Archery Sportfolio

High School Level (9th-12th)

Created By: Dawnieka Green



[KH7470]

[Summer 2020]

[Mr. Sur]

**Table of Contents**

Rationale………………………………………………………………………………….…3

Learning outcomes, Georgia Performance Standards, type of assessments…..………….…4

Culminating Activity…………………………………………………………………..……5

Diagnostic (Pre-)Assessment……………………………………………………….……….6

 -Rationale

 -Diagnostic assessment

Assessments …………………………………………………………………………………8

-2 Psychomotor assessments (one process criteria and one product criteria)

-2 Cognitive assessments

-2 Affective assessments

Qualitative Analytic Rubric (game play rubric)………………………………………...…...14

**Rationale**

The sport that I chose to complete my sportfolio on is archery. In my opinion, archery is an activity that requires and extreme focus and a heightened awareness for safety. Therefore, this sport is geared toward high school students (9th-12th grade).

Archery is typically thought about as an activity for hunting and war. However, now in more modern times archery is used for competitive games and recreational purposes. Archery has many benefits that can apply to student learning and their overall lives. The first benefit would be it increases the student’s ability to focus. Focusing is definitely an important factor as it relates to everyday life. For an example, when students are faced with a challenging moment in life, they will be able to block out their distractions and make the most suitable choice for themselves. With student learning, focusing is extremely important. When students are about to take a standardized test, they will need to be able to focus and block out all the noises and people around them in order to make the best grade possible.

The second benefit would be it will be able to increase the student’s hand-eye coordination. By increasing hand-eye coordination, it will allow the student to hone in on the skill that can be used and are beneficial in other sports, such as basketball, tennis, martial arts, badminton, baseball/softball, etc. With student learning, hand-eye coordination is very important. Hand-eye coordination are directly associated with reading and writing, as it relates to student learning. The poorer the hand-eye coordination is, the more students will struggle with those tasks. And the richer the hand-eye coordination is the less the student will struggle.

Overall, archery is a sport that requires great skills and safety. It also increases skills and ultimately becomes a benefit in other areas of life (focusing, hand-eye coordination, etc.)

**Learning Outcomes, Georgia Performance Standards, and Assessment Table**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson #** | **Learning outcomes**  | **GPS** | **Type of assessment** |
| 1 | **Psychomotor**SWBAT demonstrate the proper stance, how to draw the bow, how to aim the bow, release the arrow, and follow through.  | PEHS.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. | Checklist |
| **Cognitive**SWBAT apply their knowledge by being able to correctly organize the steps on how to stand, draw, aim, release, and follow through.  | PEHS.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. | Task Cue Cards |
| **Affective**SWBAT understand the importance of safety, actively participating, and being a good partner when participating in archery in class.  | PEHE.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. | Rating Scale |
| 2 | **Psychomotor**SWBAT demonstrate their ability to accurately shoot a target.  | PEHS.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. | Log |
| **Cognitive**SWBAT apply their knowledge by completing and passing a written test on archery. | PEHS.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. | Written Test (True or False)  |
| **Affective**SWBAT become aware of positive behaviors that will be conducive to a healthy learning environment.  | PEHE.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. | Behavior Recording Sheet |

**Culminating Activity**

The culminating activity for this unit will be an archery competition. In the competition there will be different stations that requires the student to be extremely focused and display their accuracy; all things that will be taught in this unit. I chose this activity because it will be fun, competitive, and requires the students to think about making the proper adjustments. It will also be an opportunity to place the student in different levels of difficulty to see their strengths and weaknesses, and how they can improve. Below are a few of the activities:

1. **Balloon Targets**-There will be balloons at various heights and distances. The student will have 1 minute to hit as many balloons as possible. The person who hits the most balloons wins.
2. **Target Points**- The student will have 5 chances to collect as many points as possible on the archery target. Each section on the target will be worth various points. The person with the most points will win.
3. **Archery Tic-Tac-Toe**- 2 students will compete each other. The 1st person to reach Tic-Tac-Toe wins.

