really need to integrate the teaching-learning process (Melograno, 1997; Shepard, 2000). Doolittle (1996) explains that there are certain things that teachers can do to integrate assessment and instruction. Some of these things are focused on setting specific goals, collecting factual information rather than intuitive or subjective data, and keeping records while communicating student's progress instead of relying on memory and basing grades on effort and participation.

The National Association for Sport and Physical Education (NASPE, 1995), has established that every physical education teacher should be creating and implementing assessments which follow the new vision of assessment:

Such assessment should (1) reflect the subject content that is most important for students to learn,

(2) enhance learning through a connection with instruction, (3) provide consistent (reliable) evidence of student performance, and (4) yield valid inferences about student learning. (p.vii)

NASPE also offers examples of assessments that are linked to the recommended standards.

Moving towards this goal of implementing and creating more reliable and valid assessments, some physical education teachers are using authentic assessments in their classrooms. These types of assessment are designed to take place in real life settings, they are more frequent, and they help the teacher to keep record of individual's performance or achievement (Doolittle, 1996).

Rink & Mitchell (2002) explain that although many physical education teachers have adopted these NASPE standards, significant change in most schools has not occurred. This is true in spite of the best efforts of the national and state professional organizations. The changes have not occurred because physical education has not had a mechanism to approach reform on an appropriately large enough scale.

To understand more about different types of assessment in physical education and in education in general, this paper will provide a review of literature in the following areas: assessment in education and physical education, alternative and traditional assessment in education and physical education, and the effect of alternative and traditional assessment on student's motivation and effort.

Related Literature

Assessment in Education

Assessment is critical to determine whether or not change is taking place and, if so, if the change is moving in a desirable direction. Accountability becomes significant to reward teachers who are really teaching and to encourage others to see student learning as a significant part of their responsibility (Rink & Mitchell, 2002).

Tests provide schools with accountable data on the achievement of their students (Frederiksen, 1984). Essentially, an accountability system is a chain of responses to perceived needs or demands; a set of activities that emerges to fill those demands; outcomes that result from those activities; and feedback on outcomes. The feedback may generate new demands or a change of old ones and a new or an altered set of activities may be produced.

Accountability in education can be seen as a feedback system that involves information coming from schools to the various groups involved with the school whose reactions reflect back to the school. Depending on the power of these groups, changes in curriculum, reassigning or promoting teachers can occur (Frederiksen, 1984). When the information about the schools takes the form of test scores, pressure for teachers to "teach the tests" increases, and students may be motivated to prepare for the kind of examinations they expect.

Whether test items require to choose an answer from a list or to compose an answer, they influence teaching and learning in a number of ways. Frederiksen (1984) found that testing increases retention of the material tested and that short answer or completion tests are more conducive to long-term retention. An important task for educators is to develop instruments that better reflect educational goals and to find ways to use them to improve the educational process (Frederiksen, 1984; Shepard, 2000).

All classroom assessments should help teachers make decisions. Formal assessments are not the only ones used in the classroom. Informal assessments are used on a daily basis by teachers to make decisions regarding planning, managing, judging pupils, and monitoring. These informal assessments are usually overlooked because they are so common and are not normally seen as being an important classroom assessment tool. The process of grading is when

these two types of assessment interact (Airasian & Jones, 1993).

The emphasis in most classroom measurement and assessment courses, explained by Airasian & Jones (1993), is typically on the construction and use of some formal evidence gathering technique; one that produces a score, grade, or a placement. In these courses, concerns seem to be with the summative and not the formative information needs of the teachers (Wolfe & Miller, 1997).

Rick (2002) found that many principals and teachers were not thoroughly grounded in testing and assessment in their professional preparation programs. Specific skills in assessment are not required by most state certifications for either teachers or principals. Yesterday's graduate school preparation typically included a course in test and measurements, a course in statistics, and a research course. Most current practitioners have not been faced with or adequately prepared for the challenges of integrating assessment, curriculum and instruction in the holistic manner that is demanded today.

Rick (2002) also explains how professional development has taken on new direction and urgency. The goal of professional development now is to teach educators contemporary and emerging best practices in assessment that directly and continuously support learning for every student in every class on every day.

Shepard (2000) suggests that the purpose of classroom assessment should be to help students learn and to improve instruction, not just to rank students or to certify the end products of learning. She argues that classroom assessment should be primarily formative in nature, aimed more at helping students take the next steps in learning than at judging the end points of achievement. At the same time she also accepts and explains that summative evaluations are a natural part of classroom routines, especially for older students, and they are important for reporting to parents.

Airasian & Jones (1993) offered some suggestions to improve classroom assessments. First the teacher should provide guidelines and expectations to the students (Shepard, 2000). Second, these guidelines should be explained as to why they are important and what the consequences of not following them are. Third, the teacher has to recognize that classroom assessment practice is a continuous process and that small steps are going to take the students to a big improvement.

Traditional Assessment in Education

Education has been criticized for primarily using objective assessments. Hambleton & Murphy (1992) and Frederiksen (1984) explained that some of the major criticisms of objective tests are that they only have one right answer, narrow the curriculum, focus on discrete skills, don't measure higher order cognitive skills, pay more attention to the product than to the process, and lack creativity.

When "teaching to the test" the teacher is just teaching the students specifically what is going to be on the test and richer content and approaches are usually underemphasized because of instructional time limitations (Hambleton & Murphy, 1992). Teachers are not able to use their ability to adapt and modify ideas to fit the needs of their students (Freedman, 1993). Shepard found that "teaching to the test" leads to an inflated picture of achievement because students can appear to have mastered instructional routines without understanding underlying concepts (Hambleton & Murphy, 1992).

Weber & Stewart (2001) also found that traditional methods of testing do not allow for differences in the cultural and economic backgrounds of the students being tested. Traditional methods were weighted towards mainstream American pupils, i.e., white, middle-class and suburban.

In the other hand, Rick (2002) explains how traditional single-answer tests and quizzes still fill a need to evaluate students' memorization of facts, understanding of basic mathematical computation, and ability to identify or recall points in a narrative. If carefully constructed and used, traditional assessments are indeed an appropriate tool.

Alternative Assessment in Education

In 1990, the Educational Testing Service sponsored a conference that addressed the importance of expanding the assessment methods that were being used in schools (Hambleton & Murphy, 1992). Title I legislation urges the use of alternative assessments to better measure what students know and are able to do (Improving America's Schools Act of 1994) (Shapley & Bush, 1999).

Some examples of alternative assessments are oral reports, exhibitions, projects, portfolios, performance assessments, writing samples, observations, self and peer assessments, reviews, and authentic assessments (Hambleton & Murphy, 1992). Some of these alternative assessments

offer the students the opportunity to come up with more than one right answer, more than one way to solve a problem.

Hambleton & Murphy (1992) explain that there are two major challenges when trying to implement alternative assessments. First, few teachers have experience constructing and using these types of tests. Second, alternative tests are going to take more time to construct, administer, and score than objective tests.

Shapley & Bush (1999) found that after 3 years of development and gradual improvement, portfolio assessment did not provide high quality information about student achievement in primary grades. Reasons offered by the researchers for these results may have been the lack of standardization of tasks, problems with the scoring rubrics and inadequate training. Rubrics, defined by Smith & Cestaro (1998), are carefully worded scoring systems with specific standards and criteria for judging a student's performance. It contains essential qualities necessary for acceptable performance. The results of Schafer, Swanson, Bene, and Newberry (2001) encourage the use of rubrics as one way to promote more effective instruction by teachers.

Mehrens (1992) explains that portfolios have always been well received for what they are supposed to measure and not for what they really measure. On the other hand, Hall & Hewitt-Gervais (2000) found that portfolios helped elementary teachers focus on their students' areas of weaknesses and on their instructional planning. They also found that portfolios helped teachers with communication with parents and other teachers, promoting a team environment. Wolfe & Miller (1997) found that although adoption of this testing format requires a shift in the teacher's instruction and the curriculum, the portfolio facilitates good instruction and provides concrete evidence of student's outcomes in secondary education.

Referring to the use of portfolios, Shepard (2000) says that portfolio-based assessments face a number of serious obstacles including reliability of scoring and fairness of questions. However, when used solely for teaching and learning purposes in classrooms, portfolios can provide an organizing structure for teacher-student critiques and student self-reflections.

Hambleton & Murphy (1992) and Frederiksen & Collins (1989) explained that the goal when using alternative assessments is to give way to assessments of higher order cognitive skills like problem solving, critical thinking, and reasoning. Shepard (2000) says that if children are

presented with more challenging and complex problems and given the support to solve them, they will develop deeper understanding and, at the same time, become more adept at the modes of inquiry and ways of reasoning that will help them solve new problems in the future

Assessment and Student's Motivation in Education

Hall & Hewitt-Gervais (2000) found that the use of portfolios with elementary children positively impacted students' effort and motivation. The students liked the fact that their parents and teachers were going to look at the portfolios, and that they had the chance to see progress on their work.

Brookhart (1994) found that rewards like honor roll, permission to be part of a team and parental approval, influence motivation in students towards more positive grades. Parent approval was one of the biggest motivators for students' grades. That is, students from families that value education generally found grades more motivating than students whose families do not value education.

Brookhart (1994) and Shepard (2000) also found that motivation and effort were enhanced when teachers gave the students a role in assessing their own and others' achievements. Feedback that helps the students' progress also increased motivation.

Assessment in Physical Education

Organized fitness testing within physical education began in America when Dr. Edward Hitchcock started gathering quantities of data on age, height, chest, arm and forearm girth, strength upper arm, and similar measures. In 1897 directors of physical education from 15 colleges ratified a battery of simple strength tests, which became the Intercollegiate Strength Tests. A couple of years after that, Dudley Allen Sargent became dissatisfied with strength tests because they didn't measure speed and endurance, and in 1902 he devised his own Universal Test of Strength, Speed and Endurance (Park, 1990).

Around the same time, tests of motor ability also had a prominent place in physical education. As early as 1894, the Normal School of Gymnastics of the North American Turnerbund devised a classification test, which involved jumping, climbing, lifting and vaulting. Then in 1905 Meylan's Columbia test included jumping, vaulting, climbing and running (Park, 1990).

Physical ability tests based on achievement were introduced in Cleveland and New York Public Schools around

1908. In 1913 the PAA Athletic Badge Test for boys was initiated, and the badge tests for girls in 1916, this time the interest was on participation rather than performance. By the eve of World War I, tests based on the basic elements of play and games were almost universal in physical education. World War I intensified interest in physical efficiency and motor ability testing, and focused national attention on both physical fitness and physical education (Park, 1990).

In the 1920's replicated technical and quantitative methods of assessment improved the reliability, validity, and objectivity of evaluation in physical education (Hastad & Lacy, 1994). The Affiliation of Professional Education Association and the Athletic Research Society joined and established National Committees on Standard Physical Efficiency Tests for Secondary Schools, Elementary Schools YMCAs, YWCAs, Clubs, and Industrial Associations. In 1931, the National Recreation Association and The Society of State Directors of Physical and Health Education, in cooperation with the National Physical Achievement Standards completed a study, which lead to National Achievement Standards for Boys and Girls (Park, 1990).

In 1942, the U.S. office of Education's Committee on Wartime Physical Education for High Schools, in collaboration with the Army, Navy, and Public Health service, prepared Physical Fitness through Physical Education for the Victory Corps for use in High Schools. It also invited the American Alliance for Health, Physical Education and Recreation's National Section on Women's Athletics (NSWA) to devise suitable tests and scoring tables for high school girls. By 1945 a battery composed of push-up, pull-up, sit-up, and squat-thrust tests had been administered to 100,000 girls in the United States and Canada (Park, 1990).

After World War II physical education programs realized the need for increased levels of students' fitness and adjusted their curriculums and assessments from sports to physical fitness. A number of physical fitness assessments from the military were used in physical education classes during that time.

In 1956 President Eisenhower established the President's Council on Youth Fitness emphasizing the necessity for fitness programs in schools. Two assessments evolved, the President's Council on Youth Fitness Test and AAHPERD Youth Fitness Test (Hastad & Lacy, 1994). Despite revisions of the AAHPERD test, it never escaped the criticism of many researchers who desired a separation of

motor fitness and physical fitness items (Johnson & Nelson, 1986).

In the 1980's there were not many requirements for physical education, a need to produce quantifiable documentation for demonstrating progress of the students was almost inherent (Hastad & Lacy, 1994). But at least one good thing happened and that was a new version of the AAHPERD Test (Johnson & Nelson, 1986).

During 1986-1987, AAHPERD agreed to promote the Youth Fitness Test, the Fitnessgram, and the Youth Fitness Health-Related Tests. It was hoped, however, that acceptable agreements could be achieved and that one test battery would be designated for the 1987-88 school year. In the end, these plans were not carried out, the President's Challenge (1987) program was initiated and AAHPERD launched a new education and assessment program called Physical Best (1988). The Fitnessgram, developed by the Aerobics Institute and sponsored by the Campbell Soup Company, was also available for schools (Park, 1990). After the 1980's, as Hastad & Lacy (1994) explain, the pursuit of quality physical education and evaluation procedures are things that physical education teachers will face in the next millennium.

Today, the problem of instruction and assessments still exists. Assessment in physical education, is really not working (Veal, 1992). Physical education programs have traditionally not been assessed at any level. For some professionals, this lack of accountability has meant the freedom to create wonderful programs. For too many, a lack of accountability has resulted in poor programs (Rink, Templeton, Hewitt, Dawkins, Mitchell, Barton, Taylor & Hohn, 2002). Shepard (2000) explains that physical education teachers use assessment primarily for the purpose of determining grades or progress reports rather than to critically analyze the process of instruction, or the content of the curriculum.

Physical education assessment tasks typically involve a performance of some type, but rarely do they provide contextual meaning. Students can maybe learn how to do a forearm and overhead pass in volleyball, but they will not know how to perform these same skills in a game. Then when these skills are assessed, it is often in a subjective way usually criticized because it is lacking validity and reliability, and has personal bias (Veal, 1992). Student performance can be judged using well-defined criteria that not only guides the assessment process, but also promotes

learning by offering the student a clear performance target (Hensley, 1997).

The primary purposes of assessment are to: (1) diagnose (determining entry levels), (2) motivate, (3) make instructional decisions, and (4) record and report (determine periodic achievement and provide information about progress). These, combined with a comprehensive set of standards which define what students should know and be able to do, show that physical education has a legitimate academic standing and is not a "soft" class (Hensley, 1997).

