



Physical Education Evaluation for Students with Disabilities

Support Document

Aug. 30, 2012

Introduction

Many students with disabilities attend general physical education classes and are part of the data collection system reported to the Ohio Department of Education (ODE). The best way to determine how to include students with disabilities in the physical education assessment activities is to consider the strengths and needs of each student as it relates to each benchmark. Some students also may receive adapted physical education (APE), through an individualized education plan (IEP), 504 plan or other local documents, such as an intervention plan. These plans may contain information that can help determine how best to evaluate them. Although there may be students with disabilities who receive APE and do not attend general physical education class, they also need to be included in the assessment data.

This document contains information to help physical education teachers use the ODE physical education evaluation for students with disabilities. It contains vignettes for the physical education standards and examples of how to address students with disabilities within those standards. There are also a number of resources available at the end of the document to provide further help.

Using a current IEP, 504 Plan or other local documents as a guide for conducting the physical education evaluation

- Children with a disability who qualify for special education services will have an IEP. Since the definition of special education in IDEA includes instruction in physical education, the IEP must include a determination of whether a child with a disability requires specially designed physical education (PE) and where the need exists. The determination should be based on screening information from the PE teacher, PE assessment data and/or motor skills assessment by an adapted physical education specialist (APE) using tools designed for placement. This determination should be based on screening information from the PE teacher. See the box under the *Special Instructional Factors* in Section 2, which is checked “yes” or “no.”
- Students with a disabling condition who do not qualify for special education as a child with a disability sometimes have a 504 Plan, which addresses accommodations the school will make so they can access their education. Any applicable accommodations must be provided when administering the PE assessments. This may be especially relevant for test bank items and written assignments. For a physical impairment which does not affect classroom learning, accommodations for PE may need to be determined and added to the 504 Plan.
- Each public agency must ensure that the child’s IEP is accessible to each regular education teacher, special education teacher, related services provider and any other service provider who is responsible for its implementation; and each teacher and provider is informed of his or her specific responsibilities related to implementing the child’s IEP; and the specific accommodations, modifications and supports that must be provided for the child in accordance with the IEP. 34 C.F.R. §300.323(d)
- If PE teachers have not received a copies of the pertinent IEPs, they should request access to/or a copy of IEP and 504 plans for children with disabilities who will participate in their classes, as well as a list of the intervention specialists who serve as case manager or team liaison for each of those students.

- Sections of the IEP which may pertain to the administration of ODE PE Assessments include:
 - Section 2 – the determination of specially designed PE and Section 3 – the student profile.
 - Section 6 – present levels of performance, goals, objectives and Section 7 – description of services for specially designed PE if needed.
 - Section 12 – statewide and district wide testing page, where accommodations are listed for the academic content areas. Any English language arts (ELA) accommodations should be applied to the PE assessments, particularly for test bank items, and written assignments for standards 2B, 3, 4 and 6. If the child is not at a testing grade, the ELA accommodations are found in Section 6 within the ELA goal page(s).
- If the teacher encounters a student who has difficulty with PE Assessments and does not have an IEP or 504 Plan, it is possible the student can receive interventions through the Student Assistance Team. If this is not occurring, the teacher can make a formal request. This team may be able to offer support and suggestions to help the student be more successful on the PE assessments.
 - Physical therapy is not a substitute for, but could be a related service to, the delivery of instruction in PE or APE in the case of a student with intensive motor needs. Similarly, occupational therapy could be a related service to the delivery of instruction in PE or APE for a student with intensive needs because of autism, sensory processing or attention issues.
 - The determination of test accommodations during the IEP process could consider modifications and test accommodations for participation in the ODE PE Assessments when a student is at the grade level within the grade band at which your district collects and reports data.
 - As ODE moves forward with the administration of the PE Assessments and reporting, individual student data could be shared with parents, special education evaluation teams, IEP/504 Plan case managers and student assistance teams. It also has the potential to be used to help inform the decision at the IEP review as to whether specially designed PE is needed. If you suspect a need, you may request the direct service of an APE specialist for evaluation and/or provision of services.

While realizing each student with a disability is unique, individual strengths and needs may vary according to the activity in which they participate. There are some common characteristics, however, which can be considered to help general physical educators to meet the needs of their students with disabilities for the ODE PE assessments.

This document contains six vignettes that detail some possible lesson activities which may be used to collect the assessment data for each Standard and Benchmark at one of the grade bands. Following each vignette are examples of a student with a disability with low, moderate and intensive needs, along with how the assessment might be conducted for that student and some considerations as to whether to include their rubric rating in the data you report. The information on each student with a disability comes from the PE teacher's past experience with the student, any special education paperwork such as an IEP as described in the previous section, and consultation with the adapted physical educator and/or intervention specialist. A table shows examples of conditions which may result in lower, moderate or high need for accommodations in PE and on the benchmark assessments. It also indicates the benchmarks and grade band, with an example of a student with particular needs.