The teacher will be able to tell from the culminating activity that areas that might need more attention and be able to see the skills that were mastered.

**Diagnostic Assessment Rationale**

I will be using a written test as the diagnostic assessment. I choose this method in order to get a baseline on what my students already know about archery (techniques, proper form, etc.) I will use this information to see where I would need to start with my unit. I might not need to start at the beginning with terminology, because they already have been exposed to it, therefore, I would be able to start with learning how to properly stand when shooting. Or, if they don’t have prior knowledge, I would have to start with basic terminology.

**Diagnostic assessment**

* Purpose of the assessment (1/2 point)
	+ Why are you using this assessment?
	+ What information will the assessment provide you as a teacher to help you make decisions about teaching your students

**Answer:** I am using this assessment in order to get a baseline on what my students already know about archery. I will use this information to see where I would need to start with my unit.

* Who is giving the assessment (teacher, peer, self)

**Answer:** Self

* Assessment Artifact

**Archery Pre-Test**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_\_\_

**Directions: For each of the following questions, write the correct answer that best completes the sentence. (Word Bank Available)**

*Work Bank:*

Not

Without Sight

Non-Dominant Hand

Definitely

With Glasses

Thumb

Index Finger

Pinky Finger

With Sight

Ring Finger

Middle Finger

With Contacts

Dominant Hand

1. The two different ways of aiming at the target are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The 3 fingers used to draw the bow are the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. I am \_\_\_\_\_\_\_\_ permitted to go collect my arrows when my partner is shooting.
4. It is important to know your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_ to develop your shooting form.

**Directions: If the statement is *TRUE*, circle the T. If the statement is *FALSE,* circle the F.**

1. You will only half-way extend our bow arm to the target. (T or F)

2. When you pull the string back, your elbow should be out. (T or F)

3. You should stand perpendicular to the shooting line. (T or F)

4. The loading arrow should always face the target. (T or F)

5. When you release and finish, the thumb should be at the corner of your mouth. (T or F)

**Explain one of the benefits from archery that can be applied to in your life.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Draw a line that matches the correct color with the points it is associated with on the target.**

Gold 1

Red 3

Blue 9

Black 7

White 5

**Answer Key:**

*Selected Response*

1. With sight and without sight
2. Index finger, middle finger, and ring finger
3. Not
4. Dominant and non-dominant hand

*True/False*

1. False
2. True
3. False
4. True
5. False

*Essay Question*

Answers will vary. Examples: focus, hand-eye coordination, etc.

*Matching*

1. Gold-9
2. Red- 7
3. Blue-5
4. Black- 3
5. White- 1

 Psychomotor Assessment #1

* Purpose of the assessment (1/2 point)
	+ Why are you using this assessment?
	+ What information will the assessment provide you as a teacher to help you make decisions about teaching your students

**Answer:** I am using this assessment to help the person shooting the arrow to become more conscious and aware of the little techniques that will assist them with becoming successful. It will also allow the partner to be able to physically see the things in action and how they can improve in some areas as well for their success. The information gathered from this assessment will be used to determine if the students are working on the fundamentals properly and accurately for higher rates of success.

* Who is giving the assessment (teacher, peer, self)

**Answer:** Peer

* Assessment Artifact

**Archery Checklist**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_

Partner/Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions**: Partner will check the box if critical element is observed. Calculate all the checks in the “Total” box. At the end, add up all of your checks and write it in the “Final Total” box to determine your partner’s current level.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Element** | **Things To Look For With Partner** | **Trail 1** | **Trail 2** | **Trail 3** |
| *Stance* | Their feet are parallel to the shooting line. |  |  |  |
| *Draw* | Their elbow is out when the string is pulled back aiming at the target. |  |  |  |
| *Release* | Finish with thumb at the shoulder. |  |  |  |
|  | *Total:* |  |  |  |

