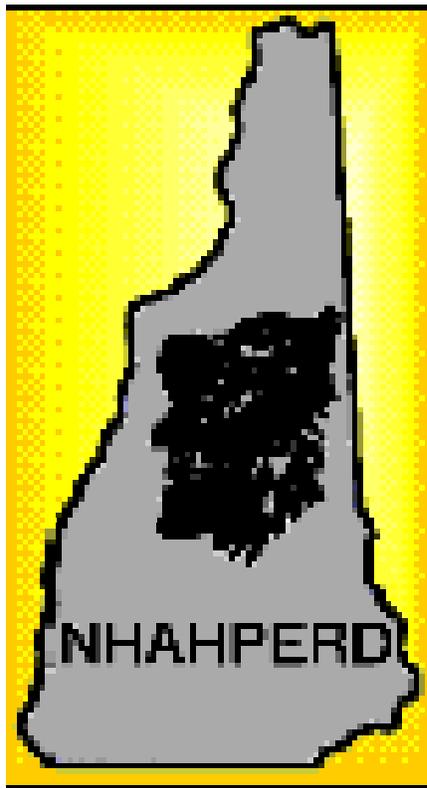


New Hampshire
Physical Education K-12
Assessment Document



**New Hampshire Association for
Health, Physical Education, Recreation and Dance**

New Hampshire State Department of Education

2007

Governor of New Hampshire

John Lynch

Executive Council

District 1 Raymond S. Burton, Bath
District 2 John D. Shea, Nelson
District 3 Beverly A. Hollingworth, Hampton
District 4 Raymond J. Wieczorek, Manchester
District 5 Debora Pignatelli, Nashua

New Hampshire State Board of Education

John E. Lyons, Jr., Portsmouth - Chairperson
Fred J. Bramante, Jr., Durham
Tom Raffio, Bow
Daphne A. Kenyon, Windham
Stephen R. L'Heureux, Hooksett
William D. Walker, Campton
Helen Honorow, Nashua

Commissioner of Education

Lyonel B. Tracy

Deputy Commissioner

Mary S. Heath

Administrator, Bureau of Accountability

Deborah Wiswell

Administrator, Curriculum and Assessment

Tim Kurtz

Arts Curriculum and Assessment Consultant

Marcia McCaffrey

NOTICE OF NONDISCRIMINATION

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities, and employment practices. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Brenda Cochrane, ADA Coordinator, NH Department of Education, 101 Pleasant Street, Concord, NH 03301-3860, (603) 271-3743 TTY/V or bcochrane@ed.state.nh.us.

The information on the following pages is also available on our website at www.ed.state.nh.us.

PE Assessment K-12 Design Team

Committee Members:

Lisa Damren, Lyme Elementary School, (K-8)
Kristi Getz Hikel, Alton Central School, (Pre-K-12)
Dr. Beverly King, Keene State College
Dr. Louise McCormack, Plymouth State University

TABLE OF CONTENTS

| <u>PART I</u> | <u>Pages</u> |
|---|---------------------|
| Introduction | 6 |
| What is Assessment? | 7 |
| What are the Principles that Guide Assessment? | 8 |
| What Do the Components of an Effective Assessment Measure?..... | 9 |
| What Are the Purposes of Assessment?..... | 10 |
| What Should be Assessed?..... | 11-12 |
| What Are the Approaches to Assessments?..... | 13 |
| What are the Different Types of Assessment that Are Used in Physical Education?..... | 14 |
| Types of Student Assessment Used in Physical Education..... | 15 |
| Chart: Types of Student Assessment..... | 16 |
| Who Should / Can Assess?..... | 17 |
| When Should Assessment Occur?..... | 18 |
| Where Should One Begin?..... | 19 |
| How Do I Manage This Thing Called Assessment?..... | 20-22 |
| What is Grading? | 23 |
| What is the Relationship between Assessment and Grading? | 24 |

PART II

New Hampshire Curriculum Guidelines/Objectives Alignment with Assessment Examples

| | Pages |
|--|--------------|
| Guideline 1: Engages in a physically active lifestyle..... | 25-26 |
| Curriculum Guideline 2: Achieves and maintains a health enhancing level of physical fitness..... | 26-27 |
| Curriculum Guideline 3: Demonstrates competency in motor skills and movements patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities..... | 28-29 |
| Curriculum Guideline 4: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the development of motor skills and the learning and performance of physical activities..... | 30-31 |
| Curriculum Guideline 5: Identifies that physical activity provides opportunities, health enhancement, enjoyment, challenge, self-expression and social interaction..... | 32 |
| Curriculum Guideline 6: Exhibits responsible personal and social behavior that respects self and others in physical activity settings..... | 33-34 |

APPENDIX I

| | <u>Pages</u> |
|--|--------------|
| Sample assessments by grade level for each curriculum guideline..... | 36 |
| Grade Level K-2, Guideline 1, Project..... | 37 |
| Grade Level K-2, Guideline 2, Student Log | 38-39 |
| Grade Level K-2, Guideline 3, Student Journal..... | 40-41 |
| Grade Level K-2, Guideline 4, Performance Task..... | 42-43 |
| Grade Level K-2, Guideline 5, Written tests/Worksheet (2)..... | 44 |
| Grade Level K-2, Guideline 6, Checklist..... | 45 |
| | |
| Grade Level 3-5, Guideline 1, Student Log..... | 46 |
| Grade Level 3-5, Guideline 2, Student Journal..... | 47 |
| Grade Level 3-5, Guideline 3, Performance Task..... | 48 |
| Grade Level 3-5, Guideline 4, Written tests (2)..... | 49-50 |
| Grade Level 3-5, Guideline 5, Worksheet..... | 51 |
| Grade Level 3-5, Guideline 6, Checklist..... | 52 |
| | |
| Grade Level 6-8, Guideline 1, Student Journal..... | 53 |
| Grade Level 6-8, Guideline 2, Fitness Log..... | 54 |
| Grade Level 6-8, Guideline 3, Checklist..... | 55 |
| Grade Level 6-8, Guideline 4, Written Exam (2)..... | 56-57 |
| Grade Level 6-8, Guideline 5, Student Journal..... | 58 |
| Grade Level 6-8, Guideline 6, Questionnaire..... | 59 |
| | |
| Grade Level 9-12, Guideline 1, Student Project..... | 60 |
| Grade Level 9-12, Guideline 2, Student Log/Journal..... | 61 |
| Grade Level 9-12, Guideline 3, Record of Performance..... | 62 |
| Grade Level 9-12, Guideline 4, Written Exam..... | 63-64 |
| Grade Level 9-12, Guideline 5, Student Journal (2)..... | 65 |
| Grade Level 9-12, Guideline 6, Rubric..... | 66 |
| | |
| Bibliography..... | 67-69 |

Introduction

Recent educational changes have spurred the need for assessment within the Physical Education field. Although it has always been part of the instructional process – Plan, Teach, Evaluate -it has not received the attention of many physical educators until recently. In the past it was not necessary to use assessment techniques for several reasons. Educators were not required to provide information on student performance to anyone. Both practicality of useful instruments and time needed to complete such assessments appeared to take away from the more relevant parts of teaching. In addition, professionals in the physical education field were not required to have defined learning outcomes for their students.

Today, with the increased emphasis on accountability, physical education teachers in New Hampshire must rethink the place of assessment within their programs. The newly revised NH STANDARDS for Public School Approval (Ed 306 – effective 7/1/2005) addresses assessment in physical education as part of section 306.41. It states:

In the area of physical education, the local school board shall require that each school physical education provides:

Sound assessment practices in physical education that:

1. Match goals and objectives;
2. Require evaluation and synthesis of knowledge and skills;
3. Emphasize higher-order thinking skills;
4. Clearly indicate what the student is asked to do;
5. Are at an appropriate skill level according to:
 - a. State standard; and
 - b. The needs of the individual;
6. Have criteria that are clear to students and teachers;
7. Are engaging and relevant to students;
8. Link to ongoing instruction;
9. Provide feedback to students;
10. Provide cost-effective benefits to students;
11. Reflect real-world situations; and
12. Emphasize use of available knowledge and skills in relevant problem contexts.

In addition, assessment plays a key role in Follow the Child, a recently established New Hampshire Department of Education initiative, under the leadership of Commissioner Lyonel B. Tracy. This initiative, offered to New Hampshire schools and districts, helps schools foster student aspirations to promote student success through an emphasis on personalized learning and assessment and focuses on measuring student growth through all areas of each child's life. To become a Follow the Child designated district, the school administrative unit (SAU) must show a commitment to several beliefs including the use of continuous assessment strategies.

Therefore, it is imperative that physical education teachers are knowledgeable about assessment and utilize sound practices.

What is Assessment?

Assessment refers to the process of testing and evaluating students to determine progress towards program goals. It is an important part of any sound physical education program because it helps teachers to measure students' current levels of ability, progress, and their own teaching effectiveness.

A quality assessment model in physical education involves:

1. formally stating the instructional objectives (cognitive, psychomotor, affective)
2. pre-assessing the students
3. measuring the achievement of objectives using valid and reliable tests during and after the delivery of appropriate instructional activities
4. evaluating student progress towards meeting the objectives

What are the Principles that Guide Assessment?

