

# Project Monitoring and Feedback

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## 1. Pre-Assessment

The first assessment begins after lesson and objectives are introduced and after the first adventure challenge. Using a Venn Diagram, students are asked to comment on how each of four topics played a role in the first adventure challenge. The topics are Open-Mindedness, Teamwork, Perseverance, and Communication in the center.

### **Feedback to Students:**

Student comments will be reviewed and then used to guide teacher lead discussion exploring the four topics. Student comments are returned and put inside the project notebook.

## 2. Challenge Observers

During some adventure challenges, student observers will be selected to provide classmates feedback during their activity. Students are instructed to provide both positive and constructive feedback that aligns with the central topics. For positive feedback, the observers can even include a name of the particular student, such as “Mary and Joe worked well together. Each took turns listening and speaking.” For constructive feedback, observers are asked to exclude the student’s name and apply the feedback generally, such as “I noticed one or two people shouting at each other and not listening.”

Observers make notes on who received what type of feedback and submit it to the teacher.

### **Feedback to Students:**

Observers are given one-on-one feedback about their classmate comments. They will receive praise and support to better communicate feedback. If students are having a difficult time providing feedback to their classmates, then teaching staff will provide extra lesson time to teach how to provide feedback.

The recorded feedback is reviewed and then given back to the student to go into their project notebook.

## 2. Challenge Graph Reflection

After each challenge, students are asked to respond to the following questions and chart responses on a graph. Responses are depicted on a scale of 1-5 (1 being minimum to 5 maximum).

- How well did I communicate with others?
- How well did my teammate(s) communicate?
- How open-minded was I?
- How open-minded was my teammate(s)?
- How well did I work with my teammate(s)?
- How well did my teammate(s) work with me?
- How well did I persevere through the challenge?
- How well did my teammate(s) persevere through the challenge?

#### **Feedback to Students:**

Responses are collected and reviewed to guide teacher discussion around the central topics. Graphs are returned to students to keep in their project notebook. They are reviewed and discussed weekly as a class to observe and discuss changes that have occurred.

### **3. Final Challenge and Summative Assessment**

The summative assessment tasks the students to complete a final adventure challenge. The final challenge will have elements that students have already experienced in previous challenges. The final challenge is broken into 5 steps with each step dependent upon successful completion of the previous one.

The students will assess level of difficulty at each stage of the game and write a reflective comment for each game as well. On the opposite side of the assessment sheet, they will:

- Draw a picture of their favorite adventure challenge game played during the unit
- Describe what they did well in the game.
- Explain what they think that they could have improved upon during the unit.
- Finally, they will describe how they can apply what they have learned to problems/issues that may challenge them outside of PE class or school.
- Students submit their summative assessment along with their project notebook.

#### **Feedback to Students:**

Final summative assessments are reviewed. Project rubric is used to assess the contents of the project notebook and teacher observations.

Teacher scores rubric and writes comments to students that highlight positive aspects of their work and make suggestions for areas that need improvement. If student scores high on all aspects, teacher makes suggestion on how student can broaden and deepen their growth in this area.