STANDARDS -BASED PHYSICAL EDUCATION CURRICULUM IN OHIO

Kevin Lorson, Ph.D.
kevin.lorson@wright.edu
Today’s Goals

1. Update on Physical Education Assessments, data reporting and curriculum.

2. Discussion impact on your physical education program.

3. Address questions/concerns about the assessments.
Senate Bill 210

1. Establish nutritional standards for certain foods and beverages sold in schools
2. Inclusion of physical activity and nutrition as part of the health curriculum.
3. Newly hired physical education teachers to have a PE license.
4. Improves accountability for quality physical education by requiring the Ohio Department of Education to develop an indicator of student success in meeting the benchmarks contained in the PE content standards adopted by the state board of education.
5. Districts can opt-in to get children moving for 30 min each day (classroom, PE, before/after school activities).
6. BMI – send home confidential to parents (but parents can opt out)
   • Informs public policy through state-wide BMI data.
7. Healthy Choices for Healthy Children Council
The Physical Education and Wellness Measure provides information about a district’s policies and practices with regard to physical activity, health and wellness. It will first appear on the reports that are issued at the end of the 2012-2013 school year.

<table>
<thead>
<tr>
<th>Physical Education Index</th>
<th>Compliance with Local Wellness Policy</th>
<th>Participation in Body Mass Index (BMI) Screening</th>
<th>Participation in Physical Activity Pilot Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODERATE</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>(Click HERE for detailed information about your district)</td>
<td>(Click HERE for detailed information regarding the federal wellness policy)</td>
<td>(Click HERE for detailed information regarding BMI screening requirements and waivers)</td>
<td>(Click HERE for detailed information regarding participation in a Physical Activity Pilot Program)</td>
</tr>
</tbody>
</table>

The extent to which students are successful in meeting the benchmarks contained in Ohio’s physical education standards.
- Building composite score and overall district composite score determination will be “High”. “Moderate” or “Low”.

Compliance with the federal requirement for implementing a local wellness policy.
- Overall district composite score will be a “Yes” or “No”.

Compliance with completing BMI screening requirements instead of operating under a waiver.
- Overall district composite score will be a “Yes” if completed BMI screening or “No” if requesting a waiver, non-submission of waiver or non-completion of BMI screening.

Whether the district is participating in the option of a daily Physical Activity Pilot Program.
- Overall district composite score will be a “Yes” or “No”.
ODE Standards Organization

**Content Standard**
- What all Ss should know and be able to do (overarching goal).
  - Standard 1 – Motor skills

**Benchmark**
- What Ss should know and be able to do at the end of grade-level bands. Supports the attainment of one or more content standards.
  - K-2: Demonstrate fundamental locomotor & object control skills.

**Indicator**
- What students should know and be able to do at each grade level. Linked to the achievement of one or more benchmarks.
  - K: Throw in a variety of ways. 1: Throw with variation in time and force 2. Throw using sideways orientation.
<table>
<thead>
<tr>
<th>Standard 1: Motor Skills &amp; Movement Patterns</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locomotor Skills Assessment</td>
<td>Creative Movement Pattern</td>
<td>Locomotor Activity Skills or Movement routine</td>
<td>Skills &amp; Patterns Assessment</td>
<td></td>
</tr>
<tr>
<td>B: Fundamental manipulative skills.</td>
<td>B: Fundamental manipulative skills in basic settings.</td>
<td>B: Specialized manipulative skills in a variety of settings.</td>
<td>B: Specialize manipulative skills in a variety of settings.</td>
<td></td>
</tr>
<tr>
<td>Manipulative Skills Assessment</td>
<td>Manipulative/Sport Skill Assessments</td>
<td>Invasion, Net/Wall, Striking, Target Skill Assessments</td>
<td>Invasion, Net/Wall, Striking, Target Skill Assessments</td>
<td></td>
</tr>
</tbody>
</table>

| Standard 2: Knowledge of movement concepts, principles, strategies and tactics. |
|------------------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Movement concepts performance           | Tactical Test Bank or Game Performance Assessment | Game Performance Assessment | Analytical Portfolio Tactics & Strategies |
| Critical Elements Test Bank              | Skill Analysis & Practice Plan | Skill Analysis | Analytical Portfolio Biomechanical & Practice |