A quality assessment model is based on three principles:

1. Establish appropriate instructional objectives using national, state, and local standards or guidelines.
2. Select/use appropriate measures to determine student progress towards meeting instructional objectives. Assessment can take many forms. Both formal and informal tools can be used. (See “What are the Approaches to Assessment?”)
3. Develop an evaluation scheme that reflects the attainment of instructional objectives. While grading is part of the evaluation scheme, it should not be the only outcome. (See “What is the Relationship between Assessment and Grading?”)

What Do the Components of an Effective Assessment Measure?

For an assessment measure to be effective, it needs to include:

1. **validity** – Does it measure what it claims to measure?
There needs to be agreement between what the assessment measures and the performance, skill, or behavior the assessment is designed to measure. For example, if a test is designed to measure cardiovascular endurance, one must be confident it does so.

It is important to remember that validity is specific to a particular use and group. An assessment might be valid for one age group, but not valid for a different age group.

2. **reliability** – Does it measure consistently?
A reliable assessment should obtain approximately the same results regardless of the number of times it is given. For example, an assessment given to a group of students on one day should yield approximately the same results if it is given to the same group on another day.
3. **objectivity** – Does the measurement yield highly similar results when administered by others? For example, an assessment has high objectivity when two or more people can administer the same assessment to the same group and obtain approximately the same results.
4. **feasibility** – Is the measure straightforward and easy to set up and administer?
The following administrative considerations may help one determine the feasibility of an assessment.
 - a) **Cost:** does the assessment require expensive equipment that one does not have or cannot afford to purchase?
 - b) **Time:** does the assessment take too much instructional time?
 - c) **Ease of administration:** Does one need assistance to administer the assessment? If so, how will these people be trained? Are the instructions easy to follow? Is the assessment reasonable in the demands that are placed on those being assessed?
 - d) **Scoring:** If another person is needed to help administer the assessment, will it affect the objectivity of the scoring? (For example: A person is needed to pitch the ball to the hitter in a softball hitting assessment.)
5. **usefulness** – Can the results be used for valid educational purposes such as self-appraisal, program planning, or reporting progress?
For example: A worksheet is given to a student so one can demonstrate knowledge of skills/games. The results could provide to the student an idea of how much is known about skills/games (self-appraisal), to determine where in the lesson this information should be covered (program planning), and/or as part of calculating students grades (reporting progress).

What Are the Purposes of Assessment?

1. **Student Learning:** Assessment is a way for educators to measure progress, strengths, and areas of growth. Many teachers assess their students using a pre-test, mid-term, and post-test to gauge student learning. This may take place throughout a unit or the entire school year.
2. **Improvement of Teaching:** Teachers use assessment to determine what is effective in their teaching practices; what is working and what needs improvement. A variety of assessment tools may be used in order to determine what types of instruction are most beneficial in meeting the needs of students.
3. **Communication:** Assessment should serve as a means of communication between educators, students, administrators, and parents. Parents and students often look at assessment to see WHAT is being learned, HOW progress is being measured, and the TYPE of instruction being received. Educators and administrators use assessment to evaluate teaching practices and to determine if there are gaps in the curriculum.
4. **Program Evaluation:** Assessment can prove a good measure of one's program, revealing evidence of the effectiveness of that program, throughout the year, assessment can offer direction to the program and modifications can be made to increase both student and instructional success.
5. **Program Support:** Consistent assessment can be used to validate one's program. Data gained is objective and can show evidence of goals and objectives being met by both student and teacher. With clear data presented, a strong measure of program support may follow.
6. **Motivation:** Assessment shows progress. When improvement is shown, students feel Positive about their learning environment. Documented assessment can offer proof of growth, thus enhancing students' motivation to perform to the best of their ability.

What Should be Assessed?

The Three Domains of Learning

Throughout a child's development there are three domains of learning that exist in order to educate the whole child. Psychomotor, cognitive, and the affective domains give meaning to learning. These are essential in allowing a child to explore the learning environment and obtain as much information about the world as possible.

The three Domains are:

1. Psychomotor- The performance component; exploring one's environment and gaining skills throughout the process.
2. Cognitive-The knowledge component; thinking, associating experiences with learning.
3. Affective-Personal and social development. Providing children with opportunities to interact with others in order to gain a sense of themselves and those around them.

Incorporation of the 3 Domains in Physical Education

According to David Gallahue, in physical education the three domains are interwoven to give meaning to movement. When children understand WHY their body functions the way it does (cognitive), they can begin to attain skill competency (psychomotor) and associate positive feelings with physical activity (affective).

- a. Psychomotor domain -the heart of physical education is developing competent motor skill abilities.
- b. Cognitive domain- an understanding of movement concepts and principles that allow children to become more efficient movers and learners through movement.
- c. Affective domain – development of acceptable social and personal behaviors in physical activity settings that allow for a productive learning environment with students working responsibly both individually and as members of a group.

Assessment of the Three Domains in Physical Education

When assessing the psychomotor domain, one is measuring the development of motor skills and health related fitness. For example, at the primary level, students demonstrate skipping by performing the skill using the step, hop pattern or at the intermediate level, students participate in the FitnessGram assessment program.

When assessing the cognitive domain, one is measuring student knowledge of movement concepts, principles, strategies and tactics. For example, at the middle school level students articulate the skill pattern of the underhand throw (“ready, swing back, step, follow through”) or describe a strategy used to defend territory during an activity.

When assessing the affective domain, one is measuring the development of acceptable social and personal behaviors in physical activity settings. For example, at the high school level, students fill out a self reflection about their performance, complete a peer evaluation or identify, follow and, when appropriate, create safety guidelines for participation in physical activity settings.

What Are the Approaches to Assessments?

What is Formal and Informal Assessment?

Teachers can collect information using either formal or informal evaluation. Formal assessment is usually standardized. This standardization allows the teacher to interpret student performance and provides an objective way to assess learning. Informal assessment, sometimes termed alternative/authentic assessment, often relies on observation techniques.

What is Traditional Assessment?

The term traditional assessment is used to describe the means of gathering information on student learning through techniques such as multiple-choice, fill-in-the-blank, and matching questions, as well as essays. These approaches are particularly useful in assessing students' knowledge of information, concepts, and rules. They are also appropriate for assessing students' knowledge of the terms and processes involved in a career.

Because factual knowledge of information is one important aspect of applied technology, carefully designed multiple-choice and matching questions can enable the teacher to quickly assess student mastery of content knowledge. However, an effective assessment evaluates knowledge of facts as well as the connection to a broader body of knowledge. Proficiency in applied technology depends on the ability to know and integrate facts about all aspects of industry into useful constructs.

What is Alternative Assessment?

Teachers from all academic fields are now being held accountable for the performance of their students. This level of accountability requires teachers to document student learning. In addition to traditional assessment, more physical education teachers are incorporating "real-life" learning in their classes. These alternative or authentic assessments focus on the use of what is learned in real-life settings. "Alternative assessment techniques can be applicable to using assessment as a "learning experience" that is part of the instructional process rather than something that is "done to" students (Rink, 2006).

Alternative assessment takes time. The teacher must balance the need for reliable and valid information against the practical issues involved in limited program time and too many students. Yet these assessments are gaining in popularity because they tend to focus on more meaningful "real-life" learning. Authentic assessment focuses on the use of what is learned in real-life settings. Alternative assessments techniques can be used for all of the learning domains and are most applicable to using assessment as a "learning experience" that is part of the instructional process.

Most alternative assessment relies heavily on the assessor making a judgment about some performance. This performance could be about a physical skill or ability, an affective or cognitive behavior.

What are the Different Types of Assessment that are Used in Physical Education?

Many types of assessments can be used by educators to collect information and provide students with a variety of learning experiences. The following are a few types of assessments used in physical education. After each type, the approach (formal or informal) is noted in *italics*.

Observation is one of the most common forms of assessment used in physical education. Observational data is a useful form of assessment for the teacher to assess student performance. It is also one of the most useful self and peer assessment activities. When the students are provided a set of criteria to assess their performance or the performance of others, they are learning what is important in what you are trying to teach them and learn to focus their efforts on improvement. (Rink, 2006).

An example of each assessment noted below has been placed in Appendix I.

- Checklist: associate with observation data; used to identify a particular behavior or characteristic of performance with established criteria. *Informal*
- Performance task: are meaningful “culminating” experiences that can be accomplished within a single instructional period. Examples would include a dance routine, warm-up routine, locomotor skill sequences, skit, role playing, and oral report. *Informal*
- Rating scale: associated with observation data; determines degree *Informal*
- Record of performance: ‘Snapshot’ of performance from daily tasks (i.e. win/loss, fitness scores, skill assessments) *Formal*
- Rubric: used to assess complex behavior; a multidimensional rating scale. *Formal*
- Student interview, survey and questionnaire: used to gather information on student thinking and feeling. *Informal*
- Student journal: are often used as a “notebook” where students are asked to reflect on their performance/ express their feelings, perceptions and attitudes about their experiences in physical education. *Informal*
- Student log: Establish a record of participation or some other behavior or characteristic over time. *Formal*
- Student project: designed as a learning and assessment experience. Students are asked to investigate, design/construct, and present their work in some form. *Formal*
- Written test/worksheet: Is the most common form of assessment in all content areas. It is considered the best way for teachers to determine student knowledge. *Formal*

A portfolio has not been listed above as a type of student assessment. Although it may mean many things to some, within this document a portfolio is considered a representative collection of learning over time. It should demonstrate progress and learning.

