Ohio Department of Education
Physical Education
Benchmark Assessments: K-12
Access to the Evaluation Document

• Note:
  – Please access the Ohio K-12 Physical Education assessments at the following link:
  – [http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1793&ContentID=118761&Content=118761](http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1793&ContentID=118761&Content=118761)
  – Retain access to the assessments for reference and practice purposes during the presentation.
## Report Card Format

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>
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</thead>
<tbody>
<tr>
<td>MODERATE</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>(Click <a href="#">HERE</a> for detailed information about your district)</td>
<td>(Click <a href="#">HERE</a> for detailed information regarding the federal wellness policy)</td>
<td>(Click <a href="#">HERE</a> for detailed information regarding BMI screening requirements and waivers)</td>
<td>(Click <a href="#">HERE</a> 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”, “No” or “N/A”.

Participation in the Physical Activity Pilot Program. 
- Overall district composite score will be a “Yes” or “No”.

The extent to which students are successful in meeting the benchmarks contained in Ohio’s physical education standards.
Senate Bill 210

- Four Components for Physical Education:
  1. Student success in meeting benchmarks contained in physical education standards.
  2. Compliance with local wellness policy.
  3. Collection of BMI data
  4. Participation in physical activity (30 mins/day) opt-in program
Grade Bands

• Ohio Physical Education Academic Content Standards identify following grade bands:

<table>
<thead>
<tr>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
</table>

Ohio Department of Education
Department of Health

OAHPERD
The Ohio Association for Health, Physical Education, Recreation, and Dance

BUCKEYE HEALTHY SCHOOLS ALLIANCE
Benchmark Assessment Overview

• Assessments developed for each grade band for each benchmark
  – 12 benchmark ratings for each grade band (K-2, 3-5, 6-8, 9-12)
  – Assessments must be completed by the end of the benchmark/grade band.
• Collect assessment data and report to ODE.
Benchmark Assessment Overview

• Part of school’s report card, but not a high-stakes achievement test.
  – Data is reported by school, not by individual student
  – Data reported as number of Advanced, Proficient and Limited students.

• NO WAIVERS for assessments & data reporting.
ODE Assessment Data

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

• Assess and report student data once in the grade band, not in each grade
  – e.g. – Assess students in Standard 1B in Grade 2

• Local districts decide best opportunity to assess student learning within each grade band.
Collecting & Reporting the Data