<p>| Standard 3: Participates in physical activity |
|-----------------------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Physical Activity Recall                     | Physical Activity Recall        | Physical Activity Recall        | Physical Activity Recall        |
| B: Recall physical activities.               | B: Self-monitor PA.             | B: Create &amp; monitor a personal plan for PA. | B: Create &amp; monitor a personal plan for PA. |
| Physical Activity Picture Log                | Physical Activity Log           | Personal Physical Activity Plan | Personal Physical Activity Plan |</p>
<table>
<thead>
<tr>
<th>Standard 4: Health-enhancing level of fitness.</th>
<th>A: Demonstrate health-related fitness</th>
<th>A: Demonstrate health-related fitness</th>
<th>A: Demonstrate health-related fitness</th>
<th>A: Demonstrate health-related fitness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fitness Performance Rubric</strong></td>
<td><strong>Criterion Referenced Fitness Test</strong></td>
<td><strong>Criterion Referenced Fitness Test</strong></td>
<td><strong>Criterion Referenced Fitness Test</strong></td>
<td><strong>Criterion Referenced Fitness Test</strong></td>
</tr>
<tr>
<td>B: Understand principles, components &amp; practices.</td>
<td>Fitness Test Bank</td>
<td>Personal Fitness Plan</td>
<td>Personal Fitness Plan</td>
<td>Personal Fitness Plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Standard 5: Personal and social behavior</strong></th>
<th>A: Follow safe procedures</th>
<th>A: Safety &amp; personal responsibility</th>
<th>A: Safety &amp; personal responsibility</th>
<th>A: Safety &amp; Etiquette</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Responsibility Observation Assessment</strong></td>
<td><strong>Personal Responsibility Observation Assessment</strong></td>
<td><strong>Personal Responsibility Observation Assessment</strong></td>
<td><strong>Personal Responsibility Observation Assessment</strong></td>
<td><strong>Personal Responsibility Observation Assessment</strong></td>
</tr>
<tr>
<td>B: Cooperation &amp; consideration of others.</td>
<td>B: Cooperation &amp; respect.</td>
<td>B: Communicate and respect others</td>
<td>B: Communication and social responsibility.</td>
<td></td>
</tr>
</tbody>
</table>

| **Social Responsibility Observation Assessment** | **Social Responsibility Observation Assessment** | **Social Responsibility Observation Assessment** | **Social Responsibility Observation Assessment** |

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enjoyment Assessment</strong></td>
<td><strong>Advocacy</strong></td>
<td><strong>Physical Activity Advocacy</strong></td>
<td><strong>Physical Activity Advocacy</strong></td>
<td><strong>Physical Activity Marketing Plan</strong></td>
</tr>
<tr>
<td>B: Physical Activity promotes self-expression and social interaction</td>
<td>B: Appreciate physical activities</td>
<td>B: Select PA that promote self-expression and interaction</td>
<td>B: Pursue PA that promote self-expression &amp; social interaction.</td>
<td></td>
</tr>
<tr>
<td><strong>Activity Identification</strong></td>
<td><strong>Advocacy</strong></td>
<td><strong>Physical Activity Advocacy</strong></td>
<td><strong>Physical Activity Advocacy</strong></td>
<td><strong>Physical Activity Marketing Plan</strong></td>
</tr>
</tbody>
</table>
Importance of Physical Education Standards

• Standards explicitly state what a student (graduate) should minimally know and be able to do.

• Clarifies expectations for students and physical education teachers.
  • Indirectly raises the bar for physical education teachers.

• Defines what we are all about.
  • Phase shift
    • Filling time with activities vs. Activities that promote the development of knowledge and skills to engage in a physically active lifestyle.
Benchmark Assessment Overview

• At the completion of 2012-13 (by June 2013) districts will report student progress towards the achievement of benchmarks.

• Part of school’s report card, but not a high-stakes achievement test.

