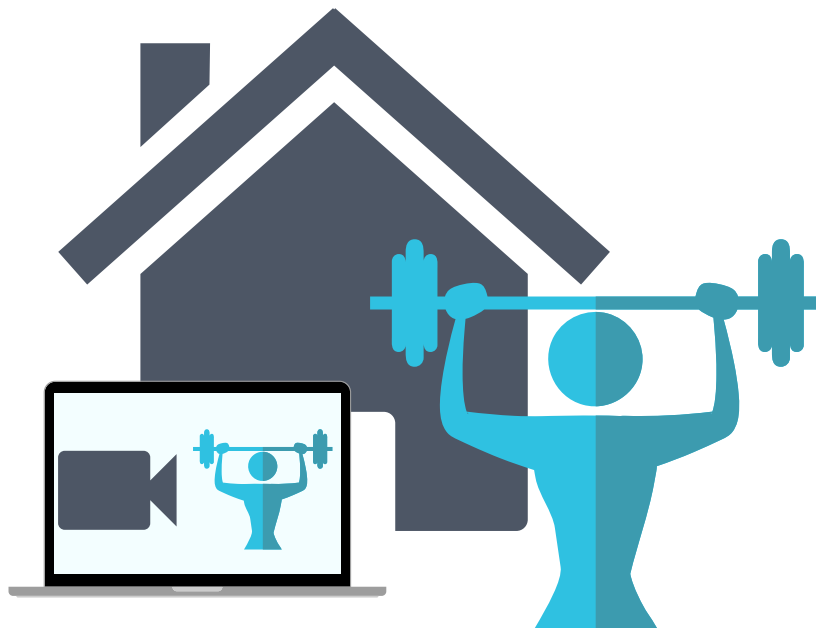


*InterActive***4Life**



Building a Virtual Classroom Community

AN AT-HOME RESOURCE FOR TEACHERS
TO ENCOURAGE HOLISTIC DEVELOPMENT OF
STUDENTS' SOCIAL-EMOTIONAL SKILLS AND
PHYSICAL LITERACY THROUGH
INTERACTIVITIES

JUNE 2020



Assessment Tools





Teach Me Your Skills



PEER ASSESSMENT AS LEARNING

- Name of student to be evaluated: _____
- Skill to be evaluated: _____

Score out of 5 - Circle one of the following for each assessment criteria.
 1 = poor 2 = fair 3 = good 4 = great 5 = excellent

- Evaluation Criteria:

1. _____	1	2	3	4	5
2. _____	1	2	3	4	5
3. _____	1	2	3	4	5
4. _____	1	2	3	4	5
5. _____	1	2	3	4	5
6. _____	1	2	3	4	5
7. _____	1	2	3	4	5
8. _____	1	2	3	4	5
9. _____	1	2	3	4	5
10. _____	1	2	3	4	5

What 3 things did they do well?

What 3 things can they improve upon?



General Assessment



ASSESSMENT AS LEARNING

Fill the following assessment tool out after you and your partner/ group have completed your InterActivity. 😊 = Always, 😄 = Mostly, 😊 = Sometimes, and 😡 = not at all.

Highlights of Experience	Room for Growth

InterActive Function	1) I can perform the movements required for the activity. For example, I can run quickly to each cone... I can _____... I can _____... I can _____... I can sustain exercise for at least 20 minutes...	
InterActive Form	2) These body shapes help me perform the InterActivity well (i.e., crouching in a squat): - _____ - _____ - _____ What is my comfort level doing the exercise? I can maintain eye-contact, listen to, or visually attend to my partner to stay connected the whole time.	
InterActive Feeling	I can manage my emotions during the interactivity... I can work with others well during the activity by... - _____ - _____ - _____ How was my breathing and heart rate (fast/ slow)? What does this tell me about my effort and exertion? How do I feel?	 _____ _____ _____
InterActive Flow	1) What did I do to purposefully make this activity better/ feel positively? 2) What made the activity easier/ harder? 3) Did this activity feel like it passed by super quickly OR like it was taking forever? How can I make it even better next time?	



Assessment Observation Sheet

ASSESSMENT OF LEARNING

Teachers can fill out the following assessment observation tool when evaluating students skill/ curricular competency, achievement of social-emotional learning, or living skills.