Students today are part of a highly technological world. Therefore, assessments might include audio-visuials (posters, white boards, easels) and computer-assisted techniques (i.e. mind mapping, imovies, powerpoint, movement skill videos). These knowledge or performance assessments can be compiled in an electronic portfolio that would demonstrate learning over time.

Types of Student Assessment Used in Physical Education

There are many types of assessments that can be used by teachers to collect information. The type of assessment chosen needs to match the student learning goals. The chart on the following page is an attempt to provide several examples of both traditional and alternative assessments. The format was modified from the following resource:

Hopple, C.J. (1995). Teaching for outcomes in elementary physical education. Champaign, IL: Human Kinetic

TYPES of STUDENT ASSESSMENT

Traditional Approaches

Alternative Approaches

Teacher Generated Written Tests/Worksheets

Student Products

| Selected Response Formats | Limited Open-ended Formats | | Audio/visual | Written | Performance Tasks |
|---|--|--|---|--|--|
| <i>Responses selected from given alternatives</i> | <i>Brief, written response constructed</i> | | <i>Generated for exhibition/display</i> | <i>Written response generated</i> | <i>Physical or cognitive behaviors</i> |
| Multiple-choice | Open response | | Banner | Essay, story, poem | Skit / role playing |
| True & false | Short answer | | Photo exhibit | Research paper | Officiate a game |
| Matching /association | Label diagram | | Artwork – black & white | Anecdotal | Fitness assessment |
| Corrective true & false | Fill-in-the-blank | | Videotape | Student journal | Debate |
| | | | Concept maps | Personal fitness plan | Oral report |
| | | | Poster | Student log | Instruct a lesson |
| | | | Powerpoint | Advertisement | Interview |
| | | | imovie | Brochure | Showcase |
| | | | Audiotape | Checklist | Movement sequence – dance, gymnastics, locomotor, etc. |
| | | | | Rating Scale | Warm-up routine |
| | | | | Rubric – teacher, peer, self | Game play |
| | | | Model of athlete (clay, styrofoam) | Record of performance | |
| | | | | Newspaper | |
| | | | | Magazine construction | |
| | | | | Reflection | |
| | | | | Student project | |
| | | | | Pre-assessment inventory | |
| | | | | Student survey, interview, questionnaire | |
| | | | | Editorial | |

Who Should Assess and Who Can Assess?

There are a number of potential ways to assess within physical education. In order for assessment to be successful, it must be practical. The following will identify some ideas and suggestions that can make assessment feasible, useful, and meaningful for both the learner and teacher.

Assessment can be completed by the teacher, student, or peer. The more traditional model where the teacher is assessing is often not feasible from a practical perspective. However, if one of the teacher's objectives is to plan and provide opportunities that result in student responsibility, then it appears logical to involve students in the assessment process whenever appropriate.

Self Assessment: Self assessment can be used throughout the instructional process. This provides both a quick and practical way for the teacher to collect information. Student progress can be recorded using one or more of the following tools – student journal, notebook, index cards – that are completed and submitted to the teacher.

Teacher Assessment: Simple checklists, rating scales, and/or rubrics can be used by teacher to assess student performance. In addition, the use of technology in the classroom or gymnasium can be used to assess student performance and student behavior. The videotape, CD and DVD can be viewed at a later time.

Peer Assessment: With clear directions from the teacher, peers can collect information that can indicate student progress. Again, checklists, rating scales, or rubrics can provide criteria for making judgments. Peer assessment requires students to focus on the criteria, allowing them to develop observation skills. For peer assessment to be effective, the teacher needs to teach the observational process.

When Should Assessment Occur?

Assessment should occur on a continuous basis throughout the year. Assessment used prior to instruction (pre-assessment) could provide information about the students and help establish learning objectives. Assessment used during instruction can provide feedback to both the teacher and students. Finally, assessment at the end of instruction (post assessment) can determine if learning objectives were met and/or if changes or more work in a particular area is warranted.

1. **Formative versus Summative:**

- a. Formative Assessment is done continuously throughout the learning and instruction period. This type of assessment provides feedback that can be used to alter, fine-tune, or modify what has been done. Both teacher and student can use the information gained to improve either teaching practices or learning methods. Traditionally, this is not graded but used as a diagnostic tool.
- b. Summative Assessment occurs at the end of the learning unit. “The purpose of summative assessment is to measure how well students have learned key content and skills as defined by the unit’s learning goals and objectives”
(http://www.state.ct.us/sde/dtl/ta/seminarseries/online_seminars/phys_ed/4.htm)

2. **Pre-Assessment versus Post Assessment:**

- a. Pre-assessment tools are used at the beginning of instruction. Results from pre-assessment are used as a basis for setting reasonable and attainable goals. This allows teachers and students to identify and work on areas that need improvement.
- b. Post assessment tools are used at the end of the learning unit to evaluate student progress and achievement. The post assessment results can be compared to the pre assessment results to measure how well individual students have mastered content and skills and to evaluate the effectiveness of instruction.
- c. Some of the assessment tools may be used for both pre-assessment and post assessment. For example, the Fitnessgram can be administered in the fall (as a pre-assessment) to help establish health-related fitness goals. Then it could be given again in the spring (as a post assessment) to measure process toward established goals.

Where Should One Begin?

Using performance tasks for assessment:

A performance task is a type of performance assessment in which students physically perform the skill or desired product to be assessed. If one chooses to use performance tasks for assessment the following suggestions should be kept in mind:

1. Choose a task that fits the level and is realistic for both teacher and students.
2. To begin, only assess 1-2 specific classes until becoming familiar with the process.
3. Find performance tasks that can be used to assess outcomes from more than one unit.
4. Use performance tasks for formal and informal assessment.
5. Use assessment stations, when possible. That way one can focus attention on fewer students at a time.
6. Record the names of students who do not perform the task (usually there are fewer).
7. When planning units, specifically plan for assessment time. Do not wait until the last minute to think about assessment.

Using portfolio tasks for assessment:

Portfolios provide teachers with an authentic form of assessment. They can be used by teachers and students to see progress over time. Physical education teachers need to adapt the use of portfolio tasks to their unique classroom setting.

Useful strategies to do this include:

1. Portfolios need to last over time. Therefore, they need to be sturdy enough to handle a variety of papers. Students can personalize them, if desired. Make sure their names (last name, first name) are written in a common, visible place on the portfolio.
2. Decide what should go into the portfolio. This could be a combination of in-class and out-of-class work. Examples might include fitness scores, skill checklists, journal logs, fitness logs, reflections, and worksheets.
3. Store the portfolios by class in a crate or box with handles. Store them in an accessible place.
4. Develop a protocol for students to use when submitting work.
5. Make sure to plan time to review the work in the portfolios.
6. Begin using portfolios with 1-2 classes. In the beginning portfolio tasks may not be necessary for every unit.

How Do I Manage This Thing Called Assessment?

Management is crucial in implementing any assessment strategy. Establishing assessment protocols will save teachers time and effort. The first step in effective management of assessment is to develop, teach, support students in practicing assessment protocols. Scheimer (1999) stated that assessment protocols provide students with an organized method for obtaining the assessment materials (i.e., paper, pencil, or portfolio), selecting a private area in the gym to complete the assessment, and collecting the materials at the end of the assessment episode.

Examples of assessment protocols include:

1. distributing assessment materials
2. collecting assessments
3. ensuring names and dates on papers
4. arranging assessment materials (when teaching back to back classes)
5. dealing with insufficient assessment materials
6. accommodating nonreaders and/or non-English speaking students
7. accommodating students with special needs

The following are suggestions for assessment protocols that have been used by effective teachers, both within the context of physical education and regular classroom teachers. Each protocol can have its drawbacks – experimentation may lead to perfection. Each protocol may need to be modified depending upon the number of students, age/grade of students and use of student aides.

Distributing Assessment Materials

The key to this assessment protocol is getting the students involved. A class can be divided into smaller groups (no more than 8 students per group). Each group then has a specific equipment area where the necessary assessment materials (as well as the equipment needed for that lesson) are located. Before class begins, the teacher places the necessary assessment materials (and/or equipment) in each equipment area. When it is time to work with the assessment materials (and/or equipment), students go to their group's equipment area, select the materials (and/or equipment) needed, and return to their designated work space.

Collecting Assessments

The teacher uses a moveable filing cabinet containing folders with identified markings as tabs. These 25" x 15" systems hold approximately 300 folders, depending on the amount of information collected. It is the students' responsibility to submit or remove papers from the class or personal student folder as requested by the teacher. Within each personal folder, files can be categorized by color paper inserts.