• Collect assessment data and report to ODE.
  • Data is reported by school, not by individual student

• Assess and report student data once in the grade band, not in each grade

• Assessments must be completed by the end of the benchmark.
  • e.g. – Assess students in Standard 1B in Grade 2

• NO WAIVERS for ASSESSMENTS
The Teacher’s Role:

Important first steps

1. Analyze current curriculum
2. Identify where/when within the grade band the assessments will be implemented
3. Collect Assessment Data
4. Revise and reflect
   - Modify curriculum
Standards-Based Curriculum

• OAHPERD Model Curriculum
  • Draft available mid-Feb
  • Published by May-June 2013
  • Two components:
    • Curriculum Map
    • Frameworks by benchmark

• Time
• Facilities/equipment
• Staff
• Additional Resources
• Evaluate needs of your students
• Designed to include all standards
• Aligns with community physical activity needs.
<table>
<thead>
<tr>
<th>5th Grade</th>
<th>ODE Benchmarks</th>
<th>ODE Assessments</th>
<th>Content Focus</th>
</tr>
</thead>
</table>
| 20        | 1A             | 1A (Creative Movement Pattern) | • Movement Sequence:  
  ○ Jump Rope  
  ○ Gymnastics  
  ○ Dance  
  • Introduce cardiorespiratory fitness and flexibility concepts, FITT principles |
|           | 5A             | 5A (Personal Responsibility) 5B (Respect Others) |   |
|           | 5B             | 5B (Cooperate & Fair Play) |   |
| 8         | 1B             | 1B (Overhand Throwing) 1B (Catching with implement) 1B (Personal Responsibility) 5A (Personal Responsibility) 5B (Cooperate & Fair Play) | • Skill Development:  
  ○ Overhand Throwing, Catching with an implement, sidearm striking  
  ○ Small-sided Strike/Fielding Game  
  • Formative 2B assessment skill analysis  
  • Fitness warm-up & principle connection |
|           | 5A             | 5A (Personal Responsibility) 5B (Cooperate & Fair Play) |   |
| 8         | 1B             | 1B (Receive, dribble, & pass) 1B (punting) 2A (Game Performance Assessment) 5A (Personal Responsibility) 5B (Cooperate & Fair Play) | • Invasion Game 1: Small-sided Soccer  
  • Skill Development:  
  ○ Receive, dribble, pass & Punting  
  • Intro positioning and off-the-ball movement  
  • Soccer skill analysis (2B)  
  • Introduce Physical Activity pyramid |
|           | 5A             | 5A (Personal Responsibility) 5B (Fair Play) |   |
|           | 5B             | 5B (Cooperate & Fair Play) |   |
| 8         | 1B             | 1B (Dribble with hand) 2A (Game Performance Assessment) 5A (Personal Responsibility) 5B (Cooperate & Fair Play) | • Invasion Game 2 – Handball  
  • Small-sided Handball  
  • Assess positioning and off-the-ball movement & decision making |
|           | 5A             | 5A (Personal Responsibility) 5B (Cooperate & Fair Play) |   |
|           | 5B             | 5B (Cooperate & Fair Play) |   |
| 4         | 5A             | 5A (Personal Responsibility) 5B (Respect Others & Fair Play) | • Target Games – (e.g. Bowling, bean bag toss) |
|           | 5B             | 5B (Cooperate & Fair Play) |   |
| 6         | 1B             | 1B (Striking) 2A (Skill Analysis) 3A (Personal Responsibility) 5A (Personal Responsibility) 5B (Cooperate & Fair Play) | • Net/Wall Game: (e.g. Modified Pickleball, mini-tennis)  
  • Assess sidearm striking  
  • Reinforce positioning and decision-making (shot selection) |
|           | 2A             | 2B (Skill Analysis) 5A (Personal Responsibility) 5B (Cooperate & Fair Play) |   |
|           | 3A             | 3A (Physical Activity Log) 4A (Fitnessgram) 4B (Fitness Concept Quiz) 5A (Personal Responsibility) 5B (Respecting Others) |   |
|           | 3B             | 3B (Physical Activity Plan) 4B (Fitness Concept Quiz) 4A (Fitnessgram) 5A (Personal Responsibility) 5B (Respecting Others) |   |
|           | 6AB            | 6AB (Physical Activity Promotion Letter) |   |
| 6         | 4A             | 4A (Fitnessgram) 4B (Fitness Concept Quiz) 5A (Personal Responsibility) 5B (Respecting Others) | • Fitnessgram  
  • Fitness concepts  
  ○ Components of Fitness  
  ○ Principles of Fitness |
|           | 4B             | 4B (Fitness Concept Quiz) 5A (Personal Responsibility) 5B (Respecting Others) |   |
|           | 5A             | 5A (Personal Responsibility) 5B (Respecting Others) |   |
|           | 5B             | 5B (Respecting Others) |   |
| 4         | 3A             | 3A (Physical Activity Log) 6AB (Physical Activity Promotion Letter) | • Physical Activity Log  
  • Physical Activity Plan  
  ○ Awareness of physical activity at school, at home and in community  
  • Physical Activity Advocacy |
|           | 3B             | 3B (Physical Activity Plan) 6AB (Physical Activity Promotion Letter) |   |
|           | 6AB            | 6AB (Physical Activity Promotion Letter) |   |
# Grade 3

