

Diary of a Ball — Assessment Guide

Assessment Overview

The Diary of a Ball assessment invites students to reflect on their learning by writing from the perspective of the equipment they used in class. Instead of analyzing their performance directly, students personify the ball (or barbell, racket, jump rope, etc.) and describe how it “experienced” today’s lesson.

This creative lens allows students to demonstrate understanding of movement concepts, decision-making, effort, teamwork, and skill development in a way that feels personal, honest, and meaningful.

The goal is to evaluate students’ ability to analyze their performance, identify areas for improvement, use unit vocabulary correctly, and communicate their learning clearly — all through creative narrative writing.

Student Objective

Students will demonstrate understanding of key movement skills, vocabulary, performance cues, and decision-making by writing a first-person narrative from the perspective of the equipment used in class.

Students must accurately describe:

- What happened during the activity
- What the “equipment” noticed about the student’s performance
- What the student did well
- What needs improvement
- How the student can grow in future lessons

Task Description

You will write a narrative reflection from the point of view of the equipment used in today’s lesson.

Your writing should describe the class experience as if the equipment could see, hear, and feel everything you did.

Your entry should include:

1. A description of the class activity
What skill, drill, or game was the equipment involved in?
2. Accurate use of unit vocabulary
Include skill cues, strategy terms, or movement concepts (examples: “follow-through,” “bar path,” “platform,” “ready position,” “timing,” etc.).
3. Clear descriptions of performance strengths
What did the equipment notice that you did well?

4. Clear descriptions of areas for improvement
What mistakes, challenges, or habits did the equipment see?
5. Specific suggestions for next time
What does the equipment “wish” you would try, fix, or focus on going forward?

Your tone can be serious, funny, dramatic, or creative — but your analysis must be accurate.

Format Requirements

Your reflection must include:

Length

- 6–10 sentences minimum (or teacher-selected requirement)
- Paragraph format preferred

Perspective

- Written entirely from the point of view of the equipment

Content

- At least 3 correct vocabulary terms from the unit
- At least 1 example of something you did well
- At least 1 example of something to improve
- 1 actionable next step for future classes

Writing Quality

- Clear, complete sentences
- Logical flow
- Creativity encouraged but not required

Examples of Equipment Narratives

(These are sample starters, not full submissions.)

- Basketball Example
“I bounced along beside you today during the dribbling drill. I noticed your cross-over looked smoother, but you still push me sideways instead of keeping me low and tight...”
- Barbell Example
“When you lifted me during bench press, I felt your elbows flare a little too wide. Your bar path was wobbly, but I could tell you were focusing on your setup...”

- Volleyball Example
“During serve-receive, I could feel your platform tighten at the last second. When you angled your arms correctly, I flew exactly where you wanted...”