1. Teacher implements the assessments
   – Use the excel sheets provided
2. Summarize the data for each assessment
   – Number of students scoring Advanced, Proficient, Limited on each assessment
3. Report the data to ODE
4. Data appears on School’s report card
<table>
<thead>
<tr>
<th>Standard</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1:</strong> Motor Skills and Movement Patterns</td>
<td>A: Locomotor and non-locomotor skills</td>
<td>A: Combine locomotor and non-locomotor into movement patterns</td>
<td>A: Movement skills and patterns in a variety of activities</td>
<td>A: Combined movement skills and patterns in authentic settings</td>
</tr>
<tr>
<td><strong>Locomotor Skills Assessment</strong></td>
<td>Creative Movement Pattern</td>
<td>Movement routine</td>
<td>Movement Routine OR Locomotor Activity Skills</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><strong>Manipulative Skills Assessment</strong></td>
<td>Manipulative/Sport Skill</td>
<td>Invasion, Net/Wall, Striking, Target Skill Assessments</td>
<td>Invasion, Net/Wall, Striking, Target Skill Assessments</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2:</strong> Knowledge of movement concepts, principles, strategies and tactics</td>
<td>A: Knowledge of movement concepts</td>
<td>A: Movement concepts and principles of movement</td>
<td>A: Apply tactical concepts and performance principles</td>
<td>A: Apply tactical concepts and performance principles in authentic settings</td>
</tr>
<tr>
<td><strong>Movement concepts performance</strong></td>
<td>Game Performance Assessment (Positioning &amp; Decision-Making)</td>
<td>Game Performance Assessment (Decision-making, using space, defending space)</td>
<td>Analytical Portfolio Tactics and Strategies</td>
<td></td>
</tr>
<tr>
<td>B: Knowledge of critical elements</td>
<td>B: Knowledge of critical elements</td>
<td>B: Knowledge of critical elements and biomechanical principles</td>
<td>B: Apply biomechanical principles</td>
<td></td>
</tr>
<tr>
<td><strong>Critical Elements Test Bank</strong></td>
<td>Skill Analysis</td>
<td>Skill Analysis and Practice Plan</td>
<td>Analytical Portfolio Biomechanical and Practice</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 3:</strong> Participates in physical activity</td>
<td>A: Engage in physical activity (PA) inside and outside of school</td>
<td>A: Engage in PA inside and outside of school</td>
<td>A: Engage in PA inside and outside of school</td>
<td><strong>Physical Activity Log</strong></td>
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<tr>
<td><strong>Physical Activity Log</strong></td>
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<tr>
<td>B: Recall physical activities</td>
<td>B: Self-monitor PA</td>
<td>B: Create and monitor a personal plan for PA</td>
<td>B: Create and monitor a personal plan for PA</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Activity Picture Recall</strong></td>
<td>Physical Activity Plan</td>
<td>Personal Physical Activity Plan</td>
<td>Personal Physical Activity Plan</td>
<td><strong>Physical Activity Plan</strong></td>
</tr>
<tr>
<td>Standard</td>
<td>K-2</td>
<td>3-5</td>
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<tr>
<td><strong>Standard 4:</strong> Health-enhancing level of fitness</td>
<td>A: Demonstrate health-related fitness</td>
<td>A: Demonstrate health-related fitness</td>
<td>A: Demonstrate health-related fitness</td>
<td>A: Demonstrate health-related fitness</td>
</tr>
<tr>
<td><strong>Fitness Performance Rubric</strong></td>
<td>Criterion Referenced Fitness Test</td>
<td>Criterion Referenced Fitness Test</td>
<td>Criterion Referenced Fitness Test</td>
<td>Criterion Referenced Fitness Test</td>
</tr>
<tr>
<td>B: Understand principles, components and practices</td>
<td>B: Understand principles, components and practices</td>
<td>B: Understand principles, components and practices</td>
<td>B: Understand principles, components and practices</td>
<td>B: Understand principles, components and practices</td>
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<tr>
<td><strong>Fitness Test Bank</strong></td>
<td>Fitness Test Bank</td>
<td>Personal Fitness Plan</td>
<td>Personal Fitness Plan</td>
<td>Personal Fitness Plan</td>
</tr>
<tr>
<td><strong>Standard 5:</strong> Personal and social behavior</td>
<td>A: Follow safe procedures</td>
<td>A: Safety and personal responsibility</td>
<td>A: Safety and personal responsibility</td>
<td>A: Safety and Etiquette</td>
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<tr>
<td><strong>Personal Responsibility Observation Assessment</strong></td>
<td>Personal Responsibility Observation Assessment</td>
<td>Personal Responsibility Observation Assessment</td>
<td>Personal Responsibility Observation Assessment</td>
<td>Personal Responsibility Observation Assessment</td>
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<tr>
<td>B: Cooperation and consideration of others</td>
<td>B: Cooperation and respect</td>
<td>B: Communicate and respect others</td>
<td>B: Communication and social responsibility</td>
<td>B: Communication and social responsibility</td>
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<td><strong>Social Responsibility Observation Assessment</strong></td>
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<tr>
<td><strong>Standard 6:</strong> Values physical activity</td>
<td>A: Enjoyment</td>
<td>A: Self-challenge and enjoyment</td>
<td>A: Self-challenge and personal growth</td>
<td>A: Use PA to promote growth, goal setting and enjoyment</td>
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<tr>
<td><strong>Activity Identification</strong></td>
<td>Activity Identification</td>
<td>Physical Activity Marketing</td>
<td>Physical Activity Marketing</td>
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<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 and social interaction</td>
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</tr>
<tr>
<td><strong>Activity Advocacy</strong></td>
<td>Activity Advocacy</td>
<td>Physical Activity Marketing Plan</td>
<td>Physical Activity Marketing Plan</td>
<td>Physical Activity Marketing Plan</td>
</tr>
</tbody>
</table>
The Teacher’s Role:

• Important first steps
  1. Analyze current curriculum
  2. Identify where/when the assessments will be implemented within the grade band
  3. Collect Assessment Data
  4. Revise and reflect
     – Modify curriculum
K-12 Assessment Schedule Example
ABC City Schools PE Curriculum

• 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.
Assessment in ABC City Schools PE Curriculum (continued)

• 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
Ohio’s Benchmark Assessment System

• Districts decide best opportunity to assess student learning within each grade band

• 3, 2, 1 rating for each benchmark
  3 = Advanced
  2 = Proficient
  1 = Limited
  0 = Non-Participatory

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

• Assess multiple standards with one assessment
• Observe and assess several students at one time (many of the assessments are set up this way)
• Use stations if necessary
• Teacher will conduct the evaluation and provide data
• Find volunteers & helpers to assist you where necessary
• Technology might be helpful
  – 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.
Tips for Standard 1

• Get to know your students and let them practice the assessments

• Note the placement of critical elements in the ‘proficient’ level (level 2) of each rubric in skill related assessments

• Look for the outliers – Level 1 or Level 3
  – Remember most of your students should be a level 2
Tips for Standard 1

• Create a 1-page data sheet for each class
  – OR use technology that will allow you to enter quickly.

• Do students get multiple attempts? Yes! This is not high stakes assessment so allowing more than one assessment opportunity is appropriate.
Sample Data Collection System by Standard (using Excel)

Ohio Physical Education Evaluation
Standard 1 Individual Data (K-2) Benchmark A
Note: Advanced = 3 pts, Proficient = 2 pts, Limited = 1 pt

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Running</th>
<th>Skipping</th>
<th>Hopping</th>
<th>Gallop/Slide</th>
<th>Rolling</th>
<th>Balance</th>
<th>Rhythm</th>
<th>Average Score</th>
<th>Level</th>
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<tr>
<td>1 John Smith</td>
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<td>1</td>
<td>3</td>
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<td>3</td>
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<td>1.86</td>
<td>Limited</td>
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</tbody>
</table>
Standard 1
K-2

• Practice assessment from video (please access data sheet and rubric)
• View the film of elementary students performing the following skills:
  – Hopping
  – Skipping
  – Underhand throw
  – Dribbling (with the hand)
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 3-5

• Practice assessment from videotape (please access data sheet and rubric)
  – Jump rope routine
  – Receive, dribble and pass with the feet

• Tips
  – Try to observe several students at once
  – Look mostly for advanced performers and limited performers because most students will probably be at the middle level (proficient)
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

  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
## Standard 2A (Grades 3-5)
Positioning and decision-making during small sided game play
Observation practice – assess 1 or 2 players

<table>
<thead>
<tr>
<th>Level</th>
<th>Positioning</th>
<th>Decision-Making – Skill Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced</strong></td>
<td>Consistently:</td>
<td>Consistently selects the appropriate skills required to perform within the context of the game (e.g., shoots, passes or dribbles when appropriate, throws to the correct base)</td>
</tr>
<tr>
<td></td>
<td>• Returns to correct base position for the game played</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Moves to help teammates with the ball</td>
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<tr>
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<td>• Moves to defend space</td>
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<tr>
<td></td>
<td>Usually but not always:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Returns to correct base position for the game played</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Moves to help teammates with the ball</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Moves to defend space</td>
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<tr>
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<td>Rarely:</td>
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<tr>
<td></td>
<td>• Returns to correct base position for the game played</td>
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</tr>
<tr>
<td></td>
<td>• Moves to help teammates with the ball</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Moves to defend space</td>
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</tbody>
</table>
Standard 2B (Grades 3-5)

• Benchmark B: Skill analysis (written)
  – Students observe live or taped skill performance and write about:
    • The performers strengths
    • The performers weaknesses
    • A practice plan through by which the performer might improve

• Two options for showing skill performance
  – Every student observes the same performance
    • Teacher demonstration
    • Video of performance
  – 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
Standard 2AB (Grade 6-8) Assessments