Ensuring Names and Dates on Papers

To keep accurate track of submitted papers, have students write their name or school code, date, and class on each paper. The teacher can fill in the information for students who are absent as this will help keep track of students who have not completed assessments.

Arranging Assessment Materials When Teaching Back to Back Classes

One of the easiest ways to organize materials is to color code them. Use different colored folders for each class/grade level. Place the assessment worksheets and/or record keeping sheets to be used for that class/grade in each folder. Teachers can help students learn to find the correct folder for their class and take the materials from it.

Dealing with Insufficient Assessment Materials

Due to the tightness of school budgets, money is often focused on equipment and curriculum rather than materials needed for assessment. However, there are ways to deal with this situation if a teacher is inventive and frugal.

Paper: Use recycled paper (one side) and cutting the paper in half or quarters (elementary). Provide a notebook or white lined paper specifically for physical education (secondary). Use chalk boards/ dry erase boards with the teacher making notations on a separate sheet.

Writing utensils: Often times at the end of the year, teachers give away crayons that are no longer part of a complete set. Check with the custodians who frequently have collected a bucketful of pencils and pens as they clean the buildings after school. Upper level students may be asked to provide their own pencils or if stations are used, students can share writing implements.

In addition, do not be afraid to ask business or community groups for help. Getting two or three boxes of pencils and a ream of paper may be sufficient to use for assessment annually.

Accommodating Nonreader and/or Non-English Speaking Students

The ideal would be to have a tutor and/or translator in the gymnasium, however, not all schools budget for this. However, since visual models are a key component in helping these students, the following could be used:

- A. large pictures posted on the walls
- B. large words with phonetic break downs
- C. the English alphabet posted on the walls
- D. flash cards
- E. teacher/student mirroring
- F. peer mirroring

Accommodating Students with Special Needs

Each student's Individualized Education Plan (IEP) should be reviewed for necessary accommodations.

When a paraprofessional is available, he/she should guide students using a variety of specific modifications as specified in the IEP to access the curriculum and assist in assessment. Consultation with the physical education teacher is critical in this process.

When a paraprofessional is not available, the physical educator should utilize the identified modifications as outlined in each student's IEP for both program development and student assessment. These may include the use of adaptive equipment and/or peer partners for guidance to assist the student.

What is Grading?

Grading reports a student's level of performance and usually includes many assessment measures. Grades are useful for evaluating individual student performance. Grading can be used to motivate students and help them understand that learning is important. Grades provide students and parents with feedback regarding progress and achievement. In addition, grades may provide insight for teachers about instructional planning and for administrative purposes. Grades are needed for student rank, credits, and promotion.

What is the Relationship between Assessment and Grading?

Assessment is information gathered that examines what has been taught, practiced and learned. Many different assessment techniques may be used to evaluate students' progress. Grading is a report on students' level of performance. Goals and objectives should be set prior to assessment used for grading. The students' grade should reflect a level of achievement compared to the objectives. Assessment reflects performance; grading attaches value to performance.

New Hampshire Curriculum Guidelines/Objectives Alignment with Assessment Examples

Curriculum Guideline 1: Engages in a physically active lifestyle

Since Guideline 1 focuses on both the psychomotor and cognitive domains, student logs, student journals, and student projects can be used to record daily physical activity participation and reflect on what has been learned as a result of these learning experiences.

In addition, written tests/worksheets should be considered to assess content knowledge.

Student Indicators:

Grades K-2: The student will be able to:

1. Participate in daily physical activity during and after school. *student journals (pictorial)*
2. Identify the physiological changes in the body during physical activity – heart, breathing, perspiration, respiration. *written tests/worksheets*
3. Identify benefits gained from participation in physical activity. *written tests/worksheets*
4. List activities that will promote a physically active lifestyle. *student projects*

Grades 3-5:

1. Participate in daily physical activities that promote healthy lifestyles. *student logs based on personal abilities and interests. student journals; student logs*
2. Discuss reasons for participating in physical activity. *written tests/worksheets*
3. Identify personal reasons for participating in physical activity. *student journals; student logs (e.g. improvement through practice, enjoyment, social interaction, personal challenge).*
4. Describe health benefits that result from regular and appropriate participation in physical activity. *written tests/worksheets*

Grades 6-8:

1. Participate in daily physical activities that promote a healthy lifestyle based on personal abilities and interests. *student journals; student logs*
2. Set personal physical activity goals. *student logs; student journals*
3. Identify long-term benefits that may result from regular participation in physical activity *written tests/worksheets*

Grades 9-12:

1. Participate in daily health-enhancing and personally rewarding physical activities. *student logs; student journals*
2. Develop a physical activity plan based on individual needs and interests. *student projects*

3. Describe how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes. *written tests/worksheets*

Curriculum Guideline 2: Achieves and maintains a health enhancing level of physical fitness.

Since this guideline focuses on the psychomotor domain, observation with checklists, rating scales or rubrics may be used to assess how often students participate in daily activity.

Student journals could be used to assess students' thoughts and feelings about the connection between physical fitness and physical activity. The content should be reflective of the student's reading and writing capabilities. Younger children may have to use pictures to describe thoughts about how physical activity makes them feel (drawing a happy or sad face).

Students in all grades could complete written tests/worksheets to assess knowledge of the benefits of physical activity or to identify components of health related fitness.

Student logs are useful when keeping records of activity in order to show improvement or participation. A classic example is recording the results from formal fitness testing.

A performance task using a formal fitness test/assessment (i.e. FitnessGram) can determine if students meet the age appropriate criteria for health related fitness.

For students in high school student projects could be used for the creation of a personal fitness program to improve or maintain fitness assessment results. Students in the upper elementary, middle school, and high school could use technology to record and assess fitness data.

Student Performance Indicators:

Grades K-2: The student will be able to:

1. Participate in daily health-enhancing physical activities. *checklists; rating scales; rubrics*
2. Participate in aerobic, anaerobic, muscular strength/endurance and flexibility activities. *student logs; student journals*
3. Progress in vigorous and fun activities from shorter to longer periods of time. *student logs*

Grades 3-5:

1. Participate in daily health-enhancing physical activities. *student logs*
2. Participate in formal physical fitness assessment. *performance tasks (formal fitness assessment)*
3. Describe short and long term benefits of engaging in health-related fitness. *student journals; written tests/worksheets*
4. Use personal fitness assessment data to enhance his/her understanding of fitness. *student journals; student logs*

5. Show improvement in all components of health-related fitness. *student logs*
6. Participate in aerobic, anaerobic, muscular strength/endurance and flexibility activities. *student logs*
7. Identify health-related fitness components inherent in various activities. *written tests/worksheets*
8. Use a beginning level of technology to record physical fitness assessment data. *student projects*

Grades 6-8:

1. Participate in daily health-enhancing physical activities. *student logs*
2. Design a comprehensive personal fitness plan based upon fitness assessment results. *student projects*
3. Identify effects of activity on stress levels. *written tests/worksheets; student journals*
4. Use personal fitness assessment data to enhance his/her understanding of fitness. *student logs; student journals*
5. Identify health-related fitness components inherent in various activities. *written tests/worksheets*
6. Show improvement in all components of health-related fitness. *student logs*
7. Participate in aerobic, anaerobic, muscular strength/endurance and flexibility activities. *student logs*
8. Participate in formal physical fitness assessment. *performance tasks (formal fitness assessment)*
9. Use a beginning level of technology to analyze, assess and improve one's fitness level. *student projects*

Grades 9-12:

1. Participate in daily enhancing and personally rewarding physical activities. *student logs*
2. Participate in annual fitness assessment. *performance tasks (formal fitness assessment)*
3. Develop and implement a personal fitness program based on his/her fitness profile. *student projects*
4. Achieve the minimum level on all health-related fitness components. *performance tasks (formal fitness assessment)*
5. Differentiate between health-related and skill-related fitness components inherent in various activities. *written tests/worksheets*
6. Use technology to analyze, assess and improve one's physical activity and fitness levels. *student projects*
7. Examine the correlation between modifiable health-related risk factors and health-related fitness. *student projects*

Curriculum Guideline 3: Demonstrates competency in motor skills and movements patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities.

Since this guideline focuses on the psychomotor domain, performance tasks can be used for assessment. Performance tasks are tasks that ask students to perform or do something that can be accomplished within a single instructional period. They are often meaningful “culminating” experiences that have some flexibility of student responses. Examples of these tasks might include:

- Gymnastics routine
- Game strategy sequence
- Dance routine
- Warm-up routine
- Sequences of locomotor skills

Characteristics of performance tasks are:

- Are specific to the instructional intention
- Enable student to demonstrate their improvement and ability
- Use real-world content
- Integrate knowledge and abilities when possible (Rink, p. 280-281)

Checklists, rating scales or rubrics can also be used to assess motor skill performance.

The performance can be assessed at the time it is presented or can be videotaped for teacher, peer, or self-assessment at another time.

Student projects can be designed as both a learning and assessment experience. Students are asked to investigate, design/construct, and present work in some form.

Records of performance can capture results of performance from daily tasks. Typically they are used to see what happens over time.