A good assessment must be valid, reliable, and objective (Zhu, 1997). Assessment can guide teacher's thinking about what and how to teach skills (Anderson & Goode, 1997). The information gathered by assessments can help the physical education teacher redefine goals and objectives, identify student's strength and weaknesses, restructure the curriculum, motivate students, modify teaching strategies, facilitate peer learning, and provide communication between parents, teachers, and students (Smith, 1997; Anderson & Goode, 1997).

According to Anderson and Goode (1997), fundamental motor skills and the qualitative assessment of these skills are a fundamental part of physical education. Physical education teachers can use these evaluations and assessments as part of their instruction. Through the use of relevant descriptors, students can learn to monitor themselves and at the same time be aware of what are they supposed to be doing. Assessment can inform instruction, but it also should include information and opportunities to determine why the students perform as they do.

The assessment process is often abused when teacher's primary purpose for assessment is to give students a grade, one of the biggest contributors to inappropriate assessments and instruction in physical education (NASPE, 1995). The majority of teachers in Veal's (1988) study asserted that assessments should not be done solely for the purpose of grading, but the results should be used for remediation and improvement of performance. All of that goes out the window when teachers later explained that in the case of schools with a pass-fail grading system, there is no reason for assessment in physical education.

Matanin & Tannehill (1994) found that a majority of physical education teachers rely on subjective measurements like attendance, participation/effort, and behavior as common methods of grading. Priorities were given to keeping students active over assessing student progress.

Furthermore, the students are left wondering about their improvements and their level of accomplishment in the class (Gallo, 1999).

Scholars in the field consider assessing students on "dressing out" an undesirable method of evaluation (Gallo, 1999). Grading students based on dressing out and participation weakens the recognition of physical education as an academic subject (Lund, 1992). As Veal (1992) and Gallo (1999) explain, one of the reasons that teachers assess on dressing is because the majority of teachers feel that the assessments learned in college are impractical and too time consuming. Professional preparation does not prepare teachers for the task of assessing learning (Imwold, Rider & Johnson, 1982). In the majority of tests learned in college, students are evaluated one at a time, leaving the other students bored, watching, or in not too many cases, practicing other skills (Gallo, 1999). Veal (1988) says that teachers will do more if professional preparation courses were better structured to bridge the gap between theory and application.

Physical education teachers are not sure of what performances they should assess. Many are unsure of how the grade should be divided between cognitive, affective, and psychomotor. In her dissertation, Gallo (1999) gives an example of how she divides the percentage between these three areas:

I would value the cognitive, affective, and motor domain equally at 25% each. For the remaining 25%, I would ask each student to select an area that he/she would like me to assess him/her. For example, a student might want his/her cognitive assessment to count twice, or perhaps a student, being a good athlete, would like to coach a team during class. (p.86)

Physical education teachers are also confused on what to do regarding assessments when they have a large class size and the students just want to play games (Gallo, 1999; Veal, 1988, 1992). Overcrowded physical education classes, and the time students spend in physical education are problems common in many schools, making it difficult for teachers to perform traditional evaluations (Imwold et al., 1982; Gallo, 1999).

Another issue regarding why physical education teachers will not try new types of assessment is that they want to keep the harmony with the teachers that have been in the school for a longer time (Matanin & Tannehill, 1994). In their study 8 of 11 teachers were using the same

grading criteria that their colleagues in their department use. Also when teachers were asked to respond to questions about contextual factors within their school that influenced the student assessment process, all indicated that the only factor was how other physical educators in their building were assessing their students.

All teachers can't use the same assessment since creating a practical assessment should go hand in hand with the physical educator's teaching environment (Gallo, 1999). Instructors using a subjective model for grading are not performing a meaningful assessment of their students.

Traditional Assessment in Physical Education

Though rules and strategies for playing games have changed over the years, the methods used to teach and assess games have changed very little. Since technical or skill-based methods have been traditionally used to teach sport, skill tests have been promoted as the primary means of student assessment (Griffin, 1998).

Skill tests like any other traditional assessment tend to measure defined characteristics, do not facilitate integration of skills, and are usually artificial by nature (Hensley, 1997). Usually traditional assessments are given as a single or a final test, which for Schincariol & Radford (1998) identify at least two drawbacks. First, assessing human performance with one single test is not fair and valid since human performance varies. Second, students don't get any benefit from feedback since by the time they get the feedback they are going to be involved in the next unit and they are not going to have a chance to repeat the assessment.

Some traditional assessments in physical education like skills tests, physical fitness tests, and true and false quizzes, do not appear to measure achievements that should be important for teachers (Doolittle, 1996; Hensley, 1997). Sometimes because of how teachers choose to set up these assessments, there is a lot of student inactivity and because of that, teachers usually discounted using them (Doolittle, 1996). Veal (1988) found that in several cases, teachers did not use formal assessments because there was nothing for other students to do during testing.

Hensley, Aten, Baumgartner, East, Lambert & Stillwell, (1989) and Imwold, Rider & Johnson (1982) found that many teachers do not employ formal measures of student achievement in their curriculum. The absence of any record keeping and formative assessment results in subjective grading. Veal (1998) explained that when formal

assessments were used, summative assessments were the most commonly used.

Many physical education teachers are assessing their students on effort and participation, excluding student's cognitive, affective and motor capabilities. Generally if a student shows up for class on time, behaves, participates, and is dress appropriately, that student will get an "A" or a "B" in the class (Doolittle, 1996; Wood, 1996; Matanin & Tannehill, 1994).

Veal (1988) found that while teachers were reluctant to mark down a student's grade for lack of ability, they felt justified in lowering a grade for lack of effort. She explains that one of the reasons for this is that teachers are uncertain about how much influence their programs and methods have on improvement and achievement. When teachers do make judgments about achievement, they tend to be individualized in relation to the student's effort, ability, improvement, and past experience.

Matanin & Tannehill (1994) found that one of the problems that evolve from assessing for effort and participation is that low skilled students that participate and behave in class are getting "A's" in the class. All students can get high grades without demonstrating improvement in motor skills. In their observations about assessment they also found that only 30% of the students' grades had to do with abilities and skills.

While some teachers think that the student's grade should be based on achievement directly related to ability like any other subject, others are apprehensive about it, because of the maturity levels and abilities of the students (Veal, 1992). Also, these teachers feel that traditional skill testing can make students who lack in the physical domain, feel inferior (Gallo, 1999).

Alternative Assessment in Physical Education

Alternative assessments are meaningful and recognize individual success and self-improvement. In her work, Lund (1997) describes four kinds of alternative assessments. These are written essays, oral discourses, exhibitions, and portfolios. Peer assessment and authentic assessment are other methods used as alternative assessments (Gallo, 1999).

Written essays. Written essays do not necessarily have to be a traditional paper, instead it could be anything written where the students present the context in a meaningful manner like in a brochure or a reflection paper. Other examples are student "go-home" journals (Sanders,

1994), where the students can explain what type of physical activities are they doing at home, and student reaction forms (Diller, 1994), where the students write down their reaction to a problem presented by the teacher.

Oral discourses. In this type of assessment the students draw conclusions and justify their choices. Usually this type of assessment will not work with a big group (Lund, 1997).

Exhibitions. Video assessments are in this category and they have been used and promoted by physical education teachers and researchers (Lund, 1997). A good example of video assessments is the one Doering (2000) used for her research. Students were asked to create a two-to-three minute videotape advertisement that could help other children learn health and physical activity guidelines. The students were encouraged to be original and to make it interesting for children to watch. The researcher suggested that activities like this could integrate with other teacher's activities, since interdisciplinary work is highly valued in most schools, especially elementary schools.

Portfolios. Portfolios can include endless types of information, and it is one of the most used and flexible forms of alternative assessment (Lund, 1997; Zhu, 1997). This flexibility can sometimes be bad, that is why it is so important to always have a rubric and a list of performance expectations along with the portfolio.

In their research, Anderson & Goode (1997) found that students aware of performance expectations are better able to monitor themselves in and outside the class. Students taught how to assume more responsibility for their learning outcomes, in turn, try harder and longer, and feel more confident about their achievements.

Another way of doing portfolios is the electronic portfolio, where students can save their information in an electronic file (Mohnsen & Mendon, 1997). A good way of ensuring that the portfolios are reliable and valid is to ask for essential work samples and optional work samples. Not everything can be optional; the teacher needs core samples that can provide a common frame to judge student's performance (Shapley & Bush, 1999).

Some of the benefits of the portfolio, explains Melograno (1994), are that students can present a variety of work, it encourages students to set their own goals, it individualizes teaching and learning, focuses on collaborative assessment, and concentrates on improvement, effort and achievement.

In Wolfe & Miller's study (1997), teachers indicated that they found two potential barriers for implementing portfolios at the secondary level. The first one was the amount of time required for planning portfolio implementation, the amount of class time required to help students understand the concepts necessary for using portfolios, and the amount of class time required to prepare portfolios for external review. The second one was the difficulty of scoring portfolios, the difficulty of communicating scoring criteria to students and parents, and the difficulty of developing scoring criteria.

Peer Assessment. Because teachers are not very sure about the validity in using peer assessment to evaluate psychomotor skills, Gallo (1999) suggests that a good way to use peer assessment is to assess their cognitive abilities to recognize performance errors rather than an assessment of motor skills. In their research, Schincariol & Radford (1998) found that peer assessment using a rubric was found to be somewhat difficult only for those who had not used it before. In the rubrics, they used letters instead of numbers (i.e., "A" with "always", "O" with "often") because students commented that they found the letters more meaningful.

In another study, Richard, Godbout, & Grehaigne (2000) were trying to find to what degree of precision students in grades fifth to eight were able to use a peer assessment. The results from this study showed that with sufficient training students were able to do a moderate to good job.

Authentic assessment. Defined by NASPE (1995) and Hensley (1997), authentic assessments are designed to take place in a real-life setting rather than in an artificial or contrived setting, which typifies traditional forms of assessment. They can be made on either an individual or group basis, and may involve a significant degree of student choice (Baker, O'Neill, & Linn, 1993).

Authentic assessment, what Veal (1992) calls real physical education, is assessing students during learning rather than waiting to do skill tests at the end of each unit. These assessments are usually continuous and formative instead of being summative. Assessments are so embedded in the instruction that sometimes you can't distinguish them from instruction (Lund, 1997). Authentic assessment has attracted some interest as a means of promoting student accountability, placing responsibility on both the pupil and the teacher for student achievement (Lund, 1992).

Along with authentic assessment goes an ongoing feedback system, avoiding testing at the end of the unit (Melograno, 1994; Veal, 1992). The continuous feedback provides the teacher the opportunity to be seen as an ally and not as an enemy. The teachers are working and communicating with the students at all time, plus the students have more than one chance to prove that they have achieved mastery (Lund, 1997).

Feedback is really the most important function in authentic assessment. Data should be collected regularly, interpreted (identifying areas of difficulty), and communicated to the students in order to assist them in planning to improve (Schincariol & Radford, 1998; Cutforth & Parker, 1996).

In authentic assessment the ultimate goal of the teacher is translating the learning experience into the ability to participate in a game. Authentic assessment tasks are set in a way that provides connection between real world experiences and school-based ideas. It incorporates meaningful tasks to be representative of performance on the field. When actual performances are not possible, teachers give the students a make-up scenario in which to complete the task (Schincariol & Radford, 1998).

Authentic assessments incorporate a higher level of thinking and more complex learning. They are more interested in students really understanding what is being taught instead of memorizing it for a written test. Game play involves a use of strategies. With this type of assessment students should not only know the rules and strategies, but they should also know how to apply them in different cases (Lund, 1997). Students that lack physical abilities have the opportunity of showing their proficiency in other areas of the game like coaching or being an official (Gallo, 1999).

Another good thing about authentic assessment, explains Lund (1997), is that students are informed in advance about the criteria that will be used to evaluate them. This forces physical educators to have defined objectives and expectations before administering the assessment.

A good example of authentic assessment is the Game Performance Assessment Instrument (GPAI). The GPAI is a multidimensional system designed to measure game performance behaviors that demonstrate tactical understanding, as well as the player's ability to solve tactical problems by selecting and applying appropriate skills. The GPAI provides analyses of individual game

performance components (decisions made, skill execution, and support) and/or overall performance (game involvement and game performance (Griffin, 2002)).

In Griffin's study, when asked whether they preferred to be assessed in a game situation or in a skill-test format, 95% of the students responded positively to being assessed during game play. A number of students recorded negative comments about their previous skill-test experiences.

In 1988 Veal found that some of the problems that teachers experience when trying to implement alternative assessments are the small number of classes students take every week and how secondary students can elect their own activities, changing teachers every 4 to 6 weeks. Other factors that influence the occurrence of formal assessments are equipment, facilities, weather, number of teachers, ability and number of students, and expertise of the teacher.

Creating or learning to use new assessments can consume a lot of time at the beginning. Usually, this time-consuming factor could become a barrier to inhibit teachers to apply new assessments (Zhu, 1997; Lund, 1997). Veal (1988) explains that if the test takes too much time, then probably teachers are not going to use it. They prefer instead to rely on observation to gauge pupil effort, improvement and skills.

To help with the time problem, assessment can be done during a game or a tournament, each day emphasizing different things, which the students will know in advance (Lund, 1997). Hensley (1997) explains that one thing is to assess an isolated skill but the best way is to assess that skill during a game. This provides evidence that not only does the student know how to do the skill but he/she also knows how to use it in a game. This way of assessing should be faster than assessing isolated skills for every student since you are integrating the knowledge of the game, strategies and a variety of skills in one performance.

Hensley (1997) suggests some ways to improve or implement alternative assessments. Some of these ways are: to have specific, clear defined rubrics, to be as objective as possible when observing and recording your students' performance, and to record the results as soon as possible after the performance.

Researchers have some concerns about alternative assessment. Some of these concerns are the lack of objectivity when compared to traditional tests. To obtain

a high degree of reliability with alternative assessments you need to have more specific rubrics, which then take some creativity from the students. Rubrics are difficult to write for the first time, and some of them are difficult to implement when you have a large number of students (Lund, 1997; Hensley, 1997).