As a guide, if a student with a disability is physically capable, clearly understands and attempts to perform an assessed task, he/she could be scored according to the rubric for that task. If a physical limitation interferes and a functional adaptation cannot be made without changing the task, or if cognitive issues prevent the student from understanding the task, even in a small group with additional cues, that task(s) should probably not be rated or included as part of the assessment for that student (leave such items blank). However, for purposes of local programming, a record may be kept as to why the item was left blank.

EXAMPLES OF CONDITIONS WHICH MIGHT BE ASSOCIATED WITH LOW, MODERATE AND HIGH NEED FOR ACCOMODATIONS IN PHYSICAL EDUCATION

LOWER NEED / HIGHER FUNCTIONING	MODERATE NEED	HIGHER NEED / LOWER FUNCTIONING
<p>Students with.....</p> <ul style="list-style-type: none"> • mild to moderate attention and/or hyperactivity issues • mild to moderate language, learning or cognitive impairment (4A&B, 3-5) • emotional impairments who tend to like PE (3A&B, 6-8, 9-12) • visual impairment (6A&B, 9-12) • hearing impairment or deafness (5A&B, 3-5) • asthma/cardiac condition/ other medical condition which limits intensity or duration of physical activity with typical cognitive development (2A&B, 6-8) • autism spectrum disorder who have typical cognitive development • orthopedic impairment affecting one or two limbs with typical cognitive development, and ambulate independently with prosthesis, crutch(es) or manual wheelchair (1A&B, K-2) 	<p>Students with.....</p> <ul style="list-style-type: none"> • severe ADD or ADHD (1A&B, K-2) • moderate needs due to cognitive impairment and/or severe language delays (6A&B, 9-12) • emotional impairments who have difficulty in the PE setting (4A&B, 3-5) • blindness (2A&B, 6-8) • medical conditions with muscular strength and/or function of muscles affected, but still controls movement with typical cognitive development (3A&B, 6-8, 9-12) • medical condition where exercise is contraindicated with typical cognitive development (4A&B, 3-5) • moderate needs due to autism with or without mild to moderate cognitive issues (1A&B, K-2; 5A&B, 3-5) • orthopedic impairment affecting more than two limbs who use a walker or power chair with typical cognitive development (4A&B, 3-5) 	<p>Students with.....</p> <ul style="list-style-type: none"> • cognitive impairment with intensive needs (1A&B, K-2; 4A&B, 3-5) • intensive needs due to autism with cognitive limitations (2A&B, 6-8; 6A&B, 9-12) • severe cerebral palsy, quadriplegia or a muscular condition which has progressed and severely limits independent movement, along with cognitive delays, and requiring assistance to ambulate independently (3A&B, 6-8, 9-12; 5A&B, 3-5)

Vignettes

The following vignettes describe specific lesson activities that incorporate each standard once and each grade band at least once.

Vignette # 1A Standard 1A for K-2

Twenty-four second grade students are assigned to four groups: red, blue, green and yellow, with six members in each. Students are familiar with these groups from previous lessons, so when a certain color group is asked to move to a specified location and perform a particular activity, they respond accordingly.

Locomotor skills are a review for second-graders, so the assessment is conducted as part of a warm-up. All students move randomly, walking within a large coned circle area. When a color group is indicated, those children move outside the large coned circle area to perform four skills – running fast, hopping on one foot, sliding sideways or skipping until that movement has been scored for all group members. It is best to do running first before students begin to tire, since a faster pace is more likely to elicit mature form components. After a particular skill has been scored for one group, those students are asked to return to the inner walking circle area and the next color group is called to perform a locomotor activity.

To maintain interest in the walking group, encourage them to walk in random directions without bumping or stopping or passing a cone. They could even design funny walks and try to make their classmates laugh. It is estimated to take about 10 to 15 minutes to rate each group of students on all four skills. After all students have been rated once, students who may have been rated as “limited” could be called by name as a group to perform again, following a demonstration and recue as to correct form and given another chance to show proficient form on a particular skill. Similarly, advanced performers could be called upon to demonstrate their form on a skill, and then proficient movers could be challenged to see if they could show that same advanced pattern. This might take an additional five to 10 minutes, depending on the number of students at the various skill levels.