**Final Total**: \_\_\_\_\_

**Improvement Goal**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Level Scale

|  |  |
| --- | --- |
| Points (# of Checks) | Level Description |
| 9 | You Killed It!  |
| 6-8 | Right On Track! |
| 3-5 | Almost There, Keep Going! |
| 0-2 |  Keep Your Head Up! You Just Need A Little More Practice!  |

Psychomotor Assessment #2

* Purpose of the assessment (1/2 point)
	+ Why are you using this assessment?
	+ What information will the assessment provide you as a teacher to help you make decisions about teaching your students

**Answer:** I am using this assessment to help the students become more aware of what they are doing when shooting. If they shoot the arrow well the 1st attempt, they will remember to do the same things or be able to make adjustments in order to reach the level of success like they did the previous time. The students will be able to see their progress over each class period. The information gathered from this assessment will help the students be able to quickly make adjustments. It will allow the teacher to see (through the form) if that student is actually making the adjustments.

* Who is giving the assessment (teacher, peer, self)

**Answer:** Self

* Assessment Artifact

**Archery Log**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_

**Directions:** The student will have 10 attempts to obtain as many points as possible (Target points below). After each attempt, the student will write the number of points they obtained on their form. After 10 rounds, add your total points and put it in the total box. The student will complete this task for 5 days.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Day Of The Week | **Attempt 1** | **Attempt 2** | **Attempt 3** | **Attempt 4** | **Attempt 5** | **Attempt 6** | **Attempt 7** | **Attempt 8** | **Attempt 9** | **Attempt 10** | **Total** |
| Monday |  |  |  |  |  |  |  |  |  |  |  |
| Tuesday |  |  |  |  |  |  |  |  |  |  |  |
| Wednesday |  |  |  |  |  |  |  |  |  |  |  |
| Thursday |  |  |  |  |  |  |  |  |  |  |  |
| Friday |  |  |  |  |  |  |  |  |  |  |  |

**Target Points:**

Yellow (Center)-10 points

Red- 8 points

Blue- 6 points

Black-2 points

White- 0 points

Improvement Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cognitive Assessment #1

* Purpose of the assessment (1/2 point)
	+ Why are you using this assessment?
	+ What information will the assessment provide you as a teacher to help you make decisions about teaching your students

**Answer:** I am using this assessment in order to determine if my students are able to think quickly on what they are supposed to be doing. The information gathered from this assessment will be used to determine if the students are able to quickly think how they are supposed to be shooting a bow and arrow through cue cards.

* Who is giving the assessment (teacher, peer, self)

**Answer:** Self

* Assessment Artifact

**Archery Task Cards**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_

**Directions:** The student will have 1 minute to place the steps of shooting the arrow on the cue cards in the correct order.

  

The index should be at the corner of your mouth.

Your bow arm is extended towards the target.

You should release and complete the shot with your thumb at your shoulder.

  

Your 3 fingers should be under the nock or string.

You should pull back the string with your elbow out.

Your feet are parallel to the shooting line.

Answers:

1. Your feet are parallel to the shooting line.
2. Your 3 fingers should be under the nock or string.
3. Your bow arm should be fully extended towards the target.
4. You should pull back the string with your elbow out.
5. The index should be at the corner of your mouth.
6. You should release and complete the shot with your thumb at your shoulder.

Cognitive assessment #2

* Purpose of the assessment (1/2 point)
	+ Why are you using this assessment?
	+ What information will the assessment provide you as a teacher to help you make decisions about teaching your students

**Answer:** I am using this assessment in order to determine if my students are able to think through what they are doing, alongside how they will be doing it (performance). The information gathered from this assessment will be used to determine if the students are able to apply their actions to the mental side of the sport.

* Who is giving the assessment (teacher, peer, self)

**Answer:** Self

* Assessment Artifact

**Archery Written Test (True/False)**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_

**Directions:** If the statement is TRUE, circle the T. If the statement is FALSE, circle the F. If the statement is false, correct it to make it true.