Although there are a lot of good things about alternative assessments, we can't forget that some traditional ways of assessing, like standardized tests, are good too (Lund, 1997; Hensley, 1997). For Hensley (1997) a good balance of both types of assessment is the best way to go. Having alternative assessments in physical education programs can help program justification (Cutforth & Parker, 1996; Mustain, 1995) as well as communication with the parents, and affective instruction (Mustain, 1995).

Assessment and Student's Motivation in Physical Education

Physical education teachers have to find a way to motivate their students; a good way to do that is through the assessments used for class. The novelty of a new task is something that Doering (2000) found motivated the students who participated in her study. Other things were to know that they were helping others, working with peers, and being able to make independent decisions.

Students can get motivated with a little bit of independence and a chance to make their own decisions. This is possible with some types of assessments such as portfolios. Kirk (1997) states that those teachers that implement portfolios successfully into their lessons get their students to be more motivated and actively involved in the learning process. The majority of the students feel proud about their portfolios and respond favorably to the assessment process.

Another way of motivating the students is through continuous assessment and feedback. Students need to receive motivation and support from their teachers (Smith, 1997). This provides information to the students, letting them know their status and improvement in class (Shincariol, & Radford, 1998). Students get motivated when teachers encourage them to achieve expectations.

Shincariol & Radford (1998) and Smith (1997) found that motivation was also increased when students were allowed to record and track their progress. After getting used to the peer assessment, students were observed checking their sheets to see how they had done, and then discussing the results with their friends. Student's comments showed that they were not only motivated to

succeed but that they found the experience to be empowering (Smith, 1997).

According to Griffin (2002), perceived relevance of a test is essential for motivating students to demonstrate their "full repertoire of skills". If tests, such as many of those used to determine motor skill proficiency, are considered to be irrelevant or meaningless, students are likely to be unwilling participants, which compromises the actual validity of the test.

Conclusion

The purpose of assessment is to determine whether or not students have achieved the goals of instruction set by the teacher. Teachers need to move away from grading for participation and need to start grading for learning (Lund, 1997). If we want physical education to be considered as a valuable part of the school curriculum, we need to move towards a new direction in assessment (Lund, 1992; Matanin & Tannehill, 1994).

Assessment should be an integral part of good teaching and not used solely for the purpose of grading (Hensley, 1997). Assessment should focus on the knowledge of skills that are important to the discipline and promote the development of these skills and knowledge (Wolfe & Miller, 1997). Traditional tests should be replaced by tests that can be tied closer to instruction and that assess higher order cognitive skills (Hambleton & Murphy, 1992).

Griffin (1998) found that while skill proficiency is important, it is only one facet of game play. In team sports, a considerable portion of play occurs off-the-ball. In fact, off-the-ball movements and decisions made by supporting players are essential if a team is to be successful. Furthermore, students or players with a low degree of skill can still play the game if they have a tactical understanding of the game. Therefore, in studies of tactical approaches, game performance measures should not only include on-the-ball skills and decisions but also off-the-ball movements to account for the portion of game play that occurs away from the ball.

Authentic assessments help physical education teachers meet the demands of accountability placed on programs while at the same time providing direct evidence of student achievement (Lund, 1997). If we expect alternative assessments to live up to expectations, high quality assessments should be created or implemented accompanied by clear, meaningful scoring criteria. Many feel that

alternative assessments are better than traditional but not if they are not valid and reliable (Hensley, 1997).

Traditional assessments can also be used effectively and in combination with alternative assessments (Hambleton & Murphy, 1992). Teachers should use a variety of assessment tools, choosing, in each case, the mode of data collection that best captures intended knowledge and skills in their context of use. Sometimes the appropriate tool will be a more traditional looking quiz or examination (Shepard, 2000).

Teachers should put aside time restrictions when learning or implementing a new assessment and they need to be willing to make some changes. Assessments should change at the same time that society and education is changing (Veal, 1992). Veal (1988) explains that the challenge is to devise efficient, simple, and reliable ways to measure and record improvement, and then to teach those techniques to teachers. The very survival of physical education depends on how well we defined our purposes and outcomes and what methods we use to document the success of our students (Wood, 1996).

A good example of physical education teachers working to make assessment in physical education better is The South Carolina Physical Education Assessment Program, established in December of 1999. Their goal was to establish state level physical education program accountability by implementing standards, developing assessment materials, and making policy.

They developed assessment materials that didn't limit the curriculum to a single method of teaching or to a specific activity, but instead provided schools with the freedom to meet the standards through a variety of curriculum and instruction approaches. A standardized protocol for administering the assessments tasks and a scoring rubric for determining the extent to which students meet the performance criteria were vital to the development of assessment materials. In addition, the committee created a written test to assess the student's ability to design a personal fitness program and an outside activity contract with teacher confirmation, and it decided to use the Fitnessgram scores to assess the fitness level of students (Rink et al., 2002).

As we can see from the literature many perceived barriers are the cause of why many physical education teachers don't use more alternative assessments in their classes. Some of these perceived barriers are: time (amount of time students spend in physical education as

well as the time it takes to assess the students), materials, assessing for grading, effort and participation of the students, and motivation.

Statement of the Problem

Literature guided towards physical education assessment usually discusses the different types of alternative assessments that teachers should use and why more physical education teachers are not using them. The literature also tells us the benefits of using alternative assessments in physical education, but the writers are forgetting to talk about something more important: In spite of all the barriers, why do some physical education teachers still use alternative assessments?

The purpose of this study was to determine what motivates physical education teachers to use alternative assessments despite all these barriers. Learning about their experiences and understanding what these experiences meant to them may shed light on what drives them to persist in the use of alternative assessments.

Significance of the Study

There is a significant amount of literature about the different types of assessment that physical education teachers can use in their classes. There is also abundant literature explaining the different types of alternative assessments that teachers can use and how to implement them in their classes. Despite all this literature the majority of physical education teachers are still using traditional assessments in their classes if they use any assessment at all.

Eight physical education teachers who currently use alternative assessments in their classes were interviewed. The emphasis was on what experiences motivated these teachers to start using alternative assessments at their schools. The results of the study may help researchers, universities, and schools to understand better how they need to approach their teachers regarding the use of alternative assessments or what do they need to do to motivate physical education teachers to start using these assessments at their schools.

Today, members of our society are still questioning the importance and relevance of physical education classes at the schools. This problem can be partially resolved if physical education teachers start using assessments that will help them structure their classes and that will help

their students to learn. These is usually possible with the implementation and use of alternative assessments.

Research Questions

The five research questions that guided this study were:

1. What were the factors or experiences that led each subject to the use of alternative assessments in their classes?
2. What did these experiences mean to them?
3. What barriers did they find when they first started trying to implement alternative assessments in their classes?
4. How did they succeed in overcoming these barriers?
5. What do these teachers think is a good way to motivate teachers or college physical education students to start implementing and using alternative assessments in their classes?

Limitations

The limitations of the study are:

1. The experiences of these teachers does not imply that all physical education teachers that use alternative assessments in their classes had the same experiences affect their use of assessments (Bogdan & Biklen, 1998).
2. With teachers that had been teaching for a longer period of time, the passage of time can cause a failure in memory and a misinterpretation of past events (Seidman, 1998).

CHAPTER 2

Methodology

The purpose of this study was to determine what motivates physical education teachers to use alternative assessments despite all the barriers. The research methodology that was used to address the central research questions was qualitative and it entailed in-depth interviewing. In depth interviewing is used to understand the experiences of people and what meanings they make of those experiences (Seidman, 1998). The interview is used to gather descriptive data in the subject's own words so that the researcher can develop insight on how the subject(s) interpret some piece of the world (Bogdan & Biklen, 1998). The experiences relating to this study were the ones that contributed to the use of alternative assessments by these teachers. The researcher used school visits, phone interviews, and emails to help her better understand the every day reality experiences of these teachers.

The subjects chose the time, day, and place for each interview. The personal interviews were tape-recorded and later transcribed by the researcher herself. In the phone interviews the researcher took notes while talking to the subjects, then put the notes together and finally emailed the interviews to the participants to check their accuracy.

Open-ended questions were used to allow the participants to talk about the area of interest and then the researcher probed into topics and issues that the participants had initiated (Bogdan & Biklen, 1998). As Seidman (1998) explains, the researcher must approach the data with an open attitude, allowing what is important and of interest to emerge from the data. After the interviews the researcher sent the participants a gift certificate to thank them for their participation in the study.

The researcher wrote down comments and observations during the interviews. As suggested by Koch (1994), the researcher must keep notes of personal perceptions and prejudices related to the research. The notes allow for a more thorough analysis via reflection, helping to remove any presuppositions from the interpretations and providing a deeper understanding of the phenomena.

Participants and Setting

To select the participants the researcher used purposeful sampling as a strategy to find teachers to participate in the study. She started by sending out emails to other physical education teachers, professors and colleagues explaining her research questions and the basic premise of her intended study.

The finding of the subjects was not easy; teachers were not responding even those that were highly recommended. Finally the researcher got in contact with a list of physical education coordinators in the state of Florida given to her by a colleague who was researching physical education teachers as well. After that, things got easier; teachers started responding and saying that they wanted to help me but that they needed to know the details. Other teachers also responded just to say that they were not interested or to tell me about someone who they thought would be interested.

After they responded to the mass email, the researcher asked them specific questions regarding their use of alternative assessments like how often they were used, and which alternative assessments and traditional assessments were they using. The researcher was looking for the teachers that used only alternative assessments or that at least use many of them in their classes.

Not all the teachers that responded were qualified or, after knowing the details of the research, were interested in participating. Some of the teachers that were not chosen to participate were using alternative assessments but the majority of the assessments that they were using were traditional.

The researcher thought that finding subjects was going to be the easiest part of the research but it turned out to be the most difficult and frustrating one. While the majority of participants were found this way, several participants were found through simple "word of mouth" in the physical education community. Bird was referred by the first physical education teacher that I interviewed, and a colleague knew Mora and told me about him.

The subjects were sent a preliminary email asking if they would participate in the study. The purpose of the email was to inform the participants about the nature of the study and to determine if the participant was interested in the research. The participant must understand the study and his/her role in the study. Interviewing takes a large period of time, both for the researcher and the subjects. It is important that the

participant feels comfortable in the setting (Seidman, 1998). After their acceptance, the researcher contacted the subjects to determine the date, time, and setting for the interviews.

The researcher guaranteed confidentiality by assigning all participants pseudonyms. The locations where the experiences of the participants occurred were described in broad terms so readers would not be able to determine the exact place where they happened.

The selection of participants for an interview study is different from those of an experimental study (Seidman, 1998). The quality of the experiences is the most important factor, and not the number of participants (Patton, 2002). The number of participants is determined when there is a saturation of information. At this point in the study, the researcher is hearing the same information reported. The data collection begins to produce only small amounts of new information compared to the effort required to get the information (Seidman, 1998). After interviewing eight subjects the researcher started to listen to the same things over and over again, it was almost the end of the semester, and it was getting really difficult to find more teachers, so she decided to end the interviews with eight participants.

The participants in this study were five females (Tavi, Lynn, Bella, Dory, and Carli) and three males (Bird, Ian, and Mora) between the ages of 31-60 (see table 1). Tavi is a high school teacher with a Bachelor's Degree in Physical Education. She has been teaching for 36 years, and once came up with minimum standards for all her grades and sports right before the Sunshine Standards came out. The thing that impresses me about her was that she would discuss fitness, health, and physical education articles with all her classes everyday at the beginning of class. Some of the alternative assessments that she uses are written essays, challenges, open discussions, written tests, and opinion papers.

Table 1

| Subjects | Years of Teaching | Gender | Grade Level | Degree | Alternative Assessments |
|-----------------|--------------------------|---------------|--------------------|---|--|
| Tavi | 36 | Female | High School | BA in Physical Education | Written essays, challenges, open discussions, written tests and opinion papers |
| Lynn | 23 | Female | Elemen. School | BA in Physical Education and Master's in Health Education | Written assignments, written essays, portfolios, peer assessments, authentic assessments, performance assessments and journals |
| Bella | 11 | Female | Elemen. School | Master's in Teacher Education in Physical Education | Oral discourses, exhibitions, peer assessments, authentic assessments, performance assessments, journals, written illustrated gymnastics routines, self evaluations and written tests. |

Table 1 Continued

| | | | | | |
|-------|----|--------|-------------|--|--|
| Dori | 15 | Female | High School | Education Specialist | Electronic portfolios, peer assessments, projects, authentic assessments, tests that include short answers, discussion forums, and the Internet for references |
| Carli | 10 | Female | High School | BA in Communi. and education endorsement to teach physical education | Exhibitions, and performance assessments |
| Bird | 36 | Male | High School | BA in Physical Education | Written tests, go-home journals, authentic assessments and peer assessments |
| Ian | 15 | Male | High School | BA in Physical Education and Health K-12 | Oral discourses, portfolios, authentic assessments, individual and group projects, and the Internet for references |
| Mora | 25 | Male | High School | PhD in Physical Education | Portfolios |

Bird has been a high school physical education teacher for 36 years and he is really interested in martial arts and the development of the mental aspect of the student's learning. He has a Bachelor's Degree in Physical Education and was referred by Tavi since they work together at the same school. From all the teachers that were interviewed, Bird was the only one who really didn't use any traditional assessments. Finding him the way I did made me think of all the physical education teachers that are out there and use alternative assessments only but wouldn't respond to my email or maybe live in another state. Some of the alternative assessments that he uses are written tests, go-home journals, authentic assessments, and peer assessments.

Dory has been a high school teacher for 15 years and she has an Education Specialist Degree. The school where she used to teach at received the Governors Council Model Physical Education Award for two years and one of her interns now sits on the president's council. She also wrote grants for pedometers and heart monitors for her students and opened a new mega high school within 2-3 years as a department chair. Some of the alternative assessments that she uses are electronic portfolios, peer assessments, projects, authentic assessments, tests that include short answers, discussion forums, and the Internet for references.

Ian has been teaching high school physical education and health for 15 years and he has a Bachelor's Degree in Physical Education and Health K-12. He is very interested in helping students that are not athletically inclined to be successful in the physical education class. Some of the alternative assessments that he uses are oral discourses, portfolios, authentic assessments, and both individual and group projects where students need to use the internet as part of their references.