Following the warm-up, set up mats in a star pattern (or set them up before class inside the coned circle with the walkers going around and/or over them). Children line up in their color groups inside the star of mats. The first in each group performs a particular roll (e.g., log, egg or forward) across the mat and lines up at the other end. They repeat for the rest of the performers in each group. The next roll is performed toward the center, with the lines returning to the center of the mat star until the teacher has had the chance to rate all of the performers, using the assessment rubric for rolling. This could take about 15 minutes. After the demonstration of their rolls, three students from each group take a place on their mat and are asked to demonstrate a balance on the right foot, left foot, right hand-left foot, right hand-right foot, left hand-left foot, both hands-one foot, and both feet-one hand. The remaining students in the group then take their turn on the mats for about five minutes to perform the various balances allowing the teacher to evaluate their balance according to the rubric. Each group is then

given time to experiment with combining balances and rolls into a routine and children may volunteer to demonstrate their routine. This is an advanced level skill that will take another five minutes.

As a closing activity lasting about five minutes, the class moves around the coned circle in time to a changing drum beat, then performs the Chicken Dance, the Hokey Pokey or another simple dance (previously introduced and practiced) in a large circle so the teacher is able to observe for the rhythm rubric.

Notes:

- For classes shorter than 40 to 60 minutes, or classes with students who take longer in transition, it may be necessary to use two classes for these lesson activities to see all students perform at the highest level they can demonstrate.
- This lesson(s) would not be used to teach the skills being assessed, but rather may culminate a series of practice lessons over multiple units. The teacher may have already collected some assessment data during practice lessons, so he/she may not need to rate all of the students on every sub-skill rubric or may be looking for improvements.

Examples addressing students with disabilities for Standard 1A

1. John is a student who has spina bifida and performs at grade level in the classroom. He ambulates using a manual wheelchair or long-arm crutches. When assessing running, hopping, sliding and skipping, John pushes his wheelchair with his group. He goes at a fast speed while students are running, but travels a wider path than the runners for safety. He pops wheelies when his group is hopping. John practices pushing and turning quickly during sliding again on a wider path than the sliders, and for skipping he practices two pushes then free rolling.

For the assessment, leave the locomotor skills blank for John. He transfers independently out of his chair for the rolling activity and takes his turns performing the log roll for each rolling variation. Score John on the log roll evaluating only for the upper body portion of his roll since he is not able to control his leg muscles. For the balances, John performs the two-point and three-point balances using his arms and his bottom or his arms and his legs, counting the legs as only one point and score accordingly. For the closing rhythm activities John uses his crutches, since he was already out of his chair from the rolls and balances. He can be scored on the rhythm of his crutch movements, since he is using his arms. If you choose a dance with many arm movements like the Chicken Dance, John may prefer to use his wheelchair. John will not have completed all of the sub skills for Standard 1, Benchmark A, but he will receive an average rating for 1A based upon the skills he could complete.

2. Billy struggles with severe attention deficit disorder with hyperactivity. He loves PE class because he has a chance to move around. He is impulsive, however, and tends to begin tasks before he has understood the directions. Also, he tends to draw other students off task to run around and horseplay with him. For the locomotor skills assessment, Billy is assigned to the rainbow group so he is allowed to move with any color group of his choice. Do the best to rate

him on each of the skills. If his best form is not presented or there is a skill(s) he did not perform, arrange for him to come with a skilled peer to perform in a small group outside of class time.

3. This same small group accommodation could be used with a student with autism, such as Susie, who may not perform as well in a large group setting and require more demonstration and encouragement to try skills other than walking and running. For the rolling activity, both Billy and Susie could have their own mat off to the side so they do not have to wait in line. This will help avoid off-task behaviors and are less distracting to the other students. It is also possible that Billy and Susie could share a mat, giving Billy a leadership opportunity that might help him focus. This also would give Susie a skilled model. Billy may have difficulty with the balances because of his impulsiveness. Even if he scores a limited rating in the small group setting, that would be the score you record for him. Billy should be able to perform the rolls at his own pace. Susie may not perceive the nuances for a complex forward roll and could be rated based on the rolls she can understand and perform.
4. Karen is delayed in her cognitive development and receives most of her classroom instruction outside grade level classes. She comes to your general PE class with an adult assistant. Karen walks or runs during movement activities and seems happy in a large busy group but does not give eye contact or interact with her peers. Karen may participate in the 1A assessment lesson but may only be rated on running.

As a guide, if a student with a disability is physically capable, clearly understanding and attempting to perform an assessed task, he/she could be scored according to the rubric for that task. If a physical limitation interferes and a functional adaptation cannot be made without changing the task, or if cognitive issues prevent understanding of the task even in a small group with additional cues, that task(s) should probably not be rated or included as part of the assessment for that student (leave such items blank). If an item is left blank, the teacher should document the reason why the item was not completed.