**Standard 4**

**Achieves and maintains a health-enhancing level of physical fitness.**

**Benchmark B**

**Understand the principles, components and practices of health-related physical fitness.**

## Content Elaborations.

Health-related fitness is a measure of a person’s ability to perform physical activities that require endurance, strength, or flexibility (NASPE Physical Best). Fitness is achieved through the participation in exercise and regular bouts of physical activity. Benchmark 4B is focused on developing knowledge about the fitness concepts, components and practices. Students will use this knowledge in the future to develop personalized fitness plans and to track progress towards fitness goals. Refer to Benchmark 4A for additional information on health-related fitness and the components of health-related fitness.

**Content Aligned with the Assessment:**

Components of Health-Related Fitness:
Students will be able to identify activities that develop and enhance the following components of fitness (the following are just a few examples):
- Cardio-respiratory – soccer, basketball, jogging, walking, swimming
- Muscular Strength – push-up, strength training, jumping, jungle jim
- Muscular Endurance – curl up, arm hang, plank
- Flexibility – reaching to touch your toes, sit & reach, shoulder stretch, trunk lift.

Fitness Principles:
- Frequency - The kind of exercise that is done.
- Exercise that is specific to the system that is being worked or stressed during activity.
- Intensity - How hard a person exercises. The speed or workload used in a given exercise period.
- Time (Duration) - How long a person exercises. The number of minutes of physical activity.
- Type - How often a person exercises. The number of times a person engages in physical activity that is moderate to vigorous in nature.

## Instructional Strategies.

Instruction: The development of Benchmark 4B coincides with achieving the outcomes of Benchmark 4A. The content of 4B should be integrated within other instructional units to introduce, reinforce and assess knowledge of principles, components and practices of health-related fitness.

1. Utilize awareness talks during the start or end of a lesson, but also revisit concepts within the lesson utilizing formative assessments such as: “When we are playing soccer, what components of health-related fitness are we primarily using? When we are running up and down the field how do we know if it is a moderate or vigorous activity?"

2. Address the content through a combination of class physical activity, class and individual discussion, individual and group activities, formal presentation of content, and out of class assignments.

Assessment:
Checks for understanding, scenarios, exit slips and informal assessments that align with the questions in the 4B assessment.

**Differentiated Classroom Ideas (APE).**

Deliver fitness concepts and principles in a manner that is developmentally appropriate and meets the needs of all students. This might include visual, writing and/or auditory supports.

**Instructional Resources.**


**Connections.**

Students can read and respond to written scenarios to apply their fitness concepts and principles knowledge.

They could communicate feedback to a peer about their performance of test items.

Students can also use their math skills to count repetitions, greater than or less than, and utilize concepts of time and distance.
K-12 Assessment Schedule Example

• K-2
  – All assessment data is collected in Grade 2.
  • Any of the other benchmarks may be implemented as formative assessments in K or 1.

• 3-5
  – All assessment data is collected in Grade 5.
K-12 Example Assessment Schedule

- Grades 6-8
  - All assessment data is collected in Grade 7.
    - Inconsistent course offering in 6th and 8th
- Grades 9-12
  - Physical Education I – Physical Activity & Fitness
    - Standards 1A, 3AB, 4AB, 6AB
  - Physical Education IIA (Invasion Games), B
    (Lifetime Activities, C (Lifetime Fitness)
    - Standards 1B, 2AB, 5AB
Data Management Grades 6-12

- Can we split the assessments into different semesters or quarters?
  - Yes

- How do we report the data?
  - Report the data for only the year.

- What if a student takes the course in different years?
  - Report data for only one year, do not carry over or track from year to year.
  - They would be counted twice (e.g. St. 3AB, 4AB, 6AB in Semester 1; St. 1AB, 2AB, 5AB in Semester 2).
Ohio’s Benchmark Assessment System

• 3, 2, 1 rating for each benchmark
  3 = Advanced
  2 = Proficient
  1 = Limited

• Leave blank if they could not participate (not calculated in summarized data)
Strategies to Implement Assessments

- Assess multiple standards with one assessment.
- Observe and assess several students at one time.
- Stations
- Find volunteers & helpers to assist you where necessary.
  - Teacher will conduct the evaluation and provide data.
- Technology:
  - Videotape?
  - Tablet or laptop with Excel for data collection & analysis?
Standard 1 (Grades K-2)
Skill Assessments

• Benchmark A
  • Run
  • Skip
  • Hop
  • Gallop/Slide
  • Rolling
  • Balance
  • Rhythm

• Benchmark B
  • Catch
  • Throw
  • Kick
  • Sidearm strike
  • Dribble

• Average the score of each skill assessment for the rating.
Standard 1 (Grades 3-5) Assessments

- **Benchmark A**
  - Movement pattern performance
    - Could include:
      - Gymnastics
      - Dance
      - Jump rope

- **Benchmark B**
  - *Assess in both practice and game settings:*
    - Throw (overhand)
    - Catch with implement (glove, scoop, etc)*
    - Striking a moving ball*
    - Receive, dribble, pass with the feet
    - Punt
    - Dribble a ball with the hands or a stick*
Standard 1 (Grades 6-8) Assessments

• Benchmark A
  • Movement routine with a partner
  • Could include
    • Dance
    • Gymnastics
    • Jump rope
    • Yoga
    • Fitness

• Benchmark B
  • Skill performance in practice and game settings
    • Invasion games
    • Net/wall games
    • Striking/fielding games
    • Target games
  • Average score determines level of performance
Standard 1 (Grades 9-12) Assessments

• Benchmark A
  • Dance routine
    • Student selected or created
• OR
• Other movement (non-games) performance in a selected activity, e.g.
  • Gymnastics routine
  • Track and field
  • Aquatics
  • Outdoor pursuits
  • Fitness
  • Martial arts

• Benchmark B
  1. Rubric A
    • Performance of offensive and defensive skills in game situations
      • Invasion games
      • Net/wall games
      • Striking/fielding games
      • Target game
• OR
  2. Rubric B for “other manipulative activities.”

• *specific activities may require that teachers develop specific rubrics
Standard 2AB (Grade K-2) Assessments

• Benchmark A: Movement concepts observation
  • Levels, Space, Distance, Effort, Speed
    • Teacher decides best context – (e.g. Space = running)
    • Observe several students at one time

• Benchmark B: Knowledge Tests
  • Test “Bank” vs. Test
    • Select ten questions according to content taught, but vary the questions from year to year
    • Align with content progression (i.e. give questions as you cover content) or deliver as a one time test
    • Can I modify the medium? Oral reporting for students who need it
    • Can I provide a demonstration, video or picture? Yes, but don’t answer the question by doing so.
Standard 2AB (Grade 3-5) Assessments

• Benchmark A: Demonstrate and apply basic tactics and principles of movement
  • Observation and assessment of player positioning and decision-making during small-sided game play
    • Observe one team or game at a time
    • Use small-sided games
Standard 2B (Grades 3-5)

• Students observe live or taped skill performance and write about:
  1. The performers strengths
  2. The performers weaknesses
  3. A practice plan through by which the performer might improve

• Two options for showing skill performance:
  1. Every student observes the same performance
     • Teacher demonstration
     • Video of performance
  2. Partner observation
Standard 2B

• Elements of assessment
  • Strengths
  • Areas to improve
  • How to improve? Practice plan, goals
• What skills should my students observe?
  • Teacher decides – possible alignment with the skills in 1B
• This assessment can be used for both formative and summative purposes
• What is a “tactical concept”?  
  • This refers to the moment to moment problems (offensively and defensively) that game players have to solve to be successful. E.g.  
    • keeping possession of the ball in invasion games  
    • defending space in net games  

• What is a strategy?  
  • This refers to an overall game plan in game settings  
    • e.g. playing high pressure defense  


## Standard 2A (Grades 6-8)

<table>
<thead>
<tr>
<th>Level</th>
<th>Decision-making</th>
<th>Creating and using space</th>
<th>Defending space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td><strong>Consistently chooses best options in game play:</strong></td>
<td>Consistently moves to spaces where passes can be received when teammates have the ball</td>
<td>Consistently moves to mark or guard opponents, to deny space and prevent opponents from attacking and scoring</td>
</tr>
<tr>
<td></td>
<td>• Attack and shoot where possible</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pass to teammate who can attack</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Play a possession pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Dribble to reposition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td><strong>Usually chooses best options in game play:</strong></td>
<td>Usually moves to spaces where passes can be received when teammates have the ball</td>
<td>Usually moves to mark or guard opponents, to deny space and prevent opponents from attacking and scoring</td>
</tr>
<tr>
<td>Limited</td>
<td><strong>Rarely chooses best options in game play:</strong></td>
<td>Rarely moves to spaces where passes can be received when teammates have the ball</td>
<td>Rarely moves to mark or guard opponents, to deny space and prevent opponents from attacking and scoring</td>
</tr>
<tr>
<td></td>
<td>• Attack and shoot where possible</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pass to teammate who can attack</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Play a possession pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Dribble to reposition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Skill Analysis Project

• Select three skills essential to effectively playing the activity.

1. Break down the critical elements into preparation, execution and follow through phases of movement

2. Describe the common errors using biomechanical principles
   • Biomechanical principles - Body position, contact or release point, release or take off angle, balance/over-balance point, rotation

3. Evaluate their own performance using the key principles and critical elements. Provide a practice plan (drills, etc) to improve identified areas.

• How does this impact your teaching?

• When to implement the assessment?
Standard 3 Assessments

Benchmark A
• Physical Activity Log
  • K-2
    • Recall amount of PA
  • 3-5
    • Recall and identify type
  • 6-8, 9-12
    • Recall and identify minutes in each type

Benchmark B
• K-2
  • Recall of physical activity preferences
• 3-5, 6-8, 9-12
  • Physical activity plan
    • Personal goals for physical activity
    • Aligned with community resources
    • Evaluation of the plan’s effectiveness in helping meet physical activity goals
# Standard 3A (6-8) Scoring Guide

<table>
<thead>
<tr>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| Advanced | Student exceeds 60 minutes of moderate to vigorous daily physical activity and meets the goals in all categories (excluding inactivity) within the physical activity pyramid:  
  • Engage in leisure/playtime and strength/flexibility activities on two to three days of the week.  
  • Engage in aerobic and recreational activities on four to five days of the week.  
  • Engage in healthy daily activities (e.g., taking stairs, dog walking) on every day of the week. |
| Proficient| Student accumulates 60 minutes of daily physical activity using different categories within the physical activity pyramid (excluding the inactivity category).                                                   |
| Limited  | Student does not accumulate 60 minutes of daily physical activity.                                                                                                                                          |
Standard 3B Examples