Carli is a high school teacher who has been teaching physical education for 10 years to students with disabilities. She feels that the assessments that better measure her student's progress are alternative assessments. In her opinion traditional assessments do not measure the physical and mental abilities of her students. Some of the alternative assessments that she uses are exhibitions, and performance assessments.

Mora is a high school teacher with a Ph.D. in Physical Education and he also coaches volleyball at the same school. He has been teaching and coaching for 25 years. He was the only participant who instead of teaching in Central Florida, was teaching in North Florida. He also

had experience coaching volleyball at the college level. He used portfolios as part of his assessments.

Lynn is an elementary physical education teacher who has a Bachelor's Degree in Physical Education from Greenville College and a Master's Degree in Health Education and has been teaching for 23 years. She works with 250 students at a cross-country program in her school and also has Jump Rope for Heart at her school. Some of the alternative assessments that she uses are written assignments, written essays, portfolios, peer assessment, authentic assessment, performance assessment, and journals.

Bella has been an elementary physical education teacher for 11 years. She has a Bachelor's and Master's Degree in Physical Education from Florida State University and has student teachers at her school. She has always sought out ways to authentically assess students in order to meet student's needs and the lesson's objectives. Some of the alternative assessments that she uses are oral discourses, exhibitions, peer assessments, authentic assessments, performance assessments, journals, written illustrated gymnastics routines, self-evaluations, and written tests.

The settings were all different. For the first and second interview (Tavi and Bird) the setting was a high school in central Florida where these two teachers were teaching. The majority of the students at this school were Caucasian and middle class; there was also a high population of Mexican students. I interviewed Tavi in a classroom where she sometimes meets her students and then we went to the field where her students were playing Ultimate Frisbee. None of the physical education teachers had an office at the moment since they were doing some construction work at the school and their offices were part of it. The classroom was a regular one with nothing on the walls or anywhere else related to physical education.

The interview with Bird was at the teacher's lounge beside the school's cafeteria. Some teachers were having lunch at the lounge when we were there and some students were in the cafeteria also, lots of noise.

For Lynn, Bella, Dory, Ian, and Carli's interviews there were no settings since all of them were phone interviews. The setting for Mora's interview was a high school in North Florida where the teacher was coaching and teaching. The students at this school were mostly Caucasian and middle class. The interview was in his office at his lunch hour and right before one of his classes. His office was well organized, with a computer

and various sport and physical education posters, specifically volleyball.

Interview Format

The researcher prepared an interviewed guide that consisted of a list of the questions that were explored during the interview. The guide was given to a panel of experts for their comments and suggestions about the questions and topics to be discussed. The open questions established the subject area and allowed the participants to explore the area, as they desired. This allowed the interviewer freedom to establish a conversational style and remain focused on predetermined subjects (Patton, 2002).

The questions allowed the participants to reconstruct their experiences with the use of alternative assessments in physical education and what was important to them (Seidman, 1998). In the first and second interview the question guide was difficult to use since the teachers started talking about physical education and assessment in general and because of this the researcher either forgot or didn't have the chance of asking some important questions. After this experience the question guide was used so that the researcher would be sure that all the questions needed were answered. A copy of the question guide can be found in Appendix B of this document.

Tavi, Bird, and Mora's interview were the only ones that were tape recorded since the other ones were phone interviews. During the phone interviews the researcher was writing notes and when the interview was over the researcher put the notes together and wrote them down in a question-answer format.

Questions were asked about the use of alternative assessments in general, barriers that the teachers found when trying to use or implement alternative assessments, and ways that they could think of motivating teachers and new physical education teachers to use alternative assessments. The researcher wrote down information, questions asked, responses, researcher comments and demographic information. A transcript of the emails, and interviews can be found in Appendix C.

Data Analysis

"Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others" (Bogdan & Biklen, 1998, p.157). After the researcher interviewed each subject, she transcribed and analyzed the interviews. Then they were coded for content and examined for the meanings and its particular implications for the research at hand.

Bringing data together that relates to the same context, will form categories. The researcher found categories in the data and connected threads and patterns in those categories into themes (Seidman, 1998).

The researcher will not enter into data analysis with a set of hypothesis to test or a developed theory. The researcher will approach the data with an open attitude, allowing what is important and of interest to emerge from the data (Seidman, 1998). The discovering of patterns, themes, and categories in the data can be called inductive analysis (Patton, 2002).

This qualitative analysis was inductive in the beginning stages of developing categories and themes for the study. After the interviews were transcribed, categories and themes were developed. The researcher read her transcripts over and over again. While reading she found that there were things in common between transcripts. That is when themes and categories started emerging. The researcher started separating these themes and categories and tried to relate them to the research questions and the literature review.

The researcher used two criteria when sorting themes into categories. The first criterion was internal homogeneity, the extent that the data belonged in each category. The second criterion was external heterogeneity, that the differences among the categories are clear (Patton, 2002).

Trustworthiness

To ensure credibility, the researcher spent enough time with the participants to be certain that the experiences and meanings were thoroughly understood and were not affected by the preconceptions of the researcher (Patton, 2002). Another aspect of credibility entails member checking. Member checking assists with the validation of interpretation. Member checks consist of taking the data and tentative interpretations back to the person from which they were derived and asking them if the results were plausible (Merriam, 1988). The researcher did member checking by emailing the transcripts of the interviews and the results to the participants and asking them if the results were plausible. All of them agreed with what was sent to them.

Transferability is the extent to which the results of the study can be applied to other settings. The researcher must provide enough rich description to allow the reader to be persuaded by the meaning, fullness, and value of the results. This rich description includes the participants, their experiences, the setting, and the procedures involved in the study. This rich description allows the reader to make the determination about whether the results of this study can be transferred to other situations (Patton, 2002). In this study the researcher tried to be as specific and descriptive as possible when talking about the participants and the interviews.

CHAPTER 3

Results and Discussion

The specific research questions asked in the study offered a framework to incorporate the information presented in the review of literature with that of the findings. Themes and categories emerged from the study. The categories emerged from within each theme were those that the researcher found most beneficial. The five emergent themes are as follows: experiences, rich variety of assessments, overcoming barriers, making instructional decisions, and motivation.

Experiences

Some of the teachers had specific experiences that led them to the use of alternative assessments in their classes but the majority just mentioned different factors that influenced them in the use of these assessments. Carli felt that she needed to use alternative assessments because of her student's disabilities:

I work solely with students with mental and physical disabilities. Traditional assessments do not measure their physical and mental abilities.

Ian felt that with alternative assessments he was helping his students since these assessments were fairer to them:

I started using alternative assessments to be fair to all my students, especially those that are not athletically inclined. Some students are very athletically inclined, therefore, they would score extremely well on traditional methods; while others are not and their grades will be lower, even though they understand the concepts. Is it fair to punish students for not being athletically inclined or for never having a previous experience? I don'' feel it is.

Two specific experiences are the ones that Lynn and Dory talked about both experiences are related since they are about presenters in conventions. Besides getting ideas from physical education magazines this was Lynn's most influential experience:

The most influential thing that happened to me was attending the US Physical Education Convention held in Orlando 8 years ago. Everyone attending that convention was in a small group that discussed

physical education concerns. It was so neat to have this communication. Ideas from the groups were shared with leaders of the convention. Workshops were fantastic. Rae Pica did one on Pre-K. George Graham was there. There were sessions on doing portfolios. The keynote speakers were gifted speakers that talked about physical education relating to society such as teaching rollerblading. There was a fantastic teacher from Arizona that was donating her year of teaching because there was no money for physical education. Anyway, a lot of textbook authors were presenters.

Dory always tries to go to at least one conference per year and this is what she said about her most influential experience:

If you have ever heard Beth Kirpatrick speak or read her book "Lessons From the Heart" or on using the heart monitors you would understand why as a profession we need to move towards authentic assessment. She just made sense. She was the icing on the cake. I really came to the conclusion that often what we set out to assess is not what we are assessing.

Rich variety of assessments

Teachers were using a variety of assessments that can be divided into traditional assessments and alternative assessments. Even though all these teachers, except Bird, were using traditional assessments, the majority of their assessments were alternative. Although there are a lot of good things about alternative assessments, we can't forget that some traditional ways of assessing are good too (Lund, 1997; Hensley, 1997). For Hensley (1997) a good balance of both types of assessments is the best way to go.

Traditional assessments

The traditional assessments that were being used were skill tests, dressing out, participation, effort, fitness tests, and true and false quizzes. Some traditional assessments like skill tests, physical fitness tests, and true and false quizzes, do not appear to measure achievements that should be important (Doolittle, 1996; Hensley, 1997).

Many physical education teachers are assessing their students on effort and participation, excluding student's cognitive, affective and motor capabilities (Doolittle, 1996; Wood, 1996; Matanin & Tannehill, 1994). Contrary to

this, the teachers in this study that were using participation and effort as part of their grade were also assessing their students using alternative assessments.

Even though Lund (1992) tells us that grading students based on participation, and dressing out weakens the recognition of physical education, Lynn justifies how she grades on effort and participation:

I use effort based upon improvement on aerobic conditioning. This shows understanding of an active lifestyle. If they aren't active, most people have difficulty improving. My elementary students do not change clothes for physical education, but I require them to wear shoes that give good support. If they are wearing a dress or wear inappropriate shoes, they are not allowed to participate for that class. That is part of the affective grade which consists of participation, attitude, and working well with others.

And so does Dory when asked why she used dressing out, participation, and effort for grading:

To stress the importance of appropriate attire for activity and the safety issues surrounding it. I want the students to attempt all tasks so points are awarded for such, or you may get no compliant kids. Effort is mixed in and sometimes intertwined with behavior as they no longer do conduct and it is a way to emphasize teaching responsible behaviors, respect and tolerance within the class.

Dory also explains that she doesn't use true and false quizzes but she uses true and false as part of her tests:

True and false questions are a small portion of some cognitive tests I give and it is mainly a check for understanding to see if such students comprehend basically myths, false statements for true.

Bella was not using dressing out or effort but she couldn't keep quiet about what she thought about that:

I have always thought that grading upon one's ability to change clothes was stupid, and effort is a subjective concept to me, so how could you really based a grade completely on this?

Fitness tests but not for grading. What was interesting was that the teachers that were using fitness tests were not using them for grading. Mora was using them to inform the students their fitness level so they knew where to start on their personal fitness program:

It is also important to have the fitness test (pre tests and post test), the pre test is an assessment that will show the students where they are in relation with the national mean and a starting point for their own personal fitness program.

Lynn explains here what she was doing with it:

The Fitness Gram is sent home, I never use fitness tests for grading purposes. I measure improvement in their aerobic capacity, as each class has some time devoted to that area. I do expect students to improve in performance from the first time they do the pacer, or mile, to the second time. I use fitness tests to inform parents and educate students about the need for activity and proper nutrition.

I give the Fitness gram twice a month to student's 2-5 grades, once for students K-1. Students in grades 4-5 do their own personal assessment and I have a paper they fill out. When the students are involved in self-assessment they can take personal responsibility for fitness and skill development. The entire fitness sheet goes home.

And here is what Dory said:

The Fitness Gram Test and the Tri-Fit machine is only used to teach students how to assess their level of fitness and it is used primarily for them to set goals and work toward getting in the healthy fitness zone. Helping students to self assess and develop their own personal fitness plan and to understand the health fitness connection.

Contrary to what Gallo (1999) said about students left wondering about their improvements and their level of accomplishment in the class, these teachers were informing the students of the results of their assessments, and how they were improving or not.

Alternative assessments

Between all the teachers there was a rich variety of alternative assessments being used. The alternative assessments use by these teachers include: tournaments, written essays, written exams, challenges, authentic assessment, self assessment, written assignments, daily

activity sheets, portfolios, peer assessment, oral discourses, exhibitions, performance assessments, written and illustrated gymnastics routines, electronic portfolios, individual and group projects with rubrics or internet references, discussion forum, and fitness plans. I never thought I was going to find such a variety out there.

Tavi included four questions in her written exams: My exams include four questions that they respond in small paragraphs. One of the questions deals with sportsmanship, one of them deals with teamwork, and the other two are related directly to the sport they are playing. We are trying to improve their writing and reading skills. This is 25% of their grade.

Lynn would ask for written assignments where her students will write down how they will tell a friend how to do a skill or play a game:

I have had students write how they will tell a friend how to do a skill or play a game.

She also had them keeping all their papers in a portfolio:

Our portfolio is a collection of their papers and is carried over to other years. Sometimes students record their physical fitness scores and evaluate their fitness, then they place them in their personal portfolio and it is used till they leave our school

Portfolios can include endless types of information, and it is one of the most used and flexible forms of alternative assessments (Lund, 1997; Zhu, 1997). She was also doing journals, peer assessments, and self-evaluations:

I do from time to time have students watch a partner for skill correctness. I tried paper and pencil peer assessment once but it is not easy to do, as it requires clipboards and pencils when we are on the field. It is a lot of set up when I have three more lesson plans with different equipment in the same day.

I am involved in team teaching with archery. Sometimes I have students score themselves, but we are running out of days this year so probably won't be able to do that.

Dory was doing two things that the other teachers were not doing, electronic portfolios and discussion forum:

Students submit an electronic portfolio at the end of the year and it includes a folder for each subject

they take. I also use peer assessment, projects, and I run a discussion forum where I am checking for comprehension on their responses and I give them bonus points if they cite an Internet reference.

Another way of doing portfolios is the electronic portfolio, where students can save their information in an electronic file (Mohnsen & Mendon, 1997). Some of the benefits of the portfolio, explains Melograno (1994), are that students can present a variety of work, it encourages students to set their own goals, it individualizes teaching and learning, focuses on collaborative assessment, and concentrates on improvement, effort and achievement.

Bird used authentic assessment with his students. In authentic assessment the ultimate goal of the teacher is translating the learning experience into the ability to participate in a game.

In the martial arts you have different things that you can do; body movement, you teach them skills, you teach them how to use the skills, and you can assess on how good you use those skills when you are with somebody else like if it was in real life.

Here is what I wrote about Bird in one of my observer's comments:

He is very interested in the mental and cognitive area of the teaching learning experience. That is why he always tests his student's knowledge with written tests and assignments.

Using without knowing. Some teachers were using alternative assessments without even knowing it, since they didn't know the terminology. This is what I wrote in my observer's comments about this regarding Tavi and Bird:

As I was driving back home these thoughts came to my mind: These two teachers have been teaching for over 30 years and sometimes I could see that they didn't know some terminology for alternative or traditional assessments. Sometimes they were using alternative assessments but they didn't know that that is what they were using like Tavi with the reflection papers, and Bird with the journals, that he was calling daily logs.

Tavi was asking the students for summaries of magazine and newspaper articles related to physical activity but she didn't mention this to me in our emails:

I think I have mention to you the short essays and stuff like that. On my particular class, on Mondays I

usually take an article from the paper that has to do with obesity, blood pressure, or something that I think that they can avoid and I read it to them and then they give me a four sentence summary, opinion, or reflection of it and turn it in. On Tuesdays and Fridays I give them a newspaper and they can get any article they want related to health, fitness, physical education or sports and read it and give me a summary, their opinion or reflection of it. Then on Wednesdays and Thursdays we listen to a book on tape, which is what we are doing today, sometimes I ask them questions about it and sometimes I don't.

Bird was using a journal but he called it "daily logs":
I am really interested in student's physical activity that is why students keep a daily log with the activities they do outside school, what they eat, how much time they spent on the computer, and how much time they sleep

Overcoming barriers

What makes these teachers special is that they overcome the barriers that they found or still find when implementing or using alternative assessments. They know the importance of these assessments and how beneficial they are to the students.

One of the biggest barriers were the students. They don't want to try new things and sometimes they can make the teacher's life miserable by not wanting to participate. This is how Tavi deals with these situations:

They protested a lot at the beginning. It took a while, you know, to tell them we are trying to help them, so now they are use to it. There is always trouble with the students, they are used to do things one way so then they ask why they have to do things this way now. You need to keep using the assessments and the students will get use to them. Also if you explain why are you doing this and you explain the benefits of doing things another way, they will usually be more acceptant. If you are trying to make some changes and they don't happen you just have to keep going.

Bird looks at it this way:

I think that the most important thing is that you show some enthusiasm on what you are doing and that they know that you are doing this for their good.

Although Dory mentioned many barriers she was lucky in the sense that her school lets her explore:

The school I am at allows me to be it trial error, to explore options where at a lot of school jobs you are locked into a routine. I have the creative freedom to set the standards.

Bella didn't give up and learned herself:

I had limited familiarity with this leaving college and just chose to experiment with different assessment strategies. I have consulted books, peers and generated ideas from conferences about the different assessments I have used.

Persistence and doing what is right.

For other teachers, like Lynn and Dory, staying focused on doing the right thing was what helped her overcome barriers:

I am focused on doing what I think is right. What kind of a physical educator will I be if I didn't want to do my best for the learner? I put a great deal of time in preparation for classes, therefore I expect my students to learn.

In my heart I realize it is a better form of seeing the total child, their strengths and weakness. Part of what I do is increasing my student's awareness and let them truly understand cause and effect.

For Tavi it was all about persistence:

Basically we have altered as the times has altered but we have always been very interested in not just throwing the ball out and let them play, which unfortunately a lot of people still do. But we always have been interested in advancing the kids as much as we can mentally and physically. The teachers have always gotten together and talk about new ways of assessing and teaching and we always had.

Want to know if they know

When Bella was asked why she kept using alternative assessments despite the barriers, she answered:

Because I need to know for myself if the students are learning. It is pointless just to have the students busy, happy and good. I need to know for myself if they are being educated.

Bird said:

I want to know if they know the material, if they know what are they doing and why are they doing it

Lynn said:

I also use assessment to measure learning, which I translate into a grade.

When Dory was asked about the purpose of assessment this is what she said:

The purpose of assessment is to evaluate a student's strength and weakness and their comprehension and understanding of the content. It is important to access a student's learning style. I want to know what was comprehended and if my students are able to apply these competencies to real world/issues problems.

And Ian said:

I use assessments to see if students understand the material the way I expect them to, to determine what each student has comprehended

It looks like alternative assessments are a better way to measure the students learning, with them you really know if your students have learned the material.

Helping students and informing

These teachers also overcome the barriers that they found because they were really concentrated in helping their students, and for them alternative assessments is the best way to help and inform them. This is what Tavi had to say:

We try to help them and get better if they didn't do very good in a specific area. If it is a physical test we give them immediate feedback after their performance. I also use it as a motivation tool. The

purpose is to help them get better, to motivate them, and to let them know their progress.

This goes hand in hand with Smith (1997) who said that another way of motivating the students is through continuous assessment and feedback, and Schincariol & Radford (1998) who said that feedback provides information to the students, letting them know their status and improvement in class.

Lynn and Bella focus on helping their students with their needs. This is what Bella said about that:

I always have sought out ways to authentically assess students in order to meet the student's needs and the lesson objectives.

Carli used them to inform about progress:

The information I get from alternative assessments is documented in order to show my fellow teachers, administrators, and sometimes parents and students, the progress of the students and the improvements (or lack there of) he/she are making.

Dory said this about helping her students and also how alternative assessments help the students that are not athletically inclined:

I am here to help them learn about themselves, these are life lessons and I feel confident that most of my students reluctance in the beginning are due to this is how we have always done it mentally and now have a new awareness about personal fitness and the health/fitness connection and how they are truly responsible for their wellbeing starting of with lifestyle choices.

I also have a student population that are the computer geeks so to say and they never really had a positive experience and were teased a lot in their traditional physical education class. So I feel if I don't awaken them and provide a positive experience they will be more kids joining the rolls of inactivity and having significant medical issues as they age. My students would rather play on their computer than go outside, so I have to be creative to get their attention.

Making instructional decisions

For some of the teachers, alternative assessments help them to make instructional decisions that sometimes deal with their teaching, the teaching strategy that they are using, the curriculum, and the physical education program. This is what Bird said about this:

Basically what I look for is to see if they got what I taught, what did they pick up and do I need to go back and review the material, the program, and where do I need help and where they need help.

I try to make changes, try to find a better way of teaching with always a positive attitude, a way for students to remember and at the same time have a positive attitude towards what you are teaching them.

Bella said:

I use alternative assessments to evaluate the improvement and learning gains of a student and to judge, modify or remediate a lesson based on the student's performance/learning.

I modify, extend or re-teach lessons if students didn't get it. I reduce or devote more time in the curriculum to the concept based on the results. Teaching is altered based on the results.

Dory said:

The purpose of assessment is to measure the student's gains or shortcomings and to adjust curricular needs and challenges for them. Assessing the application of concepts and skills needed towards a productive and healthy lifestyle.

Ian said:

If the majority of students didn't do well on the assessments, that means I didn't do my job and I would have to re-evaluate my teaching method on that particular unit. If it is one student, I need to find a way to motivate that student to do better. I use the information I get from assessments to evaluate my teaching.

Motivation

Teachers had some difficulty answering the question about ways of motivating teachers and college students to use alternative assessments. Ian even said that there was nothing that could be done with the current teachers:

Nothing can be done to motivate teachers. Either a teacher wants to become a better educator or they still want to have an easy day.

But he had something to say about future teachers:

If teachers are taught to use alternative assessments as a course, and are encouraged during their internships maybe it will become the norm.

Education was one of the motivation tools that almost all the teachers mentioned. Veal (1998) says that teachers will do more if professional preparation courses were better structured to bridge the gap between theory and application. This is what Tavi said:

The only thing that I can think that might motivate other teachers is to see it in action, see it being successful.

Bella said:

Increase the exposure they have to the topic. Give them success in administrating the assessments, and just attempt to sway their belief system, that this is the norm and what is educating for learning.

Carli said:

The main thing that can be done to motivate teachers to use alternative assessments is to educate and show them what an effective method it can be.

Dory talked about education as a motivation tool too but she also talked about how teachers should go to conferences, have more time to evaluate their assessments, and be backed up by administrators:

Teach them why it is important and hopefully they can reeducate their colleagues when they go out into the workforce.

Physical education students and teachers should be required to stay abreast of current trends and attend at least one professional conference a year.

We need to take a stand as a profession and be backed by administrators; we need to be acknowledged as peers and professionals.

Provide teachers with the time, resources, and training. Understand it is a lot of work to use alternative assessments and you must have preparation time and work time to do so.

Lynn talked about administrators too, but she also talked about tenure:

The bottom line is that school boards, superintendents, curriculum specialists, and principals need to become informed.

Teachers are not going to change unless they must account for their work. They will not attend in-service classes unless required. Get rid of tenure. I have had to work with people that were sent to my school because they were on tenure and needed a place to go. One person was totally incompetent, one had failed as an administrator and had an attitude, one believes in doing a job with the least amount of effort so he comes with the kids and leaves with the kids.

On her interview Tavi told me about a mandatory in-service that all the teachers at the school went to and how it worked:

The teachers took ten hours of classes on how to teach the students how to read better and write. All of the teachers are doing it now in their classes.

Time, personal philosophy and health-related physical education were other ways that Lynn mentioned to motivate current and future teachers:

The main problem with alternative assessments is that it takes too much time. Physical education teachers are not willing to work day and night and weekends like I do. I am internally motivated, but assessments can control your life. If the state is going to

require physical education accountability and the Counties are going to require reports, then physical educators will need more time to process those reports. Physical education teachers cannot do deskwork while kids are working, such as can happen in the classroom. Believe me, I have given vacation days to do assessments reports to parents.

College students should be challenged to behave like professionals. I personally think that every college physical education major should put in writing his philosophy of life, personal goals, and how this effects his/her teaching experiences he will offer his/her students. How is our philosophy and personal goals implemented into our curriculum and class management? True motivation and learning must be intrinsic. That starts with knowing who we are, what our strengths are, having personal guidelines and philosophy, and setting personal and professional goals.

Emphasis should be put in health-related physical education where everybody moves all the time and not on sports competition.

And last but not least be proud of who you are and what you are that is going to make you do good things for you and your profession. That is what all these teachers had in common, they were proud of being physical education teachers, and they were trying their best.

CHAPTER 4

Conclusion

The purpose of this study was to determine what motivates physical education teachers to use alternative assessments despite all the barriers that they find. The five research questions that guided this study were:

1. What were the factors or experiences that led each subject to the use of alternative assessments in their classes?
2. What did these experiences mean to them?
3. What barriers did they find when they first started trying to implement alternative assessments in their classes?
4. How did they succeed in overcoming these barriers?
5. What do these teachers think is a good way to motivate teachers or college physical education teachers to start implementing and using alternative assessments in their classes?

Some of these teachers had specific experiences that led them to the use of alternative assessments in their classes but the majority just mentioned different factors that influence them in the use of these assessments. Two teachers were influenced by presenters when they attended physical education conferences. In these conferences they learned about the use of authentic assessments and relating the physical education class to society. This is why they think that it is so important to involve present and future physical education teachers in conferences and workshops.

For other teachers, the use of alternative assessments started because they were trying to find a way to help themselves make instructional decisions that sometimes deal with their teaching, the teaching strategy that they are using, the curriculum, or the physical education program. They use the outcomes of the assessments to evaluate the improvement and learning gains of students and to judge, modify or remediate a lesson. One of them started using them because her students are disabled and for her, alternative assessments are the only way to go.

Alternative assessments helps them measure student's gain and shortcomings, it shows them if students learned the concepts and skills needed to live a productive and healthy lifestyle. If students don't learn, that shows the teacher that the lesson needs to be changed or that maybe there is a student that needs special attention.

A good example of how the teachers use the results of the assessments is how the majority of these teachers were

using fitness tests just to help their students and sometimes even inform the parents on how they can get healthier. Fitness test were important like for any other physical education teacher but not as an instrument to get a grade but as an instrument of getting students informed about their physical fitness and what can they do to make it better. For the majority, physical education should be more health related instead of sports competition.

I have learned so much from these teachers. It feels so good to know that there are physical education teachers that are doing their job, that are interested in their student's learning, and that are willing to sacrifice their personal time for the good of their students and physical education teachers in general. These teachers don't give up; some of them had many barriers on their way when trying to implement or use alternative assessments but they didn't care about them and just kept going.

They didn't give up just because the students were giving them a hard time and didn't want to participate; they instead explain things to them and at the same time taught with enthusiasm and positivism. After explaining to the students why the assessments are important and why the teacher was using them, the students are more willing to participate.

They are concentrated in doing what is right, in knowing if the students are really learning, and in helping and informing their students. This is why they explain the results of evaluations to their students right after the evaluation is over and that is why they come up with different assessment strategies which helps them evaluate learning and not just use it for a grade. For them the most important thing are their students, all these teachers are student centered. They are concern for their student's learning and that is why they choose to be persistant and keep doing what they are doing.

The support from the administration needs to be stronger, they need to be more involved in physical education, they also need to know what is going on in the physical education world, what is new, and what can be done to help the physical education teachers. More time is one thing that they can give these teachers, like one of them said, they don't get as much time as the classroom teachers to go over the assessments and evaluate them.

And they need time; these teachers are using the results from their assessments to evaluate their students, the curriculum and themselves. They modify, extend, or re-teach depending on the case. And that is what assessments

should be all about, using the results to evaluate and improve your teaching and curriculum

Even though one of the teachers talked about not having enough creativity sometimes, I thought that there were a huge variety of assessments being used by these teachers. There are some good physical education teachers out there but it hurts that it takes so much time to find them.

When asked about how to motivate other teachers or college students to use alternative assessments one of the participants said that if the teachers didn't have intrinsic motivation, nothing was going to make them change. But in the other side, this teacher as well as others thought that universities should prepare college students more on the use and importance of alternative ways of assessing their students as well as make them get to schools when these assessments are being used and see for themselves how effective they can be.

When college students go to the schools they usually don't get a good example from the teacher at that school. Some of the teachers that were interviewed even said that universities should teach a class on only alternative assessments so that way students can understand their importance and good influence in students.

Teachers should be obligated to attend at least one or two conferences a year and counties should provide workshops for their physical education teachers. If teachers don't do anything about staying informed about the newest trends and ways of thinking in physical education then the counties or districts should do it for them.

Just like me, these teachers can't believe that the majority of physical education teachers are still throwing the ball to the kids and that is it. One of the teachers even talked about getting rid of tenure, which in a way is not a bad idea since this can make the teachers work harder. Why should a teacher that is not doing his /her work stay teaching. Teachers should be accountable for what they do or in this case, don't do.

These teachers also agree on the concept that college students should be challenged to behave like professionals and that during the college years they should come up with their own teaching philosophy, goals and how is that going to influence your teaching. Teach them about being proud of the profession they choose, because if you do it right, the results are going to be incredible.

Recommendations for Future Research

- Since only eight teachers from the state of Florida were interviewed, a larger population and teachers from different states should be interviewed to find out more about teachers that are using alternative assessments.
- It will be interesting to see if physical education elementary teachers use different types and amount of alternative assessments compared to middle and high school physical education teachers. Research should be done about high school and middle school teachers separate from elementary physical education teachers.
- Observing how teachers use these assessments will help better understand these teachers and also we can see if these teachers are really using them or just saying that they are using them.

APPENDIX A: Human Subjects Committee Approval



UNIVERSITY
Office of the Vice President
For Research
Tallahassee, Florida 32306-2763

(850) 644-8673. FAX (850) 644-4392

APPROVAL MEMORANDUM

Human Subjects Committee

Date: 9/2/2003

Liovani Nazario

154-10 Herlong Dr.

Tallahassee, FL 32310

Dept.: Sports Management

From: David Quadagno, Cha;J)~ ~

Re: Use of Human Subjects in Research

The use of alternative assessments in physical education

The forms that you submitted to this office in regard to the use of human subjects in the proposal referenced above have been reviewed by the Secretary, the Chair, and two members of the Human Subjects Committee. Your project is determined to be exempt per 45 CFR § 46.101 (b) 2 and has been approved by an accelerated review process.

The Human Subjects Committee has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval does not replace any departmental or other approvals, which may be required.

If the project has not been completed by 9/1/2004 you must request renewed approval for continuation of the project.

You are advised that any change in protocol in this project must be approved by resubmission of the project to the Committee for approval. Also, the principal investigator must promptly report, in writing, any unexpected problems causing risks to research subjects or others.

By copy of this memorandum, the chairman of your department and/or your major professor is reminded that he/she is responsible for being informed concerning research projects involving human subjects in the department, and should review protocols of such investigations as often as needed to insure that the project is being conducted in compliance with our institution and with DHHS regulations.

This institution has an Assurance on file with the Office for Protection from Research Risks. The Assurance Number is IRB0000446.

Cc: Dr. Charles Imwold
HSC No. 2003.389

INFORMED CONSENT FORM
(SAMPLE)

I freely and voluntarily and without element of force or coercion, consent to be a participant in the research project entitled "The Use of Alternative Assessments in Physical Education."

This research is being conducted by Liovani M. Nazario, who is a graduate student in the department of Sport Management, Sport Recreation, and Physical Education at Florida State University. I understand the purpose of her research project is to better understand the use of alternative assessments in physical education classes. I understand that if I participate in the project I will be asked questions about my feelings about the use of alternative assessments and the use of assessment in general regarding physical education.

I understand I will be asked to participate in an interview with the researcher. The total time commitment would be about 45 minutes. If I participate in the interview, I will receive a transcript of the interview and a copy of the results and conclusions of the research. My questions will be answered by the researcher or she will refer me to a knowledgeable source.

I understand my participation is totally voluntary and I may stop participation at anytime. All my answers to the questions will be kept confidential and identified by a subject code number. My name will not appear on any of the results.

I understand there are benefits for participating in this research project. First, my own awareness about the use of alternative assessments in physical education may be increased. Also, I will be providing physical education professionals with valuable insight into the use of assessments in physical education. This knowledge can assist them in providing better courses at the college level or workshops to other physical education teachers.

I understand that this consent may be withdrawn at any time without prejudice or penalty. I have been given the right to ask and have answered any inquiry concerning the study. Questions, if any, have been answered to my satisfaction.

I understand that I may contact Liovani M. Nazario at 850-576-1737 or The Human Subjects Committee at 2035 E. Paul Dirac Drive Box 15,100 Sliger Bldg., Innovation Park, Tallahassee Florida 32310 for answers to questions about this research or my rights. Group results will be sent to me upon my request.

I have read and understand this consent form.

(Date)

(Subject)



APPENDIX B: Question Guide

1. How long have you been teaching?
2. How long have you been using alternative assessments?
3. What types of assessment, if any, were you using before you started using alternative assessments?
4. What types of alternative assessments do you use?
5. Do you use traditional assessments too? If the answer is yes, What type of traditional assessments you use and why?
6. What made you start using alternative assessments?
7. What barriers did you find when trying to implement and use alternative assessments for the first time?
8. What barriers do you still find when you use alternative assessments?
9. In the face of these barriers, why did you persist in using alternative assessments?
10. Why do you think that teachers do not use alternative assessments?
11. What do you think the purpose of assessment is?
12. How do you use the information you get from assessments?
13. What do you think can be done to motivate more teachers to use alternative assessments?

APPENDIX C: Interviews

Interview with Tavi

Date: May 6, 2004

I drove 3 ½ hours to interview Tavi. Once I got to the school she was waiting for me with the secretary who gave me a pass with my name on it. She was very nice to me and it was funny when she told me that because of my name she really didn't know if she was expecting a male or a female. She told me that she had like an hour before her class but that the school was under construction and that her office space and the places that she used to teach were all under renovation. This has been going for a year now so she wasn't too happy about it. We went to a room where we met with another physical education teacher. We started the interview in that room and the other teacher (Bob) looked like he was going to be part of the interview too. At first I didn't mind, I thought that he will be another participant for my research but then once I started asking him questions I knew that he was not what I was looking for my research. I tried to stay focus on her but it was kind of difficult with him in the room too trying to answer all my questions.

At the beginning of the interview she just started talking about how she has her groups playing flag football and how and why they are divided the way they are.

T: I take some of the teams to one field and he (Bob) takes the other teams to the other field and we divided them, we didn't have them pick, we divided them according to skill, and ability. There is a high skill in every team and a low skill in every team; we are trying to teach them sportsmanship and teamwork and how to make the team successful even if you have "sorry" players, sort of speak. And in then and so we give them a 5% skill grade and top two teams get A's, the middle two teams get B's, and the last two teams get C's, as far as skill goes, so that is how we are doing it, tournament related.

O.C.: This didn't sound to alternative to me, there are two teams that are always going to get C's. Somehow this didn't seem too fair to me, so I needed to ask her more questions about it to see if she maybe was looking at other things and not only who wins (even thou the reason that they will win was because they had really good teamwork and sportsmanship) or not.

R: Would some of the get to do the scoring or...

T: No, they all play

R: They all play?

T: They all play, and he (Bob) watches one field and I watch the other one, you know, and try to intercept arguments and stuff like that. I will hang out at one game until there is a problem at the other and then I will go to the other game and hang out there until there is another problem. These classes are fairly good, you know, as far as the kids been cooperative. My final exam is going to be basically four questions, they are going to have to respond in FCAT small paragraphs and one of them have to deal with sportsmanship, one of them have to deal with team play, one of them have to deal with throwing the Frisbee, and the fourth one I can't remember right now but it is around those lines cause we are trying to improve their writing skills as well as the reading skills. So that will be not an essay type of evaluation but close.

R: How much percent of the grade is that?

T: Oh that is County that is 25%

R: Oh, OK

T: We have no choice on that

R: And then, what is the rest of the percent for the final grade?

T: The rest of the final grade will be, they have, well we are in block scheduling, are you familiar with that?

R: Yes

T: All right, this particular class started up in March, they had a grading period that ended two weeks ago, and then they have another grading period that ends at the end of May. So those two grades will be averaged and that will count as 75% of their final grade, and the exam counts 25%.

R: The exam, will it be on one sport specifically?

T: It will be, well this one will be on Ultimate Frisbee for me, and I am not sure what he (Bob) is going to do. In my first period we are having Ping-Pong, horseshoe, and also paddle ball. Their grade is going to be determine for just the ping pong part grade in ability groups since some of them can play pretty well and some of them have never play at all. I have them in three groups so every time they got a win they get a point towards their skill grade and then if they beat everybody on their group they can challenge someone in the next group up and try to get into that group. If they beat them then they get into that group and the other person kind of goes down. But this is just a small part of their grade, the majority of their grade is they get a 100 points a week, and 20 points a day.

To get the whole points they have to dress out, do their warm up activities and that includes sit-ups, push-ups, stretching, running, and then they have to participate in the activity, and if they do all that then they get the full credit for the day. If they don't dress out they still have to participate but they can only get 25% of the grade for that day, in other words 5 points. At the end we will have 4 of those weeks so it will be a 100 points, a 100 points, a 100 points, a 100 points, and then they also have a 1 minute sit-up test, a 1 minute push-up test, a flexibility test with a sit and reach box.

O.C.: At this moment I was so confused and kind of mad at myself because I was not getting what I wanted, most of this was about traditional assessments (dressing out, participation, fitness tests, etc.), and that is what I didn't wanted to hear about.

R: Is that every week?

T: No; that is every grading period. That is every four weeks and that counts 30% of the grade. All of those average in, their daily grade counts 65% of the grade and then they get a 5% skill grade, so that is basically a grading. On personal fitness, which is a different class, which I am not teaching any of those this term, I taught two last term, and I grade totally different because we are in the classroom every day for about half and hour, so they have more cognitive grades in there, but they still have the same fitness grades, there is no games or playing or anything, they just work on fitness each day and then they go to the classroom so then they will have written tests.

ways of teaching so I am really glad that I got to interview him. I don't know if I am going to be able to understand him in the tape recording since he talked really low and slow, he is kind of old, but I am really glad, he is just amazing. He said that since the kids come here from middle school, he likes to extend what they already learned in middle school. He likes to think of himself as a teacher that is extending and expanding the kid's knowledge. He really wants the students to learn and to apply what they learn outside school. He is very interested in the physical activities that the children perform outside of school and that is why they have to keep a journal with the activities that they do outside school, what they eat, how much time they spent in the computer, and how much time do they sleep. He also thinks that the administration doesn't care because they don't see the relationship between physical education and

physical activity. Also when I asked him why the physical education teachers don't use alternative assessments he said that is was because it was easier to use traditional ones, and because the students make it difficult for the teachers. Sometimes teachers try to use new assessments but the students start wining and for the teachers not to deal with them, they stop using them. Also some classes are too overcrowded and teachers keep things the same way so that they don't go "insane". He also mentioned how the administration sometimes see the coaches as physical education teachers so they don't see the importance of physical education on the students and they don't see how much a kid can learn from physical education. For him the physical education class is really important because of the physical education teachers not doing a good job that is one of the reasons we have such a big problem with overweight kids, so many children that are not healthy or physically fit. He is very interested in the mental and cognitive area of the teaching learning experience.

O.C.: As I was driving back home these thoughts came to my mind: These two teachers have been teaching for over 30 years and sometimes I could see that like when they didn't know some terminology use for alternative or traditional assessments. Also sometimes they were using alternative assessments but they didn't know that that is what they were using like Tavi with the reflection papers, and Bird with the journals, that he was calling daily logs.

Lynn's emails

First: April 26, 2004

L: I use alternative assessments in elementary physical education. I could probably help you.

Second: April 28, 2004

L: Hi Liovani, I have written my answers next to your listed assessments. Assessments are usually tied to grades, so I should mention that there are four parts to my grades:

1. Cognitive - taken from written assignments or daily activity sheets.

2. Psychomotor - Skill

3. Effort - How much effort they put on their daily conditioning in PE and/or if they improved on their aerobic performance.

4. Affective - Participating, correct shoes, behavior, etc.

R: Which of the following assessments do you use with your students?

L: 1. Skill tests - I have in the past but don't now. I don't see students enough to spend time on skill tests. I see students once or twice a week. I try to measure skills with a quick method: those that perform well get "a+", those that are below their developmental level get a "0", and then get a checkmark.

2. Physical fitness tests - I give the Fitness Gram twice a month to student's 2-5 grades, once for students K-1. It is not used for grading purposes. Students in grade 4 & 5 do their own personal self-assessment and I have a paper they fill out.

3. True and false quizzes - No. Sometimes I give a written test that involves students to write their answer, or I have a couple of multiple-choice questions.

4. Written essays - I have had students write how they will tell a friend how to do a skill or play a game.

5. Oral discourses - No.

6. Exhibitions - No.

7. Portfolios - Yes, but it is mostly a collection of their papers and is carried over to other years.

8. Peer assessment - I do from time to time have students watch a partner for skill correctness. I tried paper and pencil peer once. It is not easy to do, as it requires clipboards, pencils when we are on the field. A lot of set up when I have three more lesson plans with different equipment in the same day.

9. Authentic assessments - I have my student's record their fitness scores and score themselves. Then the Fitness gram report is sent home.

10. Performance assessments - I measure aerobic endurance improvements. I do expect students to improve in performance from the first time they do the pacer, or mile, to the second time.

11. Journals - Yes, I have daily activity sheets for 4th and 5th grade students. They also record their pedometer steps.

Third: May 5, 2004

L: I will not be using assessments for the rest of the year. We only have four or five lessons till school out. I am involved in team teaching with archery. Sometimes I have students score themselves, but we are running out of days this year so probably won't be able to do that. I find that archery is a quiet, controlled activity good for the end of the school year when the weather is hot. In that particular unit, a student can not shoot if they don't follow the commands. Guess you could say that that is a form of assessment. We have 30 bows shooting at the same time, so it has to be done right. I am so busy this time of the year. I work with about 250 students during my plan time every day with a cross-country program. I am working on year-end awards, etc. So I don't know when the best time to be interviewed is.

Fourth: May 5, 2004

L: I assumed you would be doing a telephone interview. I am way too busy to meet. Don't know if I told you but I run a cross-country program by myself for about 250 students and I need to do certificates, plus other awards. They have Jump Rope for Heart prizes, etc. to do.

Interview with Lynn

Date: May 12, 2004

Lynn is a very busy elementary teacher who had a lot of activities going on the school and outside the school at the same time, so we decided to do the interview by phone and she was very happy about it. I called her at school, first I explained the purpose of my study and then we started the interview.

R: How long have you been teaching?

L: 23 years

R: How old are you?

L: 60

R: What is your college education?

L: BS in Physical Education from Greenville College, Illinois and MS in Health Education from Nova.

R: How long have you been using alternative assessments?

L: Probably like 8 or 10 years

R: What types of assessments, if any, were you using before you started using alternative assessments?

L: Skill tests, fitness tests, multiple choice or fill in the blank written assessments.

R: Why do you still use traditional assessments like skill tests, physical fitness tests, and true and false quizzes?

