

# Sport Education Benchmark Analysis

Teacher \_\_\_\_\_

Date \_\_\_\_\_

Assessed by \_\_\_\_\_

Lesson content \_\_\_\_\_

Grade level/s \_\_\_\_\_

Teacher Benchmarks			
Benchmark	Monitored by	Criterion score	Comments
Teacher provides the overall structure for the season			
Teacher interacts with students to determine specific season structure, rules, and game modifications			
Teacher assigns students to duty jobs or allows students to determine them			
Teacher supervises the selection of teams for competitive balance			
Teacher trains students to perform duty jobs proficiently			
Teacher promotes cooperative learning when teams are practicing and competing			
Teacher arbitrates disputes			
Teacher plans for player performance assessments			
Teacher promotes enthusiastic participation			
Teacher plans for and demonstrates use of Differentiated Instruction			

## Student Duty Job Benchmarks

Benchmark	Monitored by	Criterion score	Comments
Students can select their own duty jobs (or are informed why not)			
Students are knowledgeable			
Students can perform the skills of their duty job			
Students can carry out duty jobs with little supervision from the teacher			
Students can resolve conflicts during duty jobs (e.g., officiating) independently			

## Student Player Benchmarks

Benchmark	Monitored by	Criterion score	Comments
Players are competent			
Players are literate			
Players understand strategy			
Players are enthusiastic			
Players work cooperatively on their teams			
Players display good sporting behavior			

**Benchmark monitored by (Include all used):**

- LP** Review of lesson plan
- PC** Pre- or post-lesson conference
- CI** Observation of critical incidences during lesson (anecdotal records)
- ST** Observation of students (e.g., immediately after a task presentation)
- SO** Systematic observation (event, duration, time sampling)
- IN** Interviewing a small number of students during and after the lesson
- AM** Analysis of instructional materials used in the lesson (e.g., task sheets, station signs)
- TA** Traditional assessment (quiz, skills test)
- AA** Alternative assessment
- AU** Authentic assessment
- OT** Other: \_\_\_\_\_

<b>Benchmark criteria score:</b>	Not at all (0)	No evidence that the benchmark has been met
	Partially (1)	Some evidence that the benchmark has been met
	Fully (2)	Clear and consistent evidence that the benchmark has been met

**Summary Comments by Assessor:**