Vignette 1B

Standard 1B for K-2

Again, 24 second-graders are assigned to the four familiar color groups of red, blue, yellow and green. Each group is assigned to one of four stations. At the first station students throw and catch a 4-6" foam ball to a partner, varying the distance apart and the height of the ball when it arrives at the partner. In a demonstration of the task, the teacher uses questions and correct form cues to remind the students about the task. The teacher rotates in as a third person to each pair and throws and catches with each partner as necessary to evaluate both on the throwing and catching rubrics. Once all students at station one have been assessed, they continue with their partner tasks and the teacher moves to assess the students at station two, three and four respectively. When all students have been assessed on their station task, the groups rotate and the teacher circulates through the stations again, using the 1B skill rubrics to assess them.

Station two is sidearm striking at a wall using a lightweight bouncy ball with and without a paddle at a 10-foot target. Station three has students kicking a rolled ball from three kicking distances, beginning at 10 feet, then 15 feet and 20 feet. Half of the students start in the rolling line about 10 feet to the left of the goal, and half start in the kicking line 10 feet behind the closest kicking distance spot. As the first roller rolls, the kicker runs up and kicks the ball at the goal. The roller goes to the end of the kicking line and the kicker goes to the end of the rolling line until everyone has kicked one from the first distance.

The rollers then retrieve the balls and place them in a basket by the next rolling spot, 10 feet to the side and five feet out from the goal. The kickers line up 10 feet behind the 15-foot kicking spot. The routine is repeated until all kickers kick from this distance, balls are collected and the kickers move to 10 feet behind the 20-foot kicking spot and the rollers are 10 feet to the side and 10 feet out from the goal.

At station four, playground balls and foam soccer balls are available. Dribblers all start from the same end and dribble in the same direction. Fourteen cones are placed in two lines of seven, with 10 feet between the lines and five feet between each cone in the same line. Going one at a time, students start dribbling with hands or feet, choosing the appropriate ball, varying their speed and changing direction at each cone and crossing from a cone in one line to the next cone in the other line. Like Vignette lesson 1, it is assumed students have practiced these tasks in other lessons and units and these stations are geared toward efficient assessment, with the teacher using the 1B rubrics. The approximate time to assess the four stations is 10 to 15 minutes, so the assessment may take one or two classes, depending on length of class.

Examples addressing students with disabilities for Standard 1B

1. John will be most able to attempt the 1B manipulative skills using his wheelchair so his arms are free. If he comes on his crutches without his chair, allowing him to sit in a regular chair or rolling office chair if he needs side support may allow him to attempt the tasks more freely. For

the throwing and catching task, John's partner will need to retrieve all balls when he or John misses a catch. Similarly for striking, John will need a partner to retrieve his ball. He may be more successful hitting off a toss rather than a bounce because of the space his chair takes up and any limitation in trunk rotation or stability. At the kicking station, John can participate as a roller, but when it's his turn to kick the roller will toss it gently and he will catch it and roll it at the goal. He will not be rated for the kicking skill. At the dribbling station, John can be rated on the dribbling skill or wheelchair basketball, which is two pushes of his chair with the ball in his lap, then one bounce and catch as the chair free rolls. He could do this skill and demonstrate a change of direction each time he begins his two pushes. He also may be able to dribble a ball on the ground with a cardboard skirt attached to his footrests so he could push his chair and the ball is, in turn, pushed. The better of these two dribbling variations could be rated for the assessment.

2. Billy and Susie may be most successful with their own equipment, participating as individuals rather than with a partner, at the throw and catch station, and could be the first students to be assessed at that station. They should both be fine at the striking station; however, other students need to be reminded to watch out for the swinging paddles of other students when moving around at the station. At the kicking station, Billy and Susie may participate only as kickers and can be rated. Susie may have difficulty with a rolled ball and may be allowed to stop the ball and kick it from the stationary position, but would be scored accordingly i.e., limited. At the dribbling station, Billy and/or Susie may not change direction at each cone, but the teacher still may be able to observe them changing direction enough to rate them using the rubric.
3. During skill tasks, Karen will hold equipment handed to her by the adult assistant for a movement, but drop it almost immediately and walk or run away from the practice area for that task. Her classmates try to engage her by calling her name and showing her a demonstration of the task. If the desired task is kicking, Karen will bend down and roll the ball. You will not rate Karen on the 1B skill rubrics, since she does not appear to understand what is being asked of her and does not attempt the skills, even with prompting. She can, however, be a roller for the kickers with her adult assistant helping her take turns and placing the ball for rolling when the kicker is ready.