Student Performance Indicators:

Grades K-2: The student will be able to

1. Demonstrate locomotor, non-locomotor and manipulative skills in a developmentally appropriate form. *checklists; rating scales; rubrics*
2. Apply fundamental motor skills in a variety of physical activities, such as low-organized games, rhythmic activities, fitness activities, tumbling/gymnastics. *performance tasks (movement sequence)*

Grades 3-5:

1. Demonstrate developmentally mature patterns in a wide variety of locomotor, non-locomotor and manipulative skills. *checklists; rating scales; rubrics*
2. Apply fundamental motor skills in a variety of physical activities, such as low organized games, rhythmic activities, fitness activities, tumbling/gymnastics. *performance tasks (movement sequence)*
3. Begin to combine fundamental motor skills to develop more complex motor skills. *checklists; rating scales; rubrics*
4. Begin to use more complex motor skills in a variety of physical activities. *checklists; rating scales; rubrics*

Grades 6-8:

1. Combine and refine fundamental motor skills to competently participate in a variety of physical activities. *performance tasks (movement sequence)*
2. Apply fundamental and complex motor skills in a variety of physical activities *checklists; rating scales; rubrics*
3. Demonstrate use of strategies/tactics within a variety of physical activities. *performance tasks (game play)*

Grades 9-12:

1. Demonstrate competency in many and proficiency in a few complex motor skills. *checklists; rating scales; rubrics; records of performance*
2. Apply complex motor skills in a wide variety of leisure and work-related physical activities. *checklists; rating scales; rubrics; student projects*
3. Demonstrate use of strategies/tactics within a variety of physical activities. *performance tasks (game play)*

Curriculum Guideline 4: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the development of motor skills and the learning and performance of physical activities.

Since this guideline focuses on the cognitive domain, written tests/worksheets could (and should) be used to assess many of the performance indicators. These might have to be in picture or verbal format for younger children.

Observation with checklists, rating scales, or rubrics can be used to assess the performance indicators related to using a movement vocabulary and describing critical elements of motor skills.

Performance tasks could be used to assess cognitive knowledge of movement concepts if students are asked to describe the elements in a routine or skill sequence and perhaps discuss why the movements were selected.

Students at the upper elementary, middle school, and high school levels could incorporate knowledge of movement concepts in student journal entries that requires them to reflect on their performance. This could be a description of skill performance and application, including what was done well, what needed to improve, and how improvement could happen.

Student Performance Indicators:

Grades K-2:

The student will be able to:

1. Begin to use a movement vocabulary as teacher listens to children describe how they moved. *checklists; rating scales; rubrics*
2. Begin to describe the critical elements of fundamental motor skills. *written tests/worksheets (picture, verbal)*
3. Distinguish differences in time, space, force, flow and direction. *checklists; rating scales; rubrics*
4. Use feedback from teachers to improve motor skill performance and cognitive understanding. *checklists; rating scales; rubrics*

Grades 3-5:

1. Use a movement vocabulary when describing motor skill performance. *performance tasks (movement sequence)*
2. Describe critical elements of fundamental motor skills and begin to identify the critical elements of more complex skills. *written tests/worksheets*
3. Explain the use of movement concepts during motor skill performance. – *student journals*
4. Use feedback from teachers, peers, and other mediums (visual aids, computers, etc.) to improve motor skill performance and cognitive understanding. – *checklists; rating scales; rubrics*
5. Transfer concepts learned in other skills and games for performance of new skill and game. *student journals*

Grades 6-8:

1. Use a movement vocabulary when describing motor skill performance. *performance tasks (movement sequence)*
2. Describe critical elements of complex motor skills. *written tests/worksheets*
3. Analyze the use of movement concepts during motor skill performance. *student journals*
4. Use feedback from teachers, peers, other mediums, and a beginning level of self-assessment to improve motor skill performance and cognitive understanding. *checklists; rating scales; rubrics*
5. Identify when, why, and how to use strategies and tactics within game play. *student journals*

Grades 9-12:

1. Use a movement vocabulary when describing motor skill performance. *checklists; rating scales; rubrics; records of performance*
2. Describe critical elements of complex motor skills. *written tests/worksheets*
3. Evaluate the use of movement concepts during motor skill performance. *student journals*
4. Use feedback from teachers, peers, other mediums, and self to improve motor skill performance and cognitive understanding. *checklists; rating scales; rubrics*
5. Identify movement concepts and principles to independently refine their skills and apply them to the learning of new skills. *student journals*
6. Explain appropriate strategical and tactical decisions during game play (what to do when and why). *student journals*

Curriculum Guideline 5: Identifies that physical activity provides opportunities, health enhancement, enjoyment, challenge, self-expression and social interaction.

Through guided questions provided by the physical education instructor, students can write in a student journal to assess their feelings and thoughts regarding physical activity and their ability to function effectively within a group setting. Keeping a journal allows for students to express themselves with freedom, privacy and honesty.

Keeping a student log, whether individual or in a group, allows for students to self check and reflect upon what responsibilities they had during physical activity. It enables students to make decisions about whether they find daily physical activity rewarding and why.

Using a rubric can help students relate to whether they felt (physically) challenged, whether they found physical activity enjoyable, or whether interactions with others allowed for a productive class (most of the time, some of the time, very little of the time).

Worksheets help students identify the physical, emotional, and social benefits derived from participating in physical activities and being productive members of a group.

Student Performance Indicators:

Grades K-2:

1. Identify the value of participation in physical activities. *student logs; student journals*
2. Describe what it is like to work in a group. *student journals*

Grades 3-5:

1. Identify the value of participation in physical activities. *student logs; student journals*
2. Describe the benefits and challenges of working in a group. *student journals*

Grades 6-8:

The student will be able to:

1. Identify the value of personally participating in physical activities. *student logs; student journals*
2. Articulate the various roles of group members. *worksheets*
3. Reflect on personal role(s) within a group. *rubrics; student journals*

Grades 9-12:

1. Identify the value of personally participating in physical activities. *student logs; student journals*
2. Analyze the contributions of group members. *rubrics; student journals*
3. Reflect on personal contribution(s) within a group. *student journals*

Curriculum Guideline 6: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Since this guideline focuses on the affective domain, student journals could be used to assess students' thoughts and feelings. The content should be reflective of the student's reading and writing capabilities. Younger children may have to use pictures to describe feelings (drawing a happy or sad face).

Student logs can be used to record behavior over time.

Observation with checklists, rating scales or rubrics may be used to assess students' participation and ethical behavior in regards to performance indicators. Students may be assessed by their ability to play by the rules of the game or demonstrating good sportsmanship in an activity

Students in all grades could complete written tests/worksheets to assess knowledge of established safety rules or when giving a description of responsible behavior.

Performance tasks can be used to document the students' ability to follow safety rules.

For students in the upper elementary , middle school and high school student projects could be used for the creation of class safety guidelines or when developing strategies for including all students in physical activity. These could include posters and bulletin boards for exhibition/display or extended written responses

Student interview, surveys and questionnaires may be used by the students in the middle and high school for determining if conflicts are resolved and decisions accepted in socially acceptable ways

Student Performance Indicators:

Grades K-2: The student will be able to

1. Accept responsibility for his/her participation in physical activity settings. *checklists; rating scales; rubrics*
2. Work cooperatively and productively with a partner or small groups. (*checklists; rating scales; rubrics*)
3. Identify and follow safety rules for all activities. *performance tasks (game play, gymnastic routine); written tests/worksheets*
4. Display responsible behaviors in physical activity settings. *checklists; rating scales; rubrics*
5. Recognize the existence of individual uniqueness in physical activity settings. *student journals*
6. Display consideration for others in physical activity settings. *checklists; rating scales; rubrics*
7. Discuss the importance of including all students in physical activity settings. *written tests/ worksheets; student journals*
8. Resolve conflict in socially acceptable ways. *checklists; rating scales; rubrics*

Grades 3-5:

1. Describe responsible behavior in physical activity settings. *written tests/worksheets; student journals*
2. Work productively and respectfully with others to achieve a group goal. *checklists; rating scales; rubrics; student interviews*
3. Identify and follow safety rules for all activities. *checklists; rating scales; rubric; written tests/worksheets*
4. Demonstrate responsible behavior in physical activity settings. *checklists; rating scales; rubrics; student logs*
5. Recognize and accept the existence of individual uniqueness in physical activity settings. *student journals*
6. Display acceptance of others through verbal and non-verbal behaviors. *checklists; rating scales; rubrics*
7. Identify individual similarities and differences in physical activity settings. *student journals; written tests/worksheets*
8. Demonstrate a tolerance for individual differences. *checklists; rating scales; rubrics; student journals*
9. Resolve conflict in socially acceptable ways. *checklists; rating scales; rubrics; student interviews, surveys and questionnaires*

Grades 6-8:

1. Accept responsibility for being part of a group by contributing toward group success. *student journals*
2. Participate productively in both cooperative and competitive group activities. *student logs; checklists; rating scales; rubrics*
3. Identify, follow and when appropriate, create safety guidelines for participation in activities. *written test/worksheets; student projects*
4. Demonstrate responsible behavior in physical activity settings. *checklists; rating scales; rubrics; student logs)*
5. Discuss the difference between ethical and unethical behavior in physical activity settings. *student journals; student interviews, surveys, and questionnaires; written tests/worksheets*
6. Demonstrate ethical behavior in physical activity settings. *checklists; rating scales; rubrics; student logs*
7. Accept the existence of individual uniqueness in physical activity settings. *student journal*
8. Demonstrate positive attitudes towards self and others through verbal and non-verbal behaviors. *checklists; rating scales; rubrics; student logs*
9. Display sensitivity toward others in physical activity settings. *checklists; rating scales; rubrics; student journals*
10. Develop strategies for including others in physical activity settings. *student projects*
11. Resolve conflicts and accept decisions of judgment in socially acceptable ways. *checklists; rating scales; rubrics; student interviews , surveys, and questionnaire*

Grades 9-12:

1. Initiate independent responsible behaviors in order to be a positive influence on others in physical activity settings. *checklists; rating scales; rubrics; student journals*
2. Recognize the role of the leader and follower within a group in order to achieve physical activity goals. *student interviews, surveys, and questionnaires; student journals*
3. Identify, follow and, when appropriate, create safety guidelines for participation in physical activity settings. *written tests/worksheets; student projects*
4. Analyze the difference between ethical and unethical behavior in physical activity settings. *student project; student journals*
5. Demonstrate ethical behavior in physical activity settings. *checklists; rating scales; rubrics; student logs*
6. Demonstrate positive attitudes towards self and others through verbal and non-verbal behaviors. *checklists; rating scales; rubrics; student logs*
7. Develop strategies for including others in physical activity settings. *student projects*
8. Advocate for including all people in physical activity settings. *student projects*
9. Resolve conflicts and accept decisions of judgment in socially acceptable ways. *student interviews, surveys and questionnaires; checklists; rating scales; rubrics; student logs*

APPENDIX I

Sample assessments by grade level for each curriculum guideline are found in Appendix I. Sample assessments will include the following types:

Checklists

Performance tasks

Rating scales

Records of performance

Rubrics

Student interviews, surveys and questionnaires

Student journals

Student logs

Student projects

Written tests / worksheets

**Grade Level K-2
Guideline 1
Project**

Activities that Make Us Healthy

Name: _____

Class: _____

Regular Physical Activity

COLLECT and CUT pictures from magazines or newspapers that show activities that you do on a regular basis.

**Grade Level K-2
Guideline 2
Student Log**

Activities that Help Me be Physically Fit

CUT pictures from magazines or newspapers or DRAW pictures that show activities you do to help keep physically fit. Place them in the correct fitness category.

| Fitness category | Activity Picture |
|---|------------------|
| Cardiovascular endurance (I have a strong heart.) | |
| Muscular strength (I have strong muscles.) | |
| Muscular endurance (I can do movements over and over again) | |
| Flexibility (I can stretch.) | |

For the month of October, check each day you do one or more of the activities you have pictured.

| OCTOBER | CV endurance | Muscular strength | Muscular endurance | Flexibility |
|----------------|--------------|-------------------|--------------------|-------------|
| October 1 | | | | |
| October 2 | | | | |
| October 3 | | | | |
| October 4 | | | | |
| October 5 | | | | |
| October 6 | | | | |
| October 7 | | | | |
| October 8 | | | | |
| October 9 | | | | |
| October 10 | | | | |
| October 11 | | | | |
| October 12 | | | | |
| October 13 | | | | |
| October 14 | | | | |
| October 15 | | | | |
| October 16 | | | | |
| October 17 | | | | |
| October 18 | | | | |
| October 19 | | | | |
| October 20 | | | | |
| October 21 | | | | |
| October 22 | | | | |
| October 23 | | | | |
| October 24 | | | | |
| October 25 | | | | |
| October 26 | | | | |
| October 27 | | | | |
| October 28 | | | | |
| October 29 | | | | |
| October 30 | | | | |
| October 31 | | | | |

**Grade Level K-2
Guideline 3
Rubric**

Locomotor Skills Rubric

Name: _____

Grade: _____

Date: _____

Observe the child performing each of the locomotor skills listed below. If he/she remembered all 3 key points listed, draw a star in the appropriate column. If he/she remembered 2 of the 3 key points, draw a happy face in the appropriate column. If he/she remembered 1 of the 3 key points, draw a checkmark in the appropriate column. If he/she cannot perform the skill, draw a circle in the appropriate column. Underline any key point the child does not perform.

| Skill/Key Points | Performs all 3 key points listed "star" | Performs 2 of 3 key points listed "happy face" | Performs 1 of 3 key points listed "checkmark" | Cannot perform skill "circle" |
|--|--|---|--|----------------------------------|
| Walk (head up, arms swing, slow speed) | | | | |
| Run (head up, arms pump, fast speed) | | | | |
| Hop (head up, arms out, take-off and land on one foot) | | | | |
| Jump (head up, arms swing in direction of jump, take-off and land on two feet) | | | | |
| Leap (head up, arms out, take-off on one foot, land on the other foot) | | | | |

| | | | | |
|---|--|--|--|--|
| Gallop (head up, arms out, lead foot and trail foot) | | | | |
| | | | | |
| Slide (head up, arms out, outside of lead foot points in direction of movement) | | | | |
| | | | | |
| Skip (head up, arms out or swinging, step-hop pattern) | | | | |

Note: This format was designed so it can be modified to use as a peer assessment rather than a teacher assessment.

**Grade Level K-2
Guideline 4
Written
tests/worksheets**

*Manipulative Worksheet
(pictures may be used for student understanding)*

Name: _____

Grade: _____

Directions: Circle the best answer or answers.

1. When performing a manipulative skill, you control a ball with your
_____ or _____.

head hands knees feet

2. When throwing, you step with the _____ as your throwing hand.

opposite foot same foot

3. You are ready to do an underhand throw. What faces your target?

opposite shoulder both shoulders

4. You are ready to do an overhand throw. What faces your target?

opposite shoulder both shoulders

5. In the overhand throw, what letter does your arm look like when you swing up?

W L V

6. What part of your hand do you use when striking a ball?

fist palm

7. Where should you strike the ball if you want it to go straight from your hand to the target ?

on top in the middle on the bottom

8. When dribbling a ball with your hand, what part of the hand should you use?

finger pads palm back

9. When you dribble, how high do you want the ball to go?

at waist level at head level at shoulder level

10. Fill in the missing cue. Choose from these words:

swing up step follow through ready

underhand throw:

ready, swing back, _____, throw, follow through

overhand throw:

ready, _____, twist and step, throw, follow through

strike:

ready, swing, step, strike, _____

dribble:

_____, push, push, push

11. Of the manipulative skills we practiced, circle your favorite.

underhand throw overhand throw
strike dribble

12. Circle all the sentences which describe a behavior goal we have been working on during this manipulative skills unit.

Keep your body and equipment under control.

Follow directions quickly.

Be respectful to others.

**Grade Level K-2
Guideline 5
Picture Journal**

1. Draw a picture that shows how much you enjoyed PE today.

WHY?

2. Draw a picture that shows how well you worked together in your group during PE today.

**Grade Level K-2
Guideline 6
Worksheet**

Name: _____

Grade: _____

Date: _____

Being Responsible in Physical Education

Think about your behavior in physical education today. As I read each sentence below, give yourself a **3** if you feel you showed this behavior all the time in class today, give yourself a **2** if you feel you showed this behavior some of the time in class today, but feel you could do better, and give yourself a **1** if you need to work harder on this behavior.

_____ I listened while others were talking.

_____ I had my body in control.

_____ I had my equipment in control.

_____ I worked together with my partner.

_____ I said something nice to a classmate.

_____ I followed the safety rules.

_____ I did my best.

**Grade Level 3-5
Guideline 1
Student Log**

Weekly Physical Activity Log

Directions: List the physical activities that you do each day and how many minutes you do each one without stopping. Turn into the teacher on the following week.

| Day of the Week/ Date | Physical Activity | Number of Minutes |
|------------------------------|--------------------------|--------------------------|
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |
| Saturday | | |
| Sunday | | |

**Grade Level 3-5
Guideline 2
Student Journal**

Journal Writing Assignment:

Not counting the Physical Education classes you had this week, write about any other physical activity in which you participated. You can write about as many as you want.

Identify the health-related fitness component of each activity in which you participated. You can choose from the following: *cardiovascular endurance, upper body strength endurance, lower body strength endurance, flexibility.*

| Day / Date | Health-related Fitness Component |
|------------|----------------------------------|
| | |
| | |
| | |
| | |
| | |
| | |

**Grade Level 3-5
Guideline 3
Performance Task**

Name: _____

Grade: _____

Date: _____

My Jump Rope Routine

During our jump rope unit you have had an opportunity to practice different jump rope skills. Now it is time to put them together and design a jump rope routine that lasts about 30 seconds. Below list the skills you will use in your routine and the order in which you will do them. Be sure to include how many of each skill you will do. Think carefully about the order in which you will do the skills so you can easily move from one skill to the next. Once you have practiced your routine, let me know so I can watch it.