L: I don't use true and false quizzes and since assessments are used to justify grades I never use fitness tests to grading purposes, except to measure improvement in aerobic capacity, as each class has 3-5 minutes devoted to the area. I use fitness tests to inform parents and educate students about the need for activity and proper nutrition.

R: Do you use effort, dressing up, and participation for grades?

L: I use effort, based upon improvement on aerobic conditioning. This shows understanding of an active lifestyle. If they aren't active, most people have difficulty improving. If a student normally performs at a pick level he or she will not show that much improvement, but their effort can be determined by observation. If a student does a daily activity sheet at home, such as the PALA award, they get extra credit, as this is what physical education is all about. My elementary students do not change clothes for physical education, but I require them to wear shoes that give good support. If they are wearing a dress or wear inappropriate shoes, they are not allowed to participate for that class. That is part of the affective grade which consists of participation, attitude, and working well with others. There are four parts to my grade. Maybe I already told you. Cognitive, skills based on what is taught, affective, and effort the last three grading periods.

R: What made you start using alternative assessments?

L: I tried to keep inform by subscribing to TEPE and JOPHERD. The most influential thing that happened to me was attending the US Physical Education Convention held in Orlando around 8 years ago.

R: Why?

L: Everyone attending that convention was in a small group that discussed physical education concerns. It was so neat to have this communication. Ideas from the groups were shared with leaders of the convention. Workshops were fantastic. Rae Pica did one on Pre-K. George Graham was there. There were sessions on doing portfolios. They keynote speakers were gifted speakers that talked about physical education relating to society such as teaching rollerblading. There was a fantastic teacher from Arizona that was donating her year of teaching because there was no money for physical education. Anyway, a lot of textbook authors were presenters.

R: What barriers did you find when trying to implement or use alternative assessments?

L: Lack of and indoor facility, dealing with weather conditions (wind blows paper, so everything must be secured somehow, electronic equipment doesn't work well in high humidity), and not enough time. Students only have physical education once or twice a week. I try not to have too many sitting down assignments, as kids don't get much physical activity, since my principal has tried to eliminate recess. Another barrier is how administrators don't want to become knowledgeable about current physical education practices, as that is not the priority in education.

R: Do you still find the same barriers?

T: Yes

R: In the face of these barriers, why do you persist in using alternative assessments?

T: I am focused on doing what I think is right. What kind of a physical educator will I be if I didn't want to do my best for the learner? I put a great deal of time in preparation for classes, therefore I expect my students to learn.

R: Why do you think that teachers do not use alternative assessments?

L: Too much work. The school system has no clue, as much time an elementary physical educator needs to perform at the true professional level. Many physical education teachers continue to have one game for 30 students and give everyone an "A".

R: What do you think the purpose of assessments is?

L: First so the teacher can determine needs of the learner. Second so the student can be involved in self-assessment for taking personal responsibility for fitness and skill development.

R: How do you use the information you get from assessments?

L: Students record their scores and evaluate their fitness, they are placed in their personal portfolio and it is used till they leave our school. I always send fitness reports home. I use a personal self-assessment fitness test and that entire sheet goes home. I also use assessment to measure learning, which I translate into a grade. I have tried many different kinds of assessments: essay writings, peer evaluation with a checklist, etc.

R: What do you think can be done to motivate more teachers to use alternative assessments?

L: Many experience teachers are not going to change their way of doing things. They will not attend in-service classes unless required. They will not change unless they must account for their work. Get rid of tenure. The bottom line is that school boards, superintendents, curriculum specialists, and principals need to become informed. Universities need to be educating prospective teachers and I think they are, but I have heard that these young teachers are being influenced by older teachers that put emphasis on sports competition and not on health-related physical education, where everyone moves all the time. I am sure this are negative ideas, but I have had to work with people that were sent to my school because they were on tenure and needed a place to go. One person was totally incompetent, one had failed as an administrator and had an attitude, one believes in doing a job with the least amount of effort so he comes with the kids and leaves with the kids. The main problem with alternative assessments is that it takes so much time. Physical education teachers are not willing to work day and night and weekends like I do. I am internally motivated, but assessments can control your life. If the State is going to require physical education accountability and the Counties are going to require sports, then physical educators will need more time to process those reports. Physical education teachers cannot do deskwork while kids are working, such as can happen in the classroom. Believe me, I have given vacation days to do assessments reports to parents. I don't seem to be hearing as much about assessments in physical education, as I did a few years ago. I have to use practical assessments. Sorry about talking so much.

O.C.: I wasn't sorry, she had said some interesting things that I never thought about like the tenure thing and the extra time that the classroom teachers have since they can do some desk work while students are working.

R: What can we do to motivate college students that are going to be physical education teachers so they use alternative assessments once they get to teach?

L: They need to be proud of being a professional physical educator. It is important to join our physical education associations, as they keep us up on the latest methods; they motivate you, and also challenge you. They should have enough personal pride to desire to help students to learn. Every teacher has a personal philosophy. I work with an individual that believes you should do your work with the least amount of effort.

O.C.: She really doesn't like this teacher, because is the second time she mentions him/her.

L: Consequently, he sets up for his classes while his students are there and he leaves when they leave. College students should be challenged to behave like professionals. I personally think that every college physical education major should put in writing his philosophy of life, personal goals, and how this effects his/her teaching experiences he will offer his/her students. How is our philosophy and personal goals implemented into our curriculum and class management? Example of one of my guidelines is I personally feel every child should be active all the time. Consequently I prepare for many small-sided games to be played simultaneously. Some student teachers think physical education is just play. This is only a part of the education. True motivation and learning must be intrinsic. That starts with knowing who we are, what our strengths are, having personal guidelines and philosophy, and setting personal and professional goals. I don't think that you can buy good teachers, they must be excited about what they do.

R: Thanks for your responses; they were very honest and very useful for my research. I am so glad that you are doing what you are doing, that is the purpose of my research, to learn to motivate teachers so they start working and thinking like you. You make me proud of being a physical education teacher. I loved what you said about the tenure that is something that nobody else has mentioned. Thank you so much, you are a great help. If I have any more questions I will email them to you.

L: I am glad that you are pleased with my responses. I consider it a privilege to share professional insights. It will be interesting to see the results of your research. I am sure you will help make our teaching more effective as a result of your work. Thanks for allowing me to express my feelings; I will do anything I can for our profession.

Bella's emails

First: March 10, 2004

B: I would be willing to participate and assist you. I look forward to more information. If I may ask, how did you get this group and our email address? Jan Tipton is retiring this year so I am sure she will not participate.

Second: April 3, 2004

B: I have used alternative assessments in the past 10 years with limited and varying usage. I use the following types of assessments with my students: skill tests, oral discourses, exhibitions, peer assessment, authentic assessment, performance assessment, journals, written and illustrated gymnastics routines, rubrics, self evaluations, pre and post written tests, and commercially produced worksheets.

Third: April 3, 2004

B: I have been swamped at work and last week my sister in law was diagnosed with cancer, which will require her to move to Gainesville for treatment and surgical removal of $\frac{1}{4}$ of her skull and face. I currently have an intern and will not be teaching until the first week in May. The first two weeks I will be doing a baseball unit, then for the last two weeks until the end of school on May 21st I will be doing a swimming unit. I have no idea when I will be able to meet with you. Based on this information, please reply and we will see what develops.

Interview with Bella

Date: May 15, 2004

Bella was having a lot of personal problems and she almost said "no" to me. I could feel that she was under a lot of stress so we decided that best way to go was to do the interview by phone.

R: First I want to let you know that the purpose of my research is to find out how can we motivate teachers and college students to use new ways of assessing in their classes. We want for them not to go to the schools and do what everybody else is doing, we want them to focus on the learning of the students. How long have you been teaching?

B: 11 years

R: How old are you?

B: 35

R: What is your education?

B: BS and MS in Physical Education

R: How long have you been using alternative assessments and how do you use them?

B: 11 years. I have used peer assessment, rubrics, written/illustrated essays, gymnastics routines, and self-evaluations off and on over the years.

R: How do you use your assessments?

B: I use the assessments and cognitive checks for understanding, to add academic focus to my program, to add validity to the program, and to assess my own ability to plan and execute successful lessons.

R: What types of assessments, if any, were you using before you started using alternative assessments?

B: I always have sought out ways to authentically assessed students in order to meet the student's needs and the lesson's objective. I do not know of any other assessments I have used. I have never lined the students up and just done one on one testing and I had never given a mass/group written assessment.

R: Do you use traditional ways of assessing like dressing out, participation, and effort?

B: My elementary students receive S/U grades. I have given few U's over the years and at times it has been because of refusal to participate repeatedly or having a poor/lazy attitude for over 50% of the 9 weeks lessons. How can I do any assessments that are reliable if there is no attempt on the student's part?

R: What made you start using alternative assessments?

B: I had a limited familiarity with this leaving college and just chose to experiment with different assessments strategies. I have consulted books, peers, and generated ideas from conferences about the different assessments I have used. I always thought that grading based on one's ability to change clothes was stupid, and effort is a subjective concept to me so how could you really based a grade completely on this?

R: What barriers did you find when trying to implement or use alternative assessments?

B: None really, my young students just thought that is what was expected and administration is really indifferent about what assessments I use.

R: Do you find any barriers now?

B: Lack of time. I am down to seeing my students 22 times a year for 30 minutes a session. I am happy/lucky to teach them a concept or a skill and I just have to assume they got it.

O.C.: No other teachers have to teach for only 30 minutes, what can you really do in 30 minutes?

R: In the face of these barriers, why do you persist in using alternative assessments?

B: Because I do need to know for myself if the students are learning. It is pointless just to have the students busy, happy and good. I need to know for myself if they are being educated.

R: Why do you think that teachers do not use alternative assessments?

B: Administration doesn't care, grades in physical education are not an issue, and just like in life it is easier to do nothing or to do whatever we have always been doing.

R: What do you think the purpose of assessments is?

B: To evaluate the improvement and learning gains of a student and to judge, modify or remediate a lesson based on the student's performance/learning.

R: How do you use the information you get from assessments?

B: I modify, extend or re-teach lessons if students didn't get it. I reduce or devote more time in the curriculum to the concept based on the results. Teaching is altered based on the results. To me it has little to do with individual student ranking/assessing/grading.

R: What do you think can be done to motivate more teachers to use` alternative assessments?

B: Increase the exposure they have to the topic, give them success in administrating the assessments, and just attempt to sway their belief system, that this is the norm and what is educating for learning.

R: What about future teachers that are now in college?

B: I think that it should be presented as the expectation and the norm, they will not know better.

R: Thank you, the answers were really good, exactly what I am looking for, teachers that are trying to do something different, something better, thinking outside the box. Teachers like you make me proud of being a physical education teacher.

B: Thanks for your kind words. I apologize for the slow correspondences, that is not my style but I hope you realized the situation I was in. This is the last week of school and also my sister in law is now stable and seems to be recovering quite well. She still has to have radiation and another surgery but that will be in May when I will be out of school. I look forward to your results and wish you the best in your studies. I am always willing to help

especially a fellow Nole. Contact me in the future if needs arise.

Dory's emails

First: April 14, 2004

D: My name is Dory and I work at ___ County and I use alternative assessments. My work phone number is ___ and my cell phone is ___. What exactly do you need to know?

Second: April 26, 2004

D: Loaded question. I do not do skill tests. Students submit an electronic portfolio at the end of the year and it includes a folder for each subject they take. I also use peer assessment, projects, and other types of assessment. I use time in their target heart rate zone, which is authentic assessment. The test I give is multiple choice, fill in, short answers, matching, and a few true and false. I also have students do projects and use rubrics to grade their projects such as web quests. I run a discussion forum and I am checking for comprehension on their responses and give bonus points if they cite an Internet reference. So I feel assessment is authentic. But I use several types of evaluation before entering their grade. Hope this helps.

Third: May 4, 2004

D: Hey, it is going to be rough to find time for the interview. Where are you? You realize I am in Orlando. I am going to be out of school as my dad is in the hospital and I am the caregiver.

Interview with Dory

Date: May 18, 2004

Another person with personal problems, it looked like I was going to do a lot of phone interviews. Interviewing in person was more difficult than what I thought. At this moment observing and gathering documents were out of the question.

R: How long have you been teaching?

D: I have been teaching for 15 years.

R: How old are you?

D: 49

R: What is your education?

D: I have my Education Specialist Degree

R: How long have you been using alternative assessments?

D: For the past 3 years I have been using alternate forms of assessment.

R: What types of assessment, if any, were you using before you started using alternative assessments?

D: Standard skill tests, tests of knowledge, projects, plus dress out, notebooks, and participation grades.

R: Why do you still use traditional assessments?

D: The Fitness Gram Test and the Tri-Fit machine is only used to teach students how to assess their level of fitness and it is used primarily for them to set goals and work toward getting in the healthy fitness zone. Helping students to self assess and develop their own personal fitness plan and to understand the health fitness connection. True and false questions are a small portion of some cognitive tests I give and it is mainly a check for understanding to see if such students comprehend basically myths, false statements for true.

R: What made you start using alternative assessments?

D: I try to stay current with NASPE standards, and attend at least one professional conference to stay current on trends and issues. If you have ever heard Beth Kirpatrick speak or read her book lessons from the heart or on using the heart monitors you would understand why as a profession we need to move towards authentic assessment. I also really reflected on my teaching practice and how I assess students for grade when I went through the national board process. I applied and accepted a teaching position at a magnet school for technology and was allowed to create my curriculum and was asked to integrate technology and do some brainstorming on integrated projects... lots of work to say the least. Not sure my peers would do all the extra. I was allowed to order a class set of heart monitors and wrote two grants to get pedometers and some technology software.

R: Why did Beth Kirpatrick inspire you to use alternative assessments?

D: She just made sense. She was the icing on the cake. I really came to the conclusion that often what we set out to assess is not what we are assessing. When I did my national boards I really looked at it, as I felt it was the most difficult of all the tasks. My present school also encourages authentic types of assessment. Beth just hammered it home with the heart rate assessment use in physical education.

R: What barriers did you find when trying to implement or use alternative assessments?

D: An excessive amount of record keeping and very time consuming until you are able to micro-manage students, however still nerve racking until you complete data collection and inventory at the end of each class. Also, because we are basically a lap-top school the polar heart

monitors pick up interference and will go 00 or spike up to 220 and you know it is not accurate, so students lose time in zone data collection. Some chests are more concave or convexes where the electrode does not make a good contact and again you get no read on the watches.