Vignette 2

Standards 2A and 2B for Grades 6-8

This plan for assessment is for a three-day tournament. Twenty four students are divided into the four color groups (red, blue, green and yellow), with six in each group. The gym is divided into two horizontal halves. On one half, three members of one group play half-court 3-on-3 basketball vs. three students from another group. This would be teams “A”. At the same time the remaining three from each of those two groups play each other on the other half basketball court. This would be teams “B”. On the other side of the gym the two remaining groups of six play against each other in one of 6- on-6 soccer, team handball, “scoop”crosse or floor hockey. Tournament play rotates as shown below:

Day 1 RAs vs. BAs and RBs vs. BBs
Y vs. G
YAs vs. GAs and YBs vs. GBs
R vs. B

Day 2 RAs vs. YAs and RBs vs. YBs
B vs. G
BAs vs. GAs and BBs vs. GBs
R vs. Y

Day 3 RAs vs. GAs and RBs vs. GBs
B vs. Y
BAs vs. YAs and BBs vs. YBs
G vs. R

During tournament play, the teacher uses the assessment rubrics while observing students in various small-sided games play situations to rate their performance. The tournament could be lengthened to six days by having the As play the Bs, and adding another 6-on-6 small-sided sport choice. It could be lengthened nine days by adding two2 additional sports for the last three days of competition.

The individual project for 2B would be assigned to students as a homework project with some in-class work time. The project would be completed electronically because of having one-to-one technology in the building.

Examples addressing students with disabilities for Standards 2A and 2B

1. Carla has a heart condition, which limits her capacity to exercise intensely. In the 3-on-3 half-court basketball game, the person Carla guards and who guards her will walk rather than run. In rating Carla’s decision-making, the teacher will take into account that she may be unable to choose certain appropriate plays. In a six-aside game, Carla could play a defensive or goalie position to limit the intensity and endurance factors. If Carla needs a break, both teams could play with five until Carla can rejoin the game. Carla could also demonstrate her 2A knowledge by answering situational coaching questions such as “What could Kayla do next when Theo

dribbled around her and who should pick up Theo?”Carla would be able to complete the 2B assessment without modification.

2. Greg is blind, so instead of one of the 6-on-6 games, that half of the gym could be used for a goal ball game. Goal ball is a competitive sport played by blind athletes in teams of three, where a heavy ball with a bell in it is rolled toward the other team’s goal and intercepted by the other team and rolled back. The skills are like goal-keeping in soccer, since players often dive with their bodies outstretched to stop the approaching ball. The only issue might be the noise level, since goal ball is played in silence so that all players can focus on the sound of the ball. This means that other players may have to pause while Greg is evaluated on his goal ball skill and decisions. Greg and the other students who play would be blindfolded and need a ball which is heavy enough to roll rather than fly airborne and emits a sound of some sort. For the 2B skill analysis and practice plan assignment, Greg may choose one of the skills of a sport for blind athletes and would use his computer with voice-activated software to complete the assignment. The teacher would have to provide the assignment to him electronically so he could utilize his technology for the visually impaired.
3. Tammy, a lower functioning student who has autism with significant language and cognitive delays is in the eighth-grade PE class. The teacher rotates students into the activities which the APE teacher sets up for her during general PE This allows Tammy to participate in her specially designed PE activities, such as walking the track, indoor bowling, golf putting, jumping on a mini trampoline and exercise on a therapy ball, with two or three of her typical peers each class. Since peers are rotated at least every class, the typical peers still have access to their own PE curriculum about 90 percent of the time. Tammy would not be rated on the Standard 2A and 2B skills, but two peers would be rotated in to play with Tammy at her stations for each half of each tournament class, one student from each of the six-person teams. This should allow the peers sufficient tournament playing time to demonstrate their 2A skills and for the evaluation to occur incorporating the rubric.

Vignette 3

Standards 3A and 3B for Grades 6-8 and 9-12

Students in grades 6-8 and 9-12 keep an activity log for two weeks in their PE notebook or on their iPad, laptop or smart phone and receiving homework points for each daily entry, regardless of the number of minutes or type of activity. During class, they use data from the previous week's entries, to complete the physical activity pyramid worksheet from the PE assessment document to indicate Light, Moderate or Vigorous activity periods in the table below the pyramid.

For homework students use their completed pyramid worksheet to develop a one-week plan with goals and potential activities. This plan is checked and discussed in class, and then students are assigned to monitor activity toward that plan and report daily for a homework check. At the end of the goal plan activity week, students evaluate their recorded data for homework using the guiding questions and submit all evidence for review by the teacher in one of the media acceptable to the teacher. The teacher rates the student's information using the rubric provided. If classes do not meet daily, adjustments can be made in the check-in process and students are responsible for keeping up their records for any days they are not in class.