Your jump rope routine must include:

Beginning position

Forward jumping

Backward jumping

Basic jumping steps (for example: single bounce, bell, skier, scissors, straddle,
cross-over)

Non-jumping skills (side swing)

Ending position

This is my jump rope routine:

This is why I chose these skills:

This is what I need to remember when practicing my jump rope routine:

**Grade Level 3-5
Guideline 4
Written
Tests/Worksheets**

Gymnastics Test

Name: _____

Grade: _____

Directions: Circle the best answer.

1. When stopping after swinging on the rope, which part of your body do you put down first on the mat?

feet

knees

2. When climbing up the rope, your hands go _____.

hand over hand

hand under hand

3. When climbing down the rope, your hands go _____.

hand over hand

hand under hand

4. When doing a forward roll on the uneven bars, your hands should be in an _____.

under grip

over grip

5. What does your body look like when you do a sticky landing?

head up, knees bent, arms out

head down, knees straight, arms at your sides

6. When doing a two-foot take-off onto the box, you should push-off with both feet at the same time.

yes

no

7. When you are walking on the balance beam, does it help to have your arms out to the side ?

yes

no

8. What is your favorite piece of gymnastics equipment?

swinging rope

climbing rope

uneven bars

balance beam

jumping box

cargo net

Directions: Answer in your own words:

9. Why was safety the most important word to remember during gymnastics?

10. Name one thing you should do to show you are safe when working on the gymnastics equipment.

**Grade Level 3-5
Guideline 5
Worksheet**

Benefits of Physical Activity

Think about the physical activities you participate in during physical education and outside of school. Name your favorite activity.

Think about why you like to participate in this activity.

Describe how it keeps you healthy

Describe why you enjoy participating in the activity

Describe how you are challenged by the activity.

Describe how the activity helps you learn to work with other people.

Draw a picture of you doing the activity.

**Grade Level 3-5
Guideline 6
Checklist**

Name: _____

Grade: _____

My Behavior in PE

Directions: Please check off ONLY the words that apply to how behaved today in PE.

_____ I listened to the teacher when she was giving directions.

_____ I listened to my classmates when they were sharing their ideas.

_____ I behaved cooperatively with my classmates during class today.

_____ I was tolerant of the behavior of my classmates most of the time in class today.

_____ I took care of the equipment used in/for class today.

_____ I contributed to class discussions today.

**Grade Level 6-8
Guideline 1
Student Journal**

Personal Physical Activity Goal

Beginning of the Month:

State the physical activity goal you want to achieve by the end of the month.

MY goal is:

What physical activities are you going to participate in to meet the above goal?

Why did you choose the above activities?

How do you expect the above activities to achieve your goal?

End of the Month:

Did you achieve your goal? Why or why not?

**Grade Level 6-8
Guideline 2
Fitness Log**

Personal Fitness Log

Name: _____

Grade: _____

My Fitness Goal is:

MY plan to work on this goal is:

1. Fitness Component: Cardiovascular Endurance

Date: Activity: Amount of time in activity: Heart Rate - R and W

2. Fitness Component: Muscular Endurance

Date: Activity Amount of time in activity:

3. Fitness Component: Muscular Strength

Date: Activity: Muscles worked:

4. Fitness Component: Flexibility

Date: Activity: Muscle group targeted

**Grade Level 6-8
Guideline 3
Checklist**

Basketball Partner Assessment

Partner #1: _____ **Partner #2:** _____

* **Directions:** Take turns evaluating proper technique for your partner in each of the following skills. Let your partner know what you are looking for during each shot, pass or dribble. Place an “X” by each technique done correctly. If your partner does not demonstrate a technique correctly please leave that space blank. Notice: you are not being evaluated on making a basket.

| Partner # 1 | Skill | Partner #2 |
|-------------|---|------------|
| | Set Shot (B.E.E.F) | |
| | Balance - Holds ball with shooting hand behind and under the ball | |
| | Eyes - On target, knees bent | |
| | Extension - Straighten legs and arms when shooting | |
| | Follow Through- With Shooting hand (goose neck) | |
| | Lay Up Shot | |
| | Right Side - step right, left, hop, right knee up | |
| | shoot with right hand, aim for backboard | |
| | Left Side -Step left, right hop, left knee up | |
| | shoot with left hand, aim for backboard | |
| | Chest Pass (to wall) | |
| | Fingers spread on both sides of the ball | |
| | Step forward with one foot | |
| | Elbows out and push ball forward –snap | |
| | Back of hands face each other, thumbs down | |
| | Bounce Pass (to wall) | |
| | Fingers spread on both sides of the ball | |
| | Step forward with one foot | |
| | Elbows out, push ball down -snap (>1/2 way to target) | |
| | Back of hands face each other, thumbs down | |
| | Dribbling | |
| | Keeps head up | |
| | Dribbles with finger pads | |
| | Dribbles below the waist | |
| | Switches from one hand to another | |

9. What is the “take off” foot in the leap?

10. How high should the knees come up to the body during the skip?

**Grade Level 6-8
Guideline 5
Student Journal**

Benefits of Physical Activity

Physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression and social interaction... Think about this physical education class and address the following:

1. Please list the activities you completed in physical education class today:
2. Please list any activities that enhanced your level of health and fitness. (Cardiovascular Endurance, Muscular strength & endurance, flexibility)
3. Which activities did you enjoy?
4. Which activities did you find challenging today?
5. Did you work alone or in a group?
6. If you worked alone were you able to be creative?
7. If you worked in a group, who were the other group members?
8. What was your role and your responsibilities in the group?
9. What changes would you make to today's activities to improve them?
10. Did the activities you participated in today provide opportunities for health enhancement, enjoyment, challenge, self-expression and social interaction?

**Grade Level 6-8
Guideline 6
Questionnaire**

Group Members: _____

After a discussion on physical activity settings, students will discuss in small with the following scenarios.

Right or Wrong?

Directions: After reading each option, as a group come up with a consensus on

- 1. ethical or unethical behavior and why or why not;**
- 2. which is the best option would your group choose.**

Scenario: You are playing in a soccer game and a member of the opposing team keeps grabbing your jersey. You are becoming frustrated because the referee has not been enforcing this rule. Your options are...

Option # 1: You continue to play and say nothing.

Option # 2: You figure if you can't beat them join them and you grab jerseys as well

Option # 3: You yell at the referee and tell them they need glasses

Option # 4: You speak to your coach or captain and ask them to speak with the referee

Which option did you choose?

Why?

Are there other options other than the ones provided? What are they?

| |
|--|
| <p style="text-align: center;">Grade Level 9-12 Guideline 1 Student Project</p> |
|--|

Personal Participation in Physical Activity

The student analyzes interests, desires, capabilities and commitment for engaging in a physical activity of his or her choice. Using personal data about health and motor fitness status, create a plan for developing skills and fitness necessary for participation in a series of episodes in the chosen activity. Include a plan for skill improvement, practice, fitness conditioning, securing equipment, time, facilities, instruction, finances, and other people with whom to participate. The teacher may be used as a resource for planning and locating appropriate opportunities for participation. The project may be used to assess achievement of several other outcomes. The student will provide the following evidence of completion: a videotape of one episode in the series; a log of participation throughout the series; a written summary of the experience reflecting feelings about success, benefits, enjoyment, and potential for lifelong participation.

Criteria for Assessment:

1. Analyzes personal fitness status to plan skill and fitness development.
2. Applies basic skills and movement concepts to perform proficiently and creatively.
3. Applies principles of training to improve skill and fitness.
4. Uses resources to solve problems that enhance or limit participation.
5. Reflects on the benefits, enjoyment, and challenges that result from participation in physical activity.

Scoring:

- Exemplary: Successfully completes the series of episodes, demonstrating synthesis of skill, knowledge and attitudes to plan and perform proficiently and creatively, and assumes all the responsibilities of reporting the results.
- Acceptable: Completes the series of episodes, demonstrating application of skills, concepts and attitudes to perform basic skills with competence required for the pleasurable performance and assumes all the responsibilities of reporting the results.
- Needs Improvement: Planning, participation, and reporting reflect insufficient skill and knowledge.
- Unacceptable: Planning, participation, and reporting are incomplete.

Report Form:

- Checklist of multiple forms
- Written participation plan
- Records of fitness assessment (health and motor)
- Log of participation
- videotape of performance
- Summary report

NASPE (1995). Moving into the future: National standards for physical education

**Grade Level 9-12
Guideline 2
Student Log / Journal**

Fitness Log

Pre assessment: Conducted on day 1 of the unit by the teacher. From the pre-assessment results, you will set one goal for each of the following components for the next four weeks.

You are asked to keep a record of your workout in the fitness lab three days a week for one month. Record your results using an excel spreadsheet. At the end of the month, you will be asked to reflect on your work in the fitness lab.

- Goals:
1. Cardiovascular endurance
 2. Flexibility
 3. Muscular strength and endurance

Record of Results:

| Health-related fitness Components | Results |
|--|----------------|
| Cardiovascular endurance | |
| Flexibility | |
| Muscular strength and endurance | |

Reflection: Guided questions

- How did you feel about your participation in this activity?
- What was your favorite exercise?
- How did you choose which fitness machines you used?
- What exercises did or did not work for you?
- Are there other exercises that you would like to try?
- What health-related concepts were learned?
- Did you meet your goals for this unit? Why or why not?
- Is there anything you would change in your workouts?
- Is goal setting something that you use in the future in order to achieve and maintain a healthy enhancing level of physical fitness? Why or why not?