• What is a “tactical concept”?
  – This refers to the moment to moment problems (offensively and defensively) that games 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)
## Decision-making, creating and defending space

Observation practice – assess 1 or 2 players

<table>
<thead>
<tr>
<th>Level</th>
<th>Decision-making</th>
<th>Creating and using space</th>
<th>Defending space</th>
</tr>
</thead>
</table>
| **Advanced** | Consistently chooses best options in game play:  
- Attack and shoot where possible  
- Pass to teammate who can attack  
- Play a possession pass  
- Dribble to reposition | Consistently moves to spaces where passes can be received when teammates have the ball | Consistently moves to mark or guard opponents, to deny space and prevent opponents from attacking and scoring |
| **Proficient** | Usually chooses best options in game play: | Usually moves to spaces where passes can be received when teammates have the ball | Usually moves to mark or guard opponents, to deny space and prevent opponents from attacking and scoring |
| **Limited** | Rarely chooses best options in game play:  
- Attack and shoot where possible  
- Pass to teammate who can attack  
- Play a possession pass  
- Dribble to reposition | Rarely moves to spaces where passes can be received when teammates have the ball | Rarely moves to mark or guard opponents, to deny space and prevent opponents from attacking and scoring |
Standard 2B (Grades 6-8)

• Benchmark B: Skill analysis project
  – Paper or electronic project based on a self-selected activity. Students write about:
    • Critical elements required for competent performance
    • Common errors
    • Personal performance in the activity and the type of practice needed for improvement
Standard 2B (Grades 6-8)

• 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
Standard 2B (Grades 6-8)

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 2AB (Grades 9-12)
Application of tactical knowledge and biomechanical principles to performance

• Students complete an “Analytical Portfolio” on an activity of their own choosing

• Part I (Benchmark A)
  – Strategic (long term/game plan) and tactical (short term problem solving) components necessary for success
  – Aspects of performance that transfer to other activities (and vice versa)
Standard 2AB (Grades 9-12)
Application of tactical knowledge and biomechanical principles to performance

• Part II (Benchmark B)
  – Biomechanical principles that impact performance of this activity
    • What is a biomechanical principle? Body position, contact or release point, release or take off angle, balance/over-balance point, rotation
  – Analysis of personal strengths and weaknesses
  – Practice plan for performance improvement (what, where and how)
# Standard 2AB (Grade 9-12) Scoring Guide

<table>
<thead>
<tr>
<th>Level</th>
<th>Benchmark A</th>
<th>Benchmark B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>Strategic and technical requirements are explained in detail. Potential knowledge transfer is explained in depth with several examples of how performance of the selected activity can be enhanced by knowledge and understanding of other similar activities.</td>
<td>Biomechanical elements of performance are described and demonstrated in the portfolio. Personal performance is described and demonstrated, and a detailed (what, when, where, how) practice plan is presented to facilitate performance improvement.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Strategic and technical requirements are explained in detail. Potential knowledge transfer is explained with an example of how performance of the selected activity can be enhanced by knowledge and understanding of other similar activities.</td>
<td>Biomechanical elements of performance are described. Personal performance is described and a detailed practice plan is presented to facilitate performance improvement.</td>
</tr>
<tr>
<td>Limited</td>
<td>Strategic and technical requirements are described. Potential knowledge transfer is explained but the explanation lacks examples of how performance of the selected activity can be enhanced by knowledge and understanding of other similar activities.</td>
<td>Biomechanical elements of performance are listed but not described. Personal performance is described and a limited practice plan is presented to facilitate performance improvement.</td>
</tr>
</tbody>
</table>
Standard 3 K-12 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
OHIO PHYSICAL EDUCATION ASSESSMENT
STANDARD 3 BENCHMARK A GRADEBAND: 3-5, 6-8, 9-12