R: What barriers do you still find when using alternative assessments?

D: Data collection is time consuming, student mishandling and breakage of pedometers and buttons on monitors. Students still expect more traditional types of evaluation, and are not used to bookwork, projects, and portfolios.

R: In the face of these barriers, why do you persist in using alternative assessments?

D: The school I am in allows me to be it trial and error, to explore options where a lot of schools jobs you are locked into a routine. I have the creative freedom to set the standards. My only limitation is lack of creativity or energy and sometimes I just run out of time to do all that I would like to do or try. I feel I am blazing a trail and adding credibility to my profession. In my heart I realize it is a better form of seeing the total child their strengths and weakness. Part of what I do is increase my student's awareness and let them truly understand cause and effect relationships. I am here to help them learn about themselves, these are life lessons and I feel confident that most of my students reluctance in the beginning are due to this is how we have always done it mentality and now have a new awareness about personal fitness and the health/fitness connection and how they are truly responsible for their wellbeing starting off with lifestyle choices. I also have a student population that are the computer geeks so to say and never really had a positive experience and were teased a lot in their traditional physical education class. So I feel if I do not awaken them and provide a positive experience their will be more kids joining the rolls of inactivity and having significant medical issues as they age. My students rather play on their computer than go outside. So I have to be creative to get their attention.

R: Why do you think that teachers do not use alternative assessments?

D: Physical education is not in the school or grant budget and unless you have a new school, or are interested in writing a grant you will have difficulties getting new technology related items such as heart rate monitors. Physical education is the first one to get cut, the message

that is sent out its that is not important. So as a teacher its gets frustrating to continue fighting this battles and having to finds ways to fund a quality program, after a while you experience burnout. It is difficult for physical education teachers to go to conferences. Why do they have to use their vacation time to attend? If you attend a conference you usually put more time in than a normal workday. Cost, training, and time.

R: What do you think the purpose of assessment is?

D: To evaluate a student's strength and weakness and their comprehension and understanding of the content. To measure their gains or short comings and to adjust curricular needs and challenges for them. Assessing the application of concepts and skill needed towards a productive and healthy lifestyle. It is important to try to access a student's learning style.

R: How do you use the information you get from assessments?

D: On grading this is the break down of percentages:

| | |
|-------------------------------|-----|
| Questions of the week | 10% |
| Projects | 10% |
| Tests | 10% |
| Participation | 20% |
| Active Attire | 10% |
| Self-Evaluation/Reflection | 10% |
| Portfolio and/or Fitness Plan | 15% |
| Heart-Rate Zone Assessment | 15% |

I use the information I get from assessments in issuing a grade but more importantly to see what needs to be clarified, what is comprehended and if my students are able to apply these competencies to real world issues/problems. I evaluate my own teaching practices and make adjustments to content, projects, and what works and what doesn't.

R: Why do you use dressing out, participation, and effort as part of your grading?

D: To round out the grading, plus to stress the importance attire for activity as we discuss it in the curriculum and the safety issues surrounding it. I want all students to attempt the tasks so points are awarded for such, or you may get no compliant kids. Effort is mixed in sometimes intertwined with behavior as they no longer do conduct and it is a way to emphasize teaching responsible behaviors, respect and tolerance within the class.

R: What do you think can be done to motivate more teachers to use alternative assessments?

D: Provide teachers with the time, resources and training. Acknowledge them as peers/professionals. All

should be required to stay abreast of current trends and attend at least one professional conference.

R: What about physical education college students?

D: To encourage them to buck the status quo teachers as sometimes are our worst enemy. Look around at some of our colleagues who are reluctant to change. Teach them the why it is important and hopefully they can reeducate their colleagues when they go out into the workforce. Things will be progressing to performance pay. We need to take a stand as a profession and be backed by administrators. Understand it is a lot of work to use alternative assessments, you must have preparation time and work time to do so.

R: Thanks for your help, you are doing a great job, keep up the good work.

D: Would you do me a favor, our district director has no idea what I do on a day to day basis, would you let her know I was able to help you. I am relatively new to this County, and I just do my job and don't try to toot my horn... I know I am on the path I am supposed to be on. My years of teaching have mostly been in another County where I opened a new mega high school within 2-3 years as department chair I was able to motivate my staff of 12-13 including me professionally to be on the same page and I included them in my writing and put us all in for an award... my school was the last school to receive the Governors Council Model Physical Education Award from the state from the late Lawton Chiles, 3 years later we won again. Back in 1997, I ordered heart rate monitors but my staff was afraid of the technology, even after in servicing them. Now... 7 years later my county won the PEP Grant twice in a row and extensive training manuals written and teachers are feeling better prepared with the technology and I hear finally using them. When I was department chair I allowed my teachers to request content they felt most comfortable teaching as well as grade level and I took the left overs... it made for a happy environment. I am originally from ___ County. My intern I had, I was able to hire who has excellent and excelled as a teacher and now sits on the president's council... it is always great when the student exceeds the teacher ☺. Hope this helps and I am sure you will do well on your dissertation. Best of luck.

Ian's emails

First: April 14, 2004

I: I am a physical education/health teacher. I do a lot of different types of assessments. Please feel free to contact me.

Second: April 27, 2004

I: I use the following assessments: skill tests, physical fitness tests, true and false quizzes, written essays, oral discourses, portfolios, authentic assessments, and both group and individual research projects (each project must use both print material and internet sites). Hope this helps. Good luck and if you need more information let me know.

Interview with Ian

Date: May 18, 2004

I was driving to meet with Ian and Carli (another teacher in the same County) and after 1 hour of driving my car's battery died. I had to come back to town, email them telling them that I was not going to make it and after that it got to be difficult for me to meet them so I interviewed them by email.

R: The purpose of my research is to find a way to motivate teachers and future teachers to use alternative assessments. How long have you been teaching?

I: 15 years

R: How old are you?

I: 51 years old

R: What is your education?

I: Bachelor's in Physical Education and Health k-12.

R: How long have you been teaching alternative assessments?

I: 10 years

R: How do you use your assessments?

I: As grades, and to see if students are understanding the material they way I expect them to.

R: Why do you still use traditional assessments?

I: To give all students a fair assessment or grade

R: What made you start using alternative assessments?

I: To be fair to all my students, especially those who are not athletically inclined.

R: You said to be fair in both cases (with traditional and with alternatives), what is the difference?

I: Some students are very athletically inclined, therefore, they would score extremely good on traditional methods; while others are not and their grades will be

lower, even though they understand the concepts. Is it fair to punish students for not being athletically inclined or for never having and experience previously? I don't feel it is.

O.C.: I was still confused about the fairness of traditional assessments but I didn't want to push it.

R: What barriers did you find when trying to implement or use alternative assessments?

I: Time is the biggest Barrier for me.

R: In the face of these barriers, why did you persist in using alternative assessments?

I: Again, to be fair to all

O.C.: Somehow it felt like he was not too happy answering these questions or not really into it. Maybe he was mad because I couldn't go to the interview and he had to write all the answers.

R: Why do you think that teachers do not use alternative assessments.

I: Time and having to do more work.

R: What do you think the purpose of assessment is?

I: To determine what each student has comprehended.

R: What happens with the students that didn't comprehend?

I: If the majority of the students didn't do well on the assessments, that means I didn't do my job and I would have to re-evaluate my teaching method on that particular unit. If it is one student, I need to find a way to motivate that student to do better.

R: How do you use the information you get from the assessments?

I: For their grades and to evaluate my teaching.

R: What do you think can be done to motivate more teachers to use alternative assessments?

I: Nothing. Either a teacher wants to become a better educator or they still want to have an easy day.

R: What about physical education college students?

I: I have not seen too many college students coming out of the universities with good work ethics. I also believe they need to make sure teachers who are teaching subjects are certified and not just college grads taking a subject area test. If teachers are taught to use alternative assessments as a course, and are encourage during their internships maybe it will become the norm.

R: That is a really good idea, thank you

I: Hope this helps.

Carli's emails

First: April 20, 2004

C: I received your email regarding alternative assessments used by physical education teachers. I essentially teach physical education to students with disabilities. This is my second year with this County. If you still need the research, I'll be happy to help.

Second: April 22, 2004

C: Since I deal with disabled children, the only forms of assessments I use with my students are skill tests, exhibitions, and performance assessments. Let me know if I can be of further assistance.

Third: May 4, 2004

C: If it's not too soon, this Friday would be a good day to observe and interview me. I'll be at school from 11:30am - 3:30am. The following is my schedule at the school:

11:15 - 11:45 - Work with individual student, Josh H.

11:45 - 12:15 - Lunch

12:15 - 1:00 - Work with Mrs. S. PI class

1:00 - 1:45 - Work with Mrs. L. PI class

2:00 - 3:30 - Planning/Paperwork (we could do the interview at this time)

Let me know if this particular day is good for you and if you need directions to get to the school.

Interview with Carli

Date: May 18, 2004

Carli was the other teacher I was going to interview when my car broke down. I called her a couple of times and finally we did the interview by phone.

C: I apologize for my tardiness in getting back to you. As you may know the end of the school year is winding down and things tend to get piled on us during this time of the year.

R: How long have you been teaching?

C: I have been teaching for about 10 years.

R: How long have you been using alternative assessments?

C: I have been using alternative assessments for about 4 of those years.

R: What types of assessment, if any, did you use before using alternative assessments?

C: The only types of assessments I was using before were physical fitness tests because physical education

teachers generally used that method. As a physical education teacher that works solely with students with mental and physical disabilities, the only testing I use is alternative assessments.

R: Why did you started using alternative assessments

C: I started using alternative assessments out of necessity. As I mentioned, I work solely with students with mental and physical disabilities. Traditional assessments do not measure their physical and mental abilities.

R: What barriers did you find and still find when trying to use or implement alternative assessments?

C: I didn't run across any barriers using alternative assessments since that is what is primarily used for all the exceptional students.

R: Why do you think that most teachers don't use alternative assessments?

C: I think most teachers don't use `alternative assessments because they are not comfortable in using something that they are not used to incorporating. They are set on their ways in using traditional assessments.

R: What do you think the purpose of assessment is?

C: The purpose of assessment is to see where your students rank in their skill levels in comparison to their fellow students.

R: How do you use the information that you get from assessments?

C: The information I get from alternative assessments is documented in order to show my fellow teachers, administrators, and sometimes parents, the progress of the students and the improvements (or lack there of) he/she are making.

R: What can be done to motivate teachers to use alternative assessments?

C: The main thing that can be done to motivate teachers to use alternative assessments is to educate and show them what an effective method it can be.

R: Thanks for helping me

C: I hope the answers help. If you have any more questions, please let me know.

R: The answers did help, I will let you know if I have any more questions.

C: Glad I was able to help you. I hope you get the answers you were looking for. Good luck in all future endeavors.

Interview with Mora

I got in contact with Mora almost at the end of my research. I called him, explained my research and he promptly agreed for an interview. From all the participants he was the easier one to get an interview from. I drove to his school and met him at his lunch hour in his office. We didn't have that much time because he had a class right after lunch period, and like the other teachers that I personally interviewed he preferred to do the interview at the school. His office was well organized, with a computer and various physical education and sport posters, specifically about volleyball, in his walls. He was also a volleyball coach at school.

R: How long have you been teaching?

M: 25 years

R: How long have you been using alternative assessments?

M: My entire teaching career

R: Were you using any other types of assessment before you started using alternative assessments?

M: I was using traditional assessments like true and false quizzes and tests, fitness tests, and dressing out.

R: Why do you still use traditional assessments?

M: I still use traditional assessments because it is important in physical education to dress out and participate. It is also important to have the fitness test (pre test and post test), the pre test is an assessment that will show the students where they are in relation with the national mean and a starting point for their own personal fitness program.

R: What motivated you to start using alternative assessments?

M: There are a few reasons. First I believe is more fair to the students (not all students perform well in test). Secondly, the use of alternative assessments (like the creation of a portfolio) allow the students to be more creative, and give them the opportunity to be more organized. Overall the students have more opportunities to show and express their knowledge.

R: What barriers did you find or still find when trying to implement or use alternative assessments?

M: Lack of technology and time

R: In the face of all these barriers, why did you still use alternative assessments?

M: Because I believe is in the best interest of the students.

R: Why do you think that teachers don't use alternative assessments?

M: Because is much more work for the teacher. Also because a lack of equipment (technology) and a lack of knowledge on the part of the teacher.

R: Thanks for your help in such a short notice.

M: You are welcome, call me if you have any more questions, sorry that I have to be such in a hurry.

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BIOGRAPHICAL SKETCH

The researcher was born in San Juan, Puerto Rico where she received a bachelor's degree in Physical Education from La Universidad de Puerto Rico and coached and taught physical education PPK-12. After two years of teaching she moved to Tallahassee, Florida and received her master's and Ph.D in Teacher Education in Physical Education from Florida State University.

Besides teaching PPK-12 physical education, she has been teaching for 6 years in different educational institutions like Florida State University, Tallahassee Community College and La Universidad de Puerto Rico where she was also the academic coordinator for the physical education department and where she also developed the curriculum for their master's program in physical education.

the year when assessment became more prominent in the physical education literature, and 2011. The database comprised the results of book and journal. We use the terms "traditional" and "alternative" approaches to assessment, because they are the most frequently used terms in the physical education literature. Furthermore, we utilise the term "approaches" in order to refer to the broader types of assessment in use (techniques, tools, strategies), not to the contents that are. Alternative medicine has become much more popular in the West in recent years. It seems that people are becoming increasingly worried about the side effects of drugs, and are turning to treatments such as homeopathy, osteopathy, yoga, reflexology and acupuncture to complement, or sometimes even replace, Western medicine. The Queen of England is also interested in acupuncture, although she doesn't use the treatment herself " she and many of her family rely on another alternative medical treatment, homeopathy, to keep them healthy. What are the risks? Finally, if you do decide to visit an acupuncturist, it is important that you check that they are qualified and registered to practise acupuncture. Why Is Assessment Important? Asking students to demonstrate their understanding of the subject matter is critical to the learning process; it is essential to evaluate whether the educational goals and standards of the lessons are being met. July 15, 2008. Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding. Assessment inspire us to ask these hard questions: "Are we teaching what we think we are teach