Based upon your above results and reflection responses, what are your health related fitness goals for the next month?

- Goals:
1. Cardiovascular endurance
 2. Flexibility
 3. Muscular strength and endurance

Modified from Rink, J. (2006). Teaching physical education: New York: McGraw

| |
|---|
| Grade Level 9-12 Guideline 3 Record of Performance |
|---|

Tennis / Badminton Personal Recording Form

Directions: The assignment below allows you to take responsibility for skill learning during this unit. Each block represents one week. Self check (SC) requires the high school student to take responsibility of skill or task. Partner check (PC) requires the high school student to check the skill or task. Instructor check (IC) requires the two high school students to check each skill or task prior to having the instructor conduct the final assessment.

This chart will be submitted to the teacher at the conclusion of the unit.

| | Block1 | Block2 | Block3 | Block4 | Block5 | Block6 | Block7 | Skill or Task |
|----|--------|--------|--------|--------|--------|--------|--------|---|
| SC | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | Stretching |
| PC | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | Drop & hit FH 10/10 |
| PC | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | Drop & hit BH 10/10 |
| IC | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | Multiple rally FH & BH 10/10 |
| PC | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | Drop & hit FH to opposite court 7/10 |
| PC | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | Drop & hit BH to opposite court 5/10 |
| SC | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | Serve 10/10 |
| SC | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | Serve 7/10 to right court |
| SC | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | Serve 7/10 to left court |
| IC | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | Mid court rally between 6/10 |
| IC | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | ___/10 | Lob 5/10 |

Assessment Key

| | | | |
|-------------------|----------------------|-------------|---------------------|
| 1. Initials _____ | Date Completed _____ | Skill _____ | |
| 2. Initials _____ | Date Completed _____ | Skill _____ | IC Instructor Check |
| 3. Initials _____ | Date Completed _____ | Skill _____ | PC Partner Check |
| 4. Initials _____ | Date Completed _____ | Skill _____ | SC Self Check |
| 5. Initials _____ | Date Completed _____ | Skill _____ | |
| 6. Initials _____ | Date Completed _____ | Skill _____ | |
| 7. Initials _____ | Date Completed _____ | Skill _____ | |
| 8. Initials _____ | Date Completed _____ | Skill _____ | |

Format modified from

Metzler, Michael. (2001). Racquetball. Needham Heights, MA.: Pearson.

- ___ 8. The ball is coming to you about head-high, and you must play it right away. You should probably hit a
- | | |
|--------------|-------------------|
| A. kill shot | C. backhand drive |
| B. lob | D. volley |
- ___ 9. You are the serve receiver in racquetball. As the ball comes to you, the server obstructs your view of the oncoming ball, forcing you to miss it. You should call
- | | |
|-----------|-------------|
| A. screen | C. hinder |
| B. fault | D. time out |
- ___ 10. The player who can occupy the _____ the longest in racquetball / squash / handball is more likely to win a rally.
- | | |
|-------------------|--------------------|
| A. serving area | C. front wall area |
| B. back wall area | D. control zone |
- ___ 11. Your first objective during a rally in any racquet sport is to
- | |
|--|
| A. move your opponent around the court |
| B. save your energy for later points and games |
| C. be patient and play cautiously |
| D. be aggressive and attack whenever you can |
- ___ 12. Where should ball contact be made for a forehand ball wall stroke in squash?
- | |
|--------------------------|
| A. above the knees |
| B. around the ankles |
| C. above the head |
| D. at or below the knees |
- ___ 13. The following describes what shot? Ball hits ceiling near front wall, hits high on front wall, hits court and bounces with a high arc toward the back wall?
- | |
|-------------------|
| A. kill shot |
| B. forehand drive |
| C. ceiling shot |
| D. backhand drive |

14. Racquet skills are broken down into three components. List all three in proper order.

_____, _____, _____

15. Describe ready stance position in a concise manner.

**Grade Level 9-12
Guideline 5
Student Journal**

In today's class we worked on strategies in basketball which incorporated the use of communication and cooperation. Be as descriptive as possible and provide specific examples whenever possible.

1. Name the communication and cooperation strategies your team used to enhance performance (i.e. teamwork)?

2. Did your team cooperate well with one another? Why or why not?

3. What were the appropriate and inappropriate forms of communication (verbal, non-verbal) used today?

Appropriate:

Inappropriate:

4. How did you personally contribute to the success of your team?

5. Did today's experience enhance your meaning of communication and cooperation? With either answer, provide rationale.

**Grade Level 9-12
Guideline 6
Rubric**

Note: This assessment can be completed by either the teacher or student depending upon the objective one is trying to achieve. In addition, this may be completed mid-way through or near the completion of a unit. If completed mid-way through, the teacher would then discuss with the student what strategies s/he will employ in order to improve in this area.

Directions for HS: Circle the block that best represents your effort and participation during this unit. Total all components. Write a 2 paragraph reflection on which of the following components you feel are strengths and which, if any, will need to be enhanced. Describe, if any, what changes need to occur.

Effort and Participation Rubric

| Component | E | S+ | S | S- | N |
|----------------------|--|--|---|--|---|
| Attitude | Positive attitude; always willing to try 3 | Positive attitude; most often willing to try 2.5 | Positive attitude; needs T encouragement to try 2 | Inconsistent attitude; may need some T encouragement 1.5 | Poor attitude; does not respond to T encouragement 1 |
| Respect | Always courteous & respectful of others 3 | Most often courteous & respectful of others 2.5 | Sometimes courteous & respectful of others 2 | Rarely courteous & respectful of others 1.5 | Disrespectful of others 1 |
| Initiative | Consistently attends, prepares & participates in all activities 3 | Most often attends, prepares & participates in all activities 2.5 | Sometimes attends, prepares & participates in all activities 2 | Inconsistently attends, prepares & participates in activities 1.5 | Rarely attends, prepares or participates in activities 1 |
| Dependable | Very dependable 3 | Most often dependable 2.5 | Moderately dependable 2 | Inconsistently dependable 1.5 | Is not dependable 1 |
| Participation | Always participates in class discussions 3 | Participates in class discussions most of the time 2.5 | Sometimes participates in class discussions 2 | Rarely participates in class discussions 1.5 | Never participates in class discussions 1 |
| | 15 | 12.5 | 10 | 7.5 | 5.0 |

Bibliography

Physical Education Assessment Bibliography

BOOKS

- Darst, P. & Pangrazi R. (2002), *Dynamic physical education for secondary school students*. (4th ed.) Champaign, IL: Human Kinetics.
- Giles-Brown, L. (2006). *Physical education assessment toolkit*. Champaign, IL: Human Kinetics.
- Gallahue, D. & Cleland, F. (2003). *Developmental physical education for all children*. Champaign, IL: Human Kinetics.
- Holt/Hale, S. (1999). *Assessing and improving fitness in elementary physical education*. Reston, Virginia: Human Kinetics.
- Hopple, C. (1995). *Teaching outcomes in elementary physical education: A guide for curriculum and assessment*. Champaign, IL: Human Kinetics
- Lacy, A.C., and Hasted, D.N. (2003). *Measurement and evaluation in physical education and exercise science (4th ed.)*. San Francisco: Benjamin Cummings.
- Lund, J. (2000). *Creating rubrics for physical education*. Reston, VA: Human Kinetics.
- Lund, J. (2002). *Performance-based assessment for middle and high school physical education*. Champaign, IL: Human Kinetics.
- Melograno, V.J. (2007). Grading and Report Cards for Standards-Based Physical Education. *Journal of Physical Education, Recreation and Dance*, 78 (6), 45-53.
- Melograno, V.J. (2006). *Professional and student portfolios for physical education*. 2nd Ed. Champaign, IL: Human Kinetics.
- Metzler, M. (2001). *Racquetball*. Needham Heights, MA.: Pearson.
- Miller, David K. (2006). *Measurement by the physical educator: Why and how*. (5th ed.) Boston: McGraw Hill.
- National Association for Sport and Physical Education. (2005). *Moving Into the future: National standards for physical education*. Reston, VA: NASPE
- National Association for Sport and Physical Education. (2005). *Moving Into the future: National standards for physical education (2nd ed)*. Reston, VA: NASPE
- Rink, J. (2006). *Teaching physical education for learning*. Boston, MA.: McGraw Hill.

Scheimer, Suzann (1999). *Assessment strategies for elementary physical education*. Champaign, IL: Human Kinetics

Strand, B. & Wilson, R. (1993). *Assessing sport skills*. Champaign, IL: Human Kinetics.

Tannehill, D. (2001). Using the NASPE content standards: Introduction. *Journal of Physical Education, Recreation & Dance*, 72(8), 19.

http://www.state.ct.us/sde/dtl/ta/seminarseries/online_seminars/phys_ed/4.htm

www.ed.state.nh.us