1. At school in Physical Education class
   - Run

2. At home
   - TV

3. At school on the playground
   - Sock

4. Somewhere else (not home) outside of school
   - Play Stovishin
Standard 4A (Grades K-12)
Fitness Assessment

- ODE Components
  - Cardio-respiratory
  - Muscular-strength & endurance – upper body
  - Muscular-strength & endurance – abdominal
  - Flexibility

- Components =
  - Met (3)
  - Not Met (1)

- Advanced, proficient or limited based on number of components “passed.”
• Standard 4 (3-12)
  • Adoption of Fitnessgram as Ohio’s Physical Fitness Assessment
  • Advanced = 3
  • Proficient > 1.75
  • Limited <1.74

• Standard 4 (K-2)
  • No fitness testing for K-2, observation of fitness in activities.
    • Cardio
    • Muscular Strength & Endurance
    • Flexibility
  • Met or Not Met
Standard 4B: (Grades K-2 and 3-5) Fitness Knowledge

• Test “Bank”
  • Can split the test – to align with lesson/unit content
    • Components of Fitness
    • Fitness Concepts
  • Challenges/ Concerns

• How will Standards 3 & 4 assessments impact your teaching/curriculum?
Standard 4B (Grades 6-8 and 9-12)
Personal Fitness Portfolio

- A personal fitness portfolio (hard copy or electronic) containing:
  - Fitness assessment results
  - A personal fitness plan that includes:
    - Evaluated results of fitness assessment and a developed comprehensive fitness program.
    - Goals for improving and/or maintaining fitness levels.
    - Health-related fitness activities to improve each component.
      - Activities should include options for both inside and outside of the physical education classroom.
    - Application of the FITT principles to the chosen activities for each component of health-related fitness.
  - Reflection about positive factors and constraints to implement the program.
Standard 5AB (Grades K-12)
Personal and Social Responsibility

• Observation and assessment of:
  • Safety
  • Self-direction
  • Cooperation
  • Respect for others
  • Resolving conflict and fair play

• Can select **EITHER** a specific category to observe OR, select specific unit content that presents the best opportunity to assess behavior (e.g. initiative activities or game play).

• 5A – Daily; 5B – Specific content/lesson
## Personal Responsibility

<table>
<thead>
<tr>
<th>Level</th>
<th>Safe</th>
<th>Self-direction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong></td>
<td>• Anticipates and recognizes possible unsafe situations and provides</td>
<td>• Effort given throughout and student challenges themselves to be successful</td>
</tr>
<tr>
<td>Advanced</td>
<td>solutions to issues related to safety. Encourages peers to promote</td>
<td>at their level. Tries his/her best without prompts or encouragements from others</td>
</tr>
<tr>
<td></td>
<td>safety within activities.</td>
<td>for activities.</td>
</tr>
<tr>
<td></td>
<td>• Consistently applies rules, safe practices and procedures in class</td>
<td>• Takes responsibility (accepts consequences) for actions.</td>
</tr>
<tr>
<td></td>
<td>activities.</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>• Recognizes possible unsafe situations and seeks solutions with</td>
<td>• Engages in activities and stays on-task with prompts and encouragement from</td>
</tr>
<tr>
<td>Proficient</td>
<td>others to ensure safety of self and others.</td>
<td>others. Completes lesson tasks without constant supervision.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Takes responsibilities for actions.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>• Does not recognize unsafe situations or behaviors create unsafe</td>
<td>• Engages in activities and stays on-task with prompts and encouragement from</td>
</tr>
<tr>
<td>Limited</td>
<td>situations for others.</td>
<td>others. Prompts needed to be prepared for success.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Takes little or no responsibility for actions and their consequences.</td>
</tr>
<tr>
<td>Level</td>
<td>Cooperate</td>
<td>Respect Others</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>Advanced</strong></td>
<td>• Consistently engages in appropriate cooperative behaviors in partners and/or groups. Behaviors include: leading, following and supporting group members to improve play in cooperative and competitive settings.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>Proficient</strong></td>
<td>• Consistently demonstrates cooperation and sensitivity when resolving conflict.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td><strong>Limited</strong></td>
<td>• Engages in behaviors that are helpful to others after prompts or direction from the teacher OR does not engage in behaviors that are helpful to others</td>
</tr>
<tr>
<td></td>
<td>• Leads, follows and supports group members to improve play in cooperative and competitive settings</td>
<td>• Evaluates personal behavior to ensure positive effects on others and refines behavior with prompts from others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provides some positive comments to classmates and does not use put-downs or comments that are hurtful.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Respects the rights and feelings of those who may be different of different background or skill level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Does not recognize and/or evaluate the effects of personal behavior to ensure positive effects on others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sometimes uses put-downs or comments that are hurtful.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Has difficulty in respecting the rights and feelings of those who may be different of different background or skill level.</td>
</tr>
</tbody>
</table>
Standard 6 (Grades K-12)
Advocacy and Value Assessment

