The Assessment of Swimming and Survival Skills

Paolo Di Paola
Has he taken the shot yet?

My tail's getting tired
Factors in swimming assessment

• Criteria

• Assessor experience and observation skills

• Assessment process and methodology
Meeting the criteria

• Continuous assessment (on going)

• Summative assessment (end of term)

• Performance vs motor learning
Performance vs motor learning

- Is it a one off?
- Can be repeated?
- Can be repeated under stress?
- Can be repeated after a period of time?
Use of descriptors in teaching and assessing

• How it looks as opposed to how it feels

• Understanding under water movement patterns

• Understanding principles of movement
Two Core Aquatic Skills:

• 1) Sculling

• 2) Egg beater kick

• Essential to fully enjoy aquatic disciplines

• Extremely important survival skills
Sculling

• Use of descriptors (lots of them)

• Figure of 8 for sculling? Is it?

• What should you feel?

• Bernoulli’s principle
Sculling
Treading water

• How? Is any technique really good enough?

• Eggbeater kick

• Why should every swimmer/lifeguard be able to use it?

• Which one is the actual skill? Eggbeater? Treading water?
Eggbeater
## ASSESSMENT METHODOLOGY

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Consistently performs the skill/task</td>
<td>PASS</td>
</tr>
<tr>
<td>4</td>
<td>Performs the skill/task, shows <strong>minor</strong> errors on <strong>occasion</strong></td>
<td>PASS (borderline – at teachers discretion)</td>
</tr>
<tr>
<td>3</td>
<td>Attempts the skill/task with <strong>minor</strong> errors <strong>every</strong> performance</td>
<td>FAIL (borderline – at teachers discretion)</td>
</tr>
<tr>
<td>2</td>
<td>Attempts the skill/task with <strong>major</strong> errors and lacks confidence</td>
<td>FAIL</td>
</tr>
<tr>
<td>1</td>
<td>No attempt made to perform the skill/task</td>
<td>FAIL</td>
</tr>
</tbody>
</table>
What should we really look for?

• Performance improvement
• Consistency or stability
• Persistence
• Level of effort
• Attention
• Adaptability
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• ‘The principal purpose of assessment is to help people to learn…’

Peter Scales, *Teaching in the Lifelong Learning Sector*
• Thank you for your attention!

• Any questions?