1. You will only half way extend our bow arm to the target. (T or F)
2. When you pull the string back, your elbow should be out. (T or F)
3. You should stand perpendicular to the shooting line. (T or F)
4. The loading arrow should always face the target. (T or F)
5. When you release and finish, the thumb should be at the corner of your mouth. (T or F)

Answers:

1. False. You will only FULLY extend your bow arm to the target.
2. True
3. False. You should stand PARALLEL to the shooting line.
4. True.
5. False. When you release and finish, the thumb should be at the shoulder.

Affective Assessment #1

* Purpose of the assessment (1/2 point)
	+ Why are you using this assessment?
	+ What information will the assessment provide you as a teacher to help you make decisions about teaching your students

**Answer:** I am using this assessment to be able to relay to my student’s the importance of how PE will be a success, if these behaviors are demonstrated throughout the class period. This assessment will be able to show me the areas the class needs to work on in order to have a successful, positive, and safe gym class conducive to learning.

* Who is giving the assessment (teacher, peer, self)

**Answer:** Partner/Group Members

* Assessment Artifact

**Archery Rate Scale**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_\_

Partner/Group Member(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** The student will assess the behaviors of their partner/group members using the rating scale.

Rating Scale:

1. Did NOT Demonstrate
2. Barely Demonstrated
3. Somewhat Demonstrated
4. Demonstrated

|  |  |
| --- | --- |
| **Behaviors** | **Rating****(0,1,2,3)** |
| Demonstrated Good Sportsmanship |  |
| Always Had a Positive Attitude |  |
| Took All Safety Protocols Seriously |  |
| Participated The Entire Class Period |  |
| Was Helpful When Partner Needed Assistance |  |

Improvement Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Affective Assessment #2

* Purpose of the assessment (1/2 point)
	+ Why are you using this assessment?
	+ What information will the assessment provide you as a teacher to help you make decisions about teaching your students

**Answer:** I am using this assessment to show my student’s the areas they are great in and the areas they need to work on as it relates to working with others, practicing safe behaviors, being positive and encouraging to others, and being able to accept criticism. The information gathered will assist me on some areas I need to target for their behavior. These areas are affiliated with normal day to day living and needs to be worked on constantly.

* Who is giving the assessment (teacher, peer, self)

**Answer:** Teacher

* Assessment Artifact

**Archery Behavior Recording Sheet**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_\_

**Directions:** The teacher will record a tally mark by the student’s name for every behavior noticed in class.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Name** | **Safe Behavior** | **Unsafe Behavior** | **Gave A Compliment** | **Assisted A Classmate** | **Off-Task** | **On-Task** | **Received Constructive Criticism Well** | **Received Constructive Criticism Poorly** |
| Nieka |  |  |  |  |  |  |  |  |

Compliment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Improvement Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Archery Behavior Recording Sheet**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_\_

**Directions:** The teacher will record a tally mark by the student’s name for every behavior noticed in class.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student****Name** | **Safe Behavior** | **Unsafe Behavior** | **Gave A Compliment** | **Assisted A Classmate** | **Off-Task** | **On-Task** | **Received constructive Criticism Well** | **Received Constructive Criticism Poorly** |
| Marcus |  |  |  |  |  |  |  |  |

Compliment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Improvement Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Qualitative Analytic Rubric (gameplay rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Descriptor | Level 1 | Level 2 | Level 3 | Level 4 |
| **Drawing (P)** | The student does NOT have the correct technique to draw the bow when they shoot.  | The student has the correct technique to draw the bow some of the time they shoot.  | The student has the correct technique to draw the bow majority of the time they shoot.  | The student has the correct technique to draw the bow every time they shoot.  |
| **Strategy/Adjustments (C)** | The student is NOT able to make proper adjustments to perform better.  | The student is able to make proper adjustments some of the time to perform better.  | The student is able to make proper adjustments majority of the time to perform better.  | The student is able to make proper adjustments every time to perform better.  |
| **Safety (A)** | The student does NOT follow the rules and engages in continuous hazardous situations.  | The student adheres to some of the rules and has potential to engage in hazardous situations.  | The student adheres to majority of the rules and avoids potentially hazardous situations.  | The student adheres to all rules and avoids potentially hazardous situations.  |