NAME: ___________________

LIMITED
INACTIVITY
T.V. WATCHING
VIDEO & COMPUTER
SITTING FOR MORE THAN 30 MINUTES
S M T W T F S

2 - 3 TIMES A WEEK
LEISURE & PLAYTIME
SWIMMING
CANOEING
TUMBLING
MINIATURE GOLF
S M T W T F S

STRENGTH & FLEXIBILITY
DANCING
ROPE CLIMBING
MARTIAL ARTS
PUSHUPS / PULLUPS
S M T W T F S

3 - 5 TIMES A WEEK
AEROBIC EXERCISES
(WITHIN 20 MINUTES)
WALKING
SWIMMING
RUNNING
ROLLER BLADING
BIKING
SKATEBOARDING
S M T W T F S

RECREATIONAL ACTIVITIES
(WITHIN 20 MINUTES)
VOLLEYBALL
BASKETBALL
SOCCER
SKATING
KICKBALL
RELAY RACES
S M T W T F S

EVERYDAY
PLAY OUTSIDE
TAKE THE STAIRS
HELP AROUND THE HOUSE OR YARD
BATHE YOUR PET
PICK UP YOUR TOYS
WALK TO THE STORE
GO FOR A WALK
S M T W T F S

HAVE FUN, BE ACTIVE EACH DAY FOR 60 MINUTES.
COLOR IN ONE SQUARE FOR EVERY 10 MINUTES OF ACTIVITY...

Ohio Department of Education
Department of Health

The Ohio Association for Health,
Physical Education, Recreation, and Dance

BUCKEYE HEALTHY SCHOOLS ALLIANCE
# 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 3 Considerations

- When to complete the assessments?
- How to maximize return rates & accurate reporting for 3A?
  - Remember 3A is only about how much – 60 minutes of PA.
  - Grading vs. assessment data
- Grades 3-5
  - Types of PA

- Standard 3B
  - K-2
    - Identify PA opportunities
  - 3-5
    - Completion of worksheet
    - Maximizing time
    - Can you split up the worksheet?
  - 6-8
    - Physical Activity Plan
  - 9-12
    - Physical Activity Plan
    - Assess 2 community PA resource
Standard 4A (Grades K-12) Fitness Assessment

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

• Goal of fitness assessment?
  – Fitness data for information vs. fitness for a grade?
  – What is most important?
    • Fitness score OR use of the results to plan future fitness activities and track progress?
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).
  – Practice from video
# Personal Responsibility (e.g. grades 6-8)

<table>
<thead>
<tr>
<th>Level</th>
<th>Safe</th>
<th>Self-direction</th>
</tr>
</thead>
</table>
| **3 Advanced** | • Anticipates and recognizes possible unsafe situations and provides solutions to issues related to safety. Encourages peers to promote safety within activities.  
• Consistently applies rules, safe practices and procedures in class activities. | • Effort given throughout and student challenges themselves to be successful at their level. Tries his/her best without prompts or encouragements from others for activities.  
• Takes responsibility (accepts consequences) for actions. |
| **2 Proficient** | • Recognizes possible unsafe situations and seeks solutions with others to ensure safety of self and others. | • Engages in activities and stays on-task with prompts and encouragement from others. Completes lesson tasks without constant supervision.  
• Takes responsibilities for actions. |
| **1 Unsuccessful or Did not assess** | • Does not recognize unsafe situations or behaviors create unsafe situations for others. | • Engages in activities and stays on-task with prompts and encouragement from others.  
• Prompts needed to be prepared for success.  
• Takes little or no responsibility for actions and their consequences. |
## Social Responsibility (e.g. grades 6-8)