K-2 and 3-5
• Letter, poster, brochure to communicate why they want to participate in a specific physical activity or physical activity.
• Categories
  • Advocate – “sells” the activity
  • Reasons to value – identifies at least 1 of the four reasons: health, social, challenge, enjoyment
• When to implement? How to implement?
• Implications for teaching?

6-8 and 9-12
• Marketing campaign for a specific physical activity or physically active lifestyle.
• Categories
  • Advocate – “sells” the activity in creative ways
  • Reasons to value – identifies specific reasons: health, social, challenge, enjoyment
• When to implement? How to implement?
• Implications for teaching?
Standard 6

- How to implement the task?
- Questions about the rubric

<table>
<thead>
<tr>
<th>6A Advocacy</th>
<th>6B Reasons to value an activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 Advanced</strong></td>
<td></td>
</tr>
<tr>
<td>- Encourages others to participate in physical activity or a specific activity by communicating enjoyable aspects in effective and creative ways.</td>
<td>- Expresses multiple specific reasons from more than one category (social interaction, enjoyment, challenge, self-expression) that would lead to an individual valuing physical activity.</td>
</tr>
<tr>
<td><strong>2 Proficient</strong></td>
<td></td>
</tr>
<tr>
<td>- Encourages others to participate in physical activity or a specific activity.</td>
<td>- Expresses at least one reason from at least one category (e.g., health, self-expression, social interaction, challenge, enjoyment) to describe why a person would value physical activity or a specific activity.</td>
</tr>
<tr>
<td><strong>1 Limited</strong></td>
<td></td>
</tr>
<tr>
<td>- Does not encourage others to participate in physical activity or a specific activity.</td>
<td>- Limited expression of reasons why a person would value physical activity or a specific activity.</td>
</tr>
</tbody>
</table>
Standard 6 Examples

I do gymnastics
and it helps my body be strong.
Assessment Data Management

1. Teacher implements the assessments
2. Summarize the student assessment data for the school
   • How many students were advanced, proficient, or limited?
3. Report data to ODE
Summarizing the Data

1. **Benchmark Data Sheets**
   - Add names and scores to the available Excel sheets to summarize data
   - Formulas compute averages of multi-part assessments, average the scores and designates performance level (A/P/L).

2. **Standard Totals**
   - Number of students in each category by each benchmark
   - Summarized data made available by school to stakeholders

3. **Student Totals** – provides overall rating for each student
   - Used in final data analysis

4. **Data for ODE** = summarized data reported to ODE
   - Total number of students in advanced, proficient, limited
   - Used to determine score on report card
Managing the Data Sheets

- If student unable to complete task within evaluation with adaptations, student will not be penalized
  - If task cannot be completed, document reason or circumstances for record-keeping purposes.
  - Examples: injury, surgery, medical advisement, etc.
- On reporting sheet, leave task blank and calculate with number of completed tasks.
### Summary Ratings

<table>
<thead>
<tr>
<th>Level</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Advanced</td>
<td>Average score 2.75 – 3.0</td>
</tr>
<tr>
<td>2 Proficient</td>
<td>Average score 1.75 – 2.74</td>
</tr>
<tr>
<td>1 Limited</td>
<td>Average score 0 - 1.74</td>
</tr>
</tbody>
</table>