Video Links: 2nd Grade Physical Education Lesson on Skill Assessment
Lesson Objective: Analyze peer jump roping and provide verbal feedback, record number of jumps
Compass Component and Rating: Managing Classroom Procedures (2c), *Effective Proficient;* Using Assessment in Instruction (3d), *Highly Effective*

Compass Component 2c: Managing Classroom Procedures (Rating: *Effective Proficient*)	
Indicators	**Evidence**
The students are productively engaged during small group work.	• While students are working in pairs, they are engaged in either jump roping or providing feedback to their partner. (10:09) Every student is clear on his/her responsibilities during the entire class period.
Transitions between large and small group activities are smooth.	• Transitions between recording data on the board and reversing roles are smooth. Every student continues to work and be active during the transitions. The teacher says, *"Get ready to jump. When you're ready to jump, begin doing squats."* (14:20) This procedure keeps students moving and engaged while they wait for their partners to finish.
Routines for distribution and collection of materials and supplies work efficiently.	• Students have been taught a procedure for distributing and collecting jump ropes and have been assigned a group number. At the beginning of the lesson, the teacher reminds students of the procedure*: "As usual, group 1 will begin getting the ropes and you know the procedure from there."* (1:22)
Classroom routines function smoothly.	• Students have been taught a "stop" signal (0:43) and know what to do when given this signal. This routine is important because it helps a very active classroom function efficiently while allowing the teacher to give directions quickly.

Compass Component 3d: Using Assessment in Instruction (Rating*: Highly Effective*)	
Indicators	**Evidence**
Students indicate that they clearly understand the characteristics of high quality work. (*Effective Proficient* indicator)	• In the beginning of class, the teacher checks for student understanding of correct jumping form by asking them to discuss and model possible mistakes. Teacher asks, *"Do you remember our common jump rope mistakes? Name*

	one of them." A student responds, *"…Don't stomp."* (2:05) Teacher then asks the student to demonstrate what a stomp looks like. This process is important because students have the opportunity, prior to the start of the assessment, to remind each other of the correct skills to use.
The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. (*Effective Proficient* indicator)	• Teacher asks students to discuss what they see in their partner's jumping. He asks one student, *"Tell me, what's she doing good?"* The student responds, *"Soft jumps."* (16:40) This allows the teacher to assess student understanding of proper jump roping technique through the use of a partner. • Teacher asks students to assess their own readiness and make necessary changes. He asks, *"Are you ready to jump Kayden?"* The student responds, *"No."* The teacher asks, *"Why not?"* and the student identifies his own mistake, *"I have loose clothes on."* (4:17)
The teacher attempts to engage students in self- or peer-assessment. (*Effective Proficient* indicator)	• The teacher reminds students of their responsibility to provide feedback, but also remains positive, telling the students, *"We are looking for common mistakes. But, we don't want this to turn into criticism, so I also want to hear compliments. For every minute, I should hear at least one compliment."* (2:57) He provides students with a clear and measurable expectation for their feedback.
There is evidence that students have helped establish the evaluation criteria.	• Students helped to create the chart used to track jump rope progress and feedback. The teacher says, *"You created this chart to test your jump roping. Today we're going to use it."* (0:58). It is important for students to be involved in the creation of evaluation criteria because it increases their investment in the assessment and deepens their understanding of what mastery looks like.
Feedback to students is specific and timely, and comes from many sources, including other students.	• Students receive feedback on their jump roping skills while they are performing the task, both from the teacher (10:37) and their classmates (11:06). It is valuable for students to receive feedback while they are performing the skill so they can make immediate improvements and hopefully increase their total number of jumps.

WHAT COULD THIS TEACHER DO TO IMPROVE?

What did the teacher do in this lesson?	***Highly Effective* Indicators**	**What could the teacher do to move to *Highly Effective*? (example actions)**
Students move their jump ropes to the materials area when directed by the teacher.	Students take initiative in distributing and collecting	Assign one or several students the role of "equipment manager". Teach the manager a non-verbal

Sometimes students just laid the ropes on the floor instead of using the hooks.	materials efficiently. (Managing – 2c)	gesture to cue the distribution or collection of equipment. The manager would be responsible for the class-wide procedure, ensuring that it is performed efficiently and that all materials are placed in the appropriate locations.
The teacher determines when transitions occur and when students change activities.	Students themselves ensure that transitions and routines are accomplished smoothly. (Managing – 2c)	Assign a student the role of “time keeper” or “efficiency manager”. Allow this student to time the jump-rope assessment, time his/her classmates as they record info on the chart and time the material collection/distribution. Ask students to self-assess their performance during transitions and hold them accountable for making suggested improvements.