<table>
<thead>
<tr>
<th>Level</th>
<th>Cooperate</th>
<th>Respect Others</th>
<th>Resolving Conflict &amp; Fair Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><strong>Advanced</strong></td>
<td>• Consistently demonstrates cooperation and sensitivity when resolving conflict without prompts or support from teacher.</td>
<td>• Consistently demonstrates cooperation and sensitivity when resolving conflict without prompts or support from teacher.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Proficient</strong></td>
<td>• Demonstrates cooperation with others when resolving conflict.</td>
<td>• Consistently demonstrates “good winner/loser” behaviors without prompts or direction (shaking hands, complimenting others, letting the outcome go).</td>
</tr>
<tr>
<td>1</td>
<td><strong>Limited</strong></td>
<td>• Does not recognize and/or evaluate the effects of personal behavior to ensure positive effects on others.</td>
<td>• Does not successfully demonstrate cooperative behaviors when resolving conflict.</td>
</tr>
<tr>
<td></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>
<td>• Sometimes uses put-downs or comments that are hurtful.</td>
<td>• Inconsistent demonstration “good winner/loser” behaviors (shaking hands, complimenting others, has a difficult time letting the outcome go)</td>
</tr>
<tr>
<td></td>
<td>• Leads, follows and supports group members to improve play in cooperative and competitive settings</td>
<td>• Has difficulty in respecting the rights and feelings of those who may be different of different background or skill level.</td>
<td>• Argues, challenges or does not accept the decisions made by the designated official.</td>
</tr>
</tbody>
</table>
Standard 6 (Grades K-12)
Advocacy and Value Assessment – one activity to assess both benchmarks

• 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?
I do gymnastics and it helps my body be strong.
Standard 6 Examples

"Me and my friends jumping"
Get Fit with Volleyball!

Added Benefits of Participating in Team Sports

- **Social Aspect** - Do you want to be with your friends? Do you want to make new friends? Well, while teams let you be with your friends, they also help you branch out and meet new people. You might even find something you have in common with somebody you would’ve never imagined as a possible friend.

- **Come to like a sport** - If maybe you were just trying a sport to meet new people, you might also come to find you’re really good at the sport, and thoroughly enjoy it.

- **Places they’ll take you** - Sports can take you great places. They can lead you to big places like, championships, and awards. They can also grant you with scholarships for college. But some of the smaller aspects are putting you on the right track to eating healthy, and also exercising regularly.
Why it’s Important to be Physically Fit:

- **Better Health**- Being physically fit helps build up your immune system, creating less down time from sickness, and enables you to carry out daily processes easier.

- **Gets you on the right track to healthy living**- By focusing on being physically fit, you will try for a better diet, and incorporate regular exercise into your daily routine.

- **Builds Strength and Cardiovascular Endurance**- Weight training and various cardio exercises help to build muscle and increase your hearts endurance level

Volleyball Conditioning

Increases your Health:

- **Plyometrics**- Different techniques and exercises used to increase your agility (i.e., box jumps, line jumps, ladders, and cones)

- **Cardiovascular Exercises**- Different activities used to increase your heart rate to gain endurance (i.e., Jump-rope, running, down & backs, and running bleachers)

- **Basic Drills**- Continuous drills get calories burning, and heart rates increasing. Drills such as; Blocking & approaching, setting with a partner, passing with a partner, and passing and rolling.

Check out local schools, youth groups, and your YMCA for additional activities or recreational opportunities!
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
Reporting Requirements

• Beginning in fall 2012, for each benchmark assessment you will have to report the number of students who perform at each level:
  – Number of Advanced performers
  – Number of Proficient performers
  – Number of Limited performers

• From this ODE computes a composite report card rating for your school. This “Physical Education Index” is one component of a 4-part report card measure required by law.
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”, “No” or “N/A”.

Participation in the Physical Activity Pilot Program.  
• Overall district composite score will be a “Yes” or “No”.

(Click HERE for detailed information about your district)
Collecting and Managing Assessment Data

• Data Collection
  – Prepare data sheets
    • Student names – organization aligned with grouping
    • Think of “proficient” as the default
  – Technology – use a tablet (if possible) or a laptop
  – Have a copy of the rubric available
  – Videotape and assess performance later?
  – Blank = make up assessment if possible
  – Reflect and revise planning
Sample Data Collection System by Standard (using Excel)

• To access data report sheets, please go to:

• [http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1793&ContentID=118761&Content=118761](http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1793&ContentID=118761&Content=118761)

• Scroll down page to retrieve sheets
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

• On reporting sheet, leave task blank and calculate with number of completed tasks
Managing the Data Sheets

• If task cannot be completed, document reason or circumstances for local record-keeping purposes

• Examples: injury, surgery, medical advisement, etc.
Physical Education Consultant

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