Examples addressing students with disabilities for Standards 3A and 3B

1. Doug qualifies for special education as a child with an emotional disability. He receives most of his classroom instruction in a highly structured small group instead of with his typical peers. He does not seem to get much support from home with his schoolwork. He is very smart, but struggles to make C's. He loves PE and attends and manages with his typical peers. One of the things Doug struggles with is keeping track of and completing homework. After speaking with the intervention specialist who works most closely with Doug about the 3 A and B assignments, the teacher decides to offer Doug an incentive. For each day that he completes and brings his PE homework, he can spend 10 minutes during the scheduled planning period to shoot around in the gym. If he has not completed the homework before his PE class, he must complete it later with the teacher during the scheduled incentive time. He is asked to log a week's activity before beginning the pyramid worksheet which they work on together. If he cooperates and completes the pyramid worksheet and shows effort, he can stay and shoot around until the next class. If he is uncooperative, he returns to class and works with the intervention specialist to complete the work. Doug completes the one-week goal and reflection plan for 3B with his intervention specialist during his scheduled language arts time. The basketball incentive continues during the progress monitoring week of the 3B assignment. Doug is rated using the rubric A.
2. Karl has a progressive muscular disease which affects his strength and coordination, but does not affect his cognitive development. He uses a power chair which has an attached augmentative communication device, which he uses to speak when he needs to say more than a few words. Karl can move independently only in a pool wearing a flotation device. He has a trained assistant who helps with bathroom needs, feeding and positioning. Karl's power chair can traverse small curbs and has a feature that allows him to move into a supported

standing position. Karl is taking his PE credit through independent study. He has physical therapy daily and does adapted aquatics three times a week, so he can log these activities and use them to complete the 3A and 3B assignments using his technology. In addition, he is a statistician for the baseball and basketball teams.

3. Cindy has severe cerebral palsy and significant cognitive delays. She has a power chair which she uses only in school. At home, she is pushed in a manual chair, since she cannot move the chair herself. Cindy's school assistant and her parents could complete her activity log and the pyramid worksheet based on Cindy's therapeutic activities and her specially designed adapted physical education. Cindy can be rated on the 3A rubric, but since she cannot cognitively understand and assist with goal-setting and review, she cannot not be rated on 3B.

Vignette # 4

Standards 4A and 4B for Grades 3-5

The teacher administered a criterion-referenced health-related fitness test contained in the evaluation instrument to his fifth-graders over several class periods. The written test was from the 4B Fitness Test Bank. He used Part A from Topic 1, along with all parts of Topic 2. The teacher read the test questions to the class and students wrote in their answers. He collected the tests, scored and reviewed them during the next class, using the scoring rubric to convert the scores to ratings.

Examples addressing students with disabilities for Standards 4A and 4B

1. Felicia is a fifth-grader who has mild-to-moderate cognitive delays. She spends much of her day in a typical class and receives some small-group instruction with an intervention specialist during ELA and math. She attends PE with her class and typically manages to be a full and on-task participant. While Felicia watches others and follows their lead, she benefits from a few supportive classmates who always check to make sure she is fully engaged and keeping up. Felicia is short in stature and heavy for her height. Although her scores on the fitness test were not the best, she clearly was trying her best and seemed to understand what she was supposed to do and how to do it. Felicia should be rated according to her performance, even if that rating is “limited.” She can be encouraged to train and try to improve her fitness.

For the test bank, Felicia is given the same accommodations she receives for other assessments such as the OAAs. These accommodations include having the test read to her, and having an adult write down the answers she dictates. To make sure Felicia has had a chance to understand the fitness information, she should be given an extra review session in a small group with several other students who do not seem as knowledgeable about fitness as their peers. If Felicia does not achieve a proficient score, she can work with the content some more and retake the test later with all of her accommodations provided.

2. Fred is a fifth-grader with emotional issues who is very explosive and has difficulty getting along with his peers in a large group setting. He attends general PE with an adult assistant. He has a “safe” chair where he is encouraged to escape to before he gets into a conflict with others or has a behavior outburst. Since Fred is most successful early in class, invite him to be in the first group for fitness testing and allow him to choose whether he performs first, second or later. Also, allow him to choose a partner, his assistant or the teacher to count for him in push-ups, curl-ups or aerobic activity. If Fred has a need to use to his “safe” chair he knows he can return when he is calm. One of his favorite activities is pogo bouncing or jumping rope on a ball hopper, so the PE teacher make it available to him with his assistant once he has been scored on the test items for each fitness testing class. With these accommodations Fred completed the fitness assessment and is rated using the rubric. For the test bank, allow Fred to complete the test in a small group in his classroom, with his aide reading the questions and recording the answers he provides. He may take a break between Topic 1 and Topic 2 if he

needs to. As an incentive, if he completes the test before lunch he can come to the gym to pogo and/or jump rope on the ball hopper for 15 minutes during the lunch period with adult supervision.

3. Pam was recently diagnosed with a cardiac condition which has not yet been resolved, so she is excused from all exercise and physical activity by her cardiologist. Since Pam has typical cognitive skills and has been in class for most of the lessons on fitness, including the test review, she can take the written test with the class and receive a rating for 4B using the rubric. She is excused from the 4A rubric assessment since she did not participate in the fitness testing this year. Leave her score blank in the Excel file, but if she is cleared for exercise before the end of the school year and she has had adequate time to regain her fitness, test her at a later date and give her a rating for 4A if appropriate.

Similarly, Charles, whose cognitive skills are typical, but who has quadriplegia from a car accident and uses a power chair, would be excused from 4A assessment. He should, however, participate in the written assessment using his technology or with a scribe and be rated on the 4B rubric based upon his score. Pam and Charles could both be involved as assistant to the teacher for the fitness assessment lessons.

4. Josephine, who has intensive needs due to autism, with significant cognitive limitations walks the track or around the building with her adult assistant. She participates in the modified sit-ups and push-ups learned in adapted PE on a therapy ball with assistance for fitness development. Her progress is monitored according to her IEP goal for PE and her objectives are reported through the IEP process. Items 4A and 4B, however, are left blank for Josephine on the ODE PE assessment, since she does not have the cognitive skills to understand or complete the tasks. She may participate in her specially designed fitness activities in the gym or outside with the typical fifth-grade class, but would not complete the same assessment.

Vignette 5

Standards 5A and 5B for Grades 3-5

Mr. Brown has observed how his fifth-grade students exhibit responsible personal and social behavior that respects him and others in physical activity settings every class period all year. However, he feels he may not have allowed his students enough opportunity to show leading, following and supporting behaviors for group cooperation, to handle winning and losing, and to resolve conflicts without his support. To give them a legitimate opportunity to demonstrate these skills, Mr. Brown plans a lesson with three cooperative activities. He divides his class into three groups and distributes written directions. Each event is timed, with the winning group determined by the lowest total time for the events.

Each group has the space and equipment they need to complete each event in their own time. The events are described below:

- First event:
 - Each group of students is given two scooters, one pair of scooter oars and a 16-foot jump rope. They are challenged to get everyone across a 25-foot area of the gym without any part of their bodies touching the gym floor.
 - Each group has one hint card for each event which they can use to get one suggestion from the teacher. If they do not use it, 30 seconds is subtracted from their final time.
 - If a player in the group breaks a rule, such as touching the gym floor, that player must return to the start.
- Second event:
 - Students must move a large exercise/therapy ball from its hula hoop base to another hoop 25 feet away without using their hands or arms. The ball cannot touch the gym floor.
 - Again, there is a hint card worth 30 seconds if saved.
- Third event:
 - Each group uses two boards that measure two feet by four feet by eight feet. The challenge is to move six of the eight group members on the boards for a distance of 25 feet, without stepping off, until the tip of the boards passes the end line.
 - Two members get a free pass to walk across and can coach the board walkers. If anyone steps off the board the entire team must start over.
 - The two members who get a pass can exchange roles with someone on the board if desired when the group has to restart.
 - If a group does not need to restart, it receives 30 seconds taken off its time.

As these events progress, Mr. Brown is able to watch all participants and look for evidence in the areas he is not able to observe during his regular PE lessons, where he is busy teaching, managing, giving feedback to students and facilitating success.

Examples addressing students with disabilities for Standards 5A and 5B

1. Joey, a fifth-grader who is deaf attends general PE with his peers. He is a good lip reader and makes sure to position himself so he can see as directions are given. His classmates are familiar with Joey and have learned to speak to him clearly and directly when they need to communicate. Joey welcomes a gentle tap on the shoulder when he seems unaware someone is trying to talk to him in the gym. Since the directions are provided in writing for the cooperative games lesson, Joey is given his own copy and has a wipe-off board and pen to make his leadership contributions, since he communicates by signing and none of his classmates or the PE teacher sign fluently. Joey is rated on the 5A and 5B rubrics based upon his performance to date, together with behaviors evident in this cooperative games lesson.
2. Ann has autism with mild learning issues. She can manage in the gym, except when it becomes very loud or busy. When this occurs, she covers her ears and moves to a corner of the gym away from the noisy play. Ann does not like to be touched and says “No” loudly when she is uncomfortable. This scares some of her classmates and they tend to steer clear. Be careful to group Ann with others who are likely to be patient and empathetic. Ann’s autism may prevent her from being able to show proficient or advanced skills on some of the 5A and 5B rubrics, so rather than rating her as “limited,” her assessment may be left blank for those skills, much like a student who is physically paralyzed being excused from a rating on the fitness skills in 4A.

There are many variations in the social abilities and limitations of students with autism, so based upon how a student like Ann handles the 5A and 5B skills over time, the teacher must determine whether it is fair to rate her on some or all of the 5A and 5B behaviors.

3. Colin, who has a severe physical impairment and cognitive delays, has an adult assistant who helps him and Ann in PE classes. He uses a manual wheelchair and needs to be pushed. For the scooter crossing activity, Colin can cross in his chair, but the person helping him still has to follow the “no part of their body touching the gym floor” requirement. Colin can be one of the two students who do not have to cross on the wood boards for third activity. Group members are left to figure out how best to include Colin and his chair in the therapy ball cross. Like Ann, it may be appropriate to rate Colin on the subset of the 5A and 5B skills where he can show such as cooperation and respect, but perhaps not on safety and self-direction.

Vignette 6

Standard 6A and 6B for Grades 9-12

Standard 6 is assessed in physical education 1 and physical education 2. Classes that focus heavily on Standards 3, 4 and 6. Each student is assigned to develop a marketing campaign for physical activity for his or her favorite activity. The marketing campaign could include a letter, poster, video or another acceptable method to communicate the importance, benefits and factors that lead to the enjoyment of the activity.

The goal of the project is to motivate and encourage others to engage in physical activity or a specific physical activity outside of school. The marketing campaign should identify the potential for social interaction and self-expression. Since the high school has a one-to-one laptop program, the assignment must have a video or slide show presentation and a printable brochure or display board. The grading rubric is shared with students and is used for formative peer assessment at the draft stages. The final project is rated by the PE teacher using the grading rubric. All projects will be displayed at the school wellness fair.

Examples addressing students with disabilities for Standards 6A and 6B

1. Ray, a high school student with a visual impairment, is taking physical education 1. Miss Jones, the visual impairment (VI) teacher asks that all written assignments be provided to Ray one week in advance of the assignment and copied to her as email attachments. The PE teacher incorporates an adjustment to the interpretation of the rubric for Ray so that he is required to submit only one product, rather than two. He also can work on his project with his VI teacher while his peers are assessing each others' drafts. When Ray is ready, one of the other students could be asked to meet with Ray and his VI teacher to give some feedback. Ray may choose to market a sport for individuals who are blind or VI, but that would be his choice. If so, the PE teacher may have to adjust the interpretation of the rubric to consider appeal to individuals who are blind or are visually impaired, rather than appeal to the general community.
2. Alice has moderate needs because of cognitive impairment and severe language delays. She processes more slowly and takes longer to complete her work, so her classroom assignments usually are modified to be shorter in length. She receives support from a speech and language pathologist and an intervention specialist (IS). When shown the assignment for Standards 6A and B, the IS decides to use it as a persuasive writing piece for Alice. The two work on it in Alice's writing class. The plans to come to PE at the peer feedback stage to help Alice understand any suggestions and to incorporate them into her finished products. While the PE teachers assesses Alice's products for the 6A and 6B rubrics based upon the criteria and her IS grades it for the PE grade book, taking Alice's special needs into account.
3. Ben has intensive needs because of autism and cognitive impairment. He attends adapted PE at the high school. The APE teacher is working with the general physical education teacher to complete as many of the assessments for her students as seems appropriate. The APE

students participate in the school wellness fair and participate in lot of fun activities at a functional level, rather than competitively. Mrs. Thomas, the APE teacher, has been having her students' video and photograph each other while participating in physical activities on campus and in the community. She decides to mentor them in the production of a group video promoting their APE program. She solicits the help of two students from a video production class. Ben is featured in many of the video clips in the APE video and appears to be having fun. The teacher decided to rate Ben on the rubrics for 6A and 6B, based on the group video in which he both starred in and helped produce.

Resources for Physical Education for Students with Disabilities

Adapted Physical Education National Standards

<http://www.apens.org/>

Adapted Physical Education – P-12-New York State

<http://www.p12.nysed.gov/ciai/pe/documents/qa.pdf>

Adapted Physical Education Resource Manual-AAHPERD

<http://www.aahperd.org/aapar/publications/freeresources/upload/APE-Resource-Manual.pdf>

A Guide to Serving Students with Disabilities in Physical Education (February, 2009). Maryland State Department of Education

<http://www.msde.maryland.gov/NR/rdonlyres/52B01E94-3C6C-4AB6-B385-3024C0F936A1/19716/Servingstudent.pdf>

APEAS II. Adapted Physical Education Assessment Scale II

www.aapar-apeas.org/

PE Central: Adapted Physical Education

<http://www.pecentral.org/adapted/adaptedmenu.html>

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