Name of InterActivity/ Lesson:	Curriculum/ Topics Being Assessed: _____ _____ _____	Grade/ Level of Accomplishment			
		Level 1	Level 2	Level 3	Level 4
Student Name SAMPLE: Joe Smith	Comments/ Observations Works cooperatively with others, performs movements well, demonstrates leadership				✓



Guide for Teaching and Assessing InterActive Connection

ASSESSMENT AS/OF LEARNING

Teachers can use the following rubric to teach and assess their students's capacity to connect. This rubric is based off of the InterActive for Life research project. It also relates to the social-emotional learning and living skills in provincial curriculum documents. For rubrics related to specific movement strands in the curriculum, see your provincial curriculum documents.

InterActive Ways to Connect	Postures	Positions	Gestures	Expressions
InterActive Function (Capacity to connect)	Readiness to Face Partner – becoming aware of tensions and releases.	Readiness to Meet Partner – adopting a stance allowing for optimal awareness of proximal and distal movement cues.	Readiness to Respond to Partner –becoming aware of breath and timing in approaching the Other.	Readiness to Really See Partner – preparing to be there physically and be present expressively.
InterActive Form (Connected shapes)	Postural Alignment – attending to one’s core for engagement with, and/or relative placement to a partner.	Adapting Stances – following the partner in reaching forward or backwards, and angling towards or away.	Finding a Balance – becoming aware of alignments, supports, and weight transferences.	Making Eye Contact – looking at partner &/or environment to support connection.
InterActive Feeling (Connected Sensations)	Congruency – feeling a dynamic harmony of outer postures and inner poise.	Empathic Understanding – intuiting & responding to where and how one’s partner moves.	Rhythmic attunement – moving in synchronous and/or asynchronous ways.	Feeling what can be Seen – sensing and responding to subtle changes in degrees of effort and resistance.
InterActive Flow (Connected Energies)	Shape Shifting – tuning into gut levels of action/reaction , and muscular activation/relax-ation to stay with a partner.	Positioning and Repositioning – finding the sweet spot, the groove, the zone of connection with a partner.	Fluid Contact – moving beyond the bounds of predictable rhythm, and embracing moments of surprise.	Synergy in what can be seen – moving in ways where there is no distance between what one sees and what one feels, sustaining reciprocal movement with ease.



Mindful Monday Exit Card

ASSESSMENT OF LEARNING

Name:

Name of InterActivity: DIWO Yoga

- What do you think you did well when teaching your classmates your yoga movement?
- What do you think you could improve if you were to teach your yoga move to your classmates again?
- What was your favourite movement in the sequence and why?
- How did this sequence of movement make you feel (i.e., a sense of relaxation, strength, inner peace, or something else)?

Mindful Monday Exit Card

ASSESSMENT OF LEARNING

Name:

Name of InterActivity:

- Questions:



Tactical Tuesday Exit Card

ASSESSMENT OF LEARNING

Name:

Name of InterActivity: Mirror Cone Touch

- What body shapes allow you to be quick and agile?
- What allowed you to maintain a synchronous connection with your partner?
- Does it motivate you to work with someone else in order to achieve a goal?
- How can this be linked to defensive strategies in territory games?

Tactical Tuesday Exit Card

ASSESSMENT OF LEARNING

Name:

Name of InterActivity:

- Questions:



Name:

Name of InterActivity: Fake-Out Race-Out

- What movement strategies did you use to successfully fake-out your partner?
- What movement strategies did you use to successfully chase your partner?
- What sort of activities do you think these skills are important to practice for?
- What were your partner's tells or body cues that hinted at direction choice?

World Cup Wednesday Exit Card

Name:

Name of InterActivity:

- Questions:



Tempo Thursday Exit Card

ASSESSMENT OF LEARNING

Name:

Name of InterActivity:

- What are 3 tools we used today to motivate ourselves to be physically active?
- Did your dance go as planned? How did it feel to dance together and work together as a group?
- How did the physical effort change when more body parts became involved?

Tempo Thursday Exit Card

ASSESSMENT OF LEARNING

Name:

Name of InterActivity:

- Questions:



Fitness Friday Exit Card

ASSESSMENT OF LEARNING

Name:

Name of InterActivity: Mirror
Movement

- Was it easy or difficult to stay in sync with your partner/partners?
- How did you and your partner maintain a connection (i.e., eye-contact)?
- How does working with someone motivate you to be more physically active?
- Were you a good listener in this activity?

Fitness Friday Exit Card

ASSESSMENT OF LEARNING

Name:

Name of InterActivity:

- Questions: