

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>
 - 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.

Physical Education Index

Compliance with Local Wellness Policy

Participation in Body Mass Index (BMI) Screening

Participation in Physical Activity Pilot Program

MODERATE

YES

YES

NO

(Click [HERE](#) for detailed information about your district)

(Click [HERE](#) for detailed information regarding the federal wellness policy)

(Click [HERE](#) for detailed information regarding BMI screening requirements and waivers)

(Click [HERE](#) for detailed information regarding participation in a Physical Activity Pilot Program)

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".

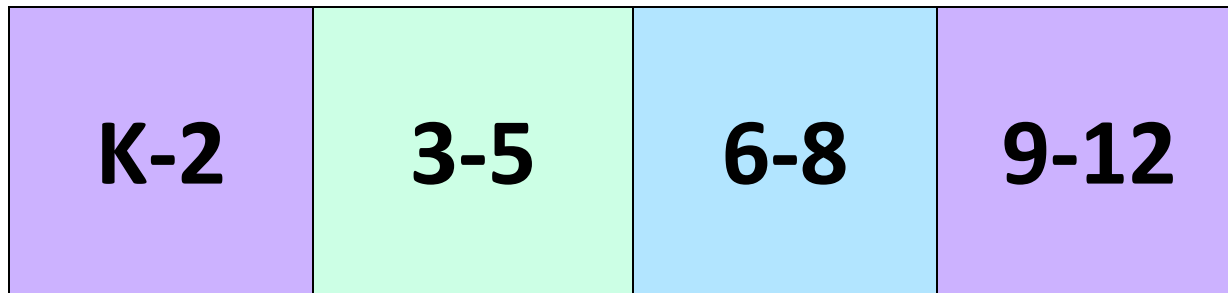
Senate Bill 210

- 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:



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



Standard	K-2	3-5	6-8	9-12
Standard 1: Motor Skills and Movement Patterns	A: Locomotor and non-locomotor skills	A: Combine locomotor and non-locomotor into movement patterns	A: Movement skills and patterns in a variety of activities	A: Combined movement skills and patterns in authentic settings
	Locomotor Skills Assessment	Creative Movement Pattern	Movement routine	Movement Routine OR Locomotor Activity Skills
	B: Fundamental manipulative skills	B: Fundamental manipulative skills in basic settings	B: Specialized manipulative skills in a variety of settings	B: Specialize manipulative skills in a variety of settings
	Manipulative Skills Assessment	Manipulative/Sport Skill	Invasion, Net/Wall, Striking, Target Skill Assessments	Invasion, Net/Wall, Striking, Target Skill Assessments
Standard 2: Knowledge of movement concepts, principles, strategies and tactics	A: Knowledge of movement concepts	A: Movement concepts and principles of movement	A: Apply tactical concepts and performance principles	A: Apply tactical concepts and performance principles in authentic settings
	Movement concepts performance	Game Performance Assessment (Positioning & Decision-Making)	Game Performance Assessment (Decision-making, using space, defending space)	Analytical Portfolio Tactics and Strategies
	B: Knowledge of critical elements	B: Knowledge of critical elements	B: Knowledge of critical elements and biomechanical principles	B: Apply biomechanical principles
	Critical Elements Test Bank	Skill Analysis	Skill Analysis and Practice Plan	Analytical Portfolio Biomechanical and Practice
Standard 3: Participates in physical activity	A: Engage in physical activity (PA) inside and outside of school	A: Engage in PA inside and outside of school	A: Engage in PA inside and outside of school	A: Engage in PA inside and outside of school
	Physical Activity Log	Physical Activity Log	Physical Activity Log	Physical Activity Log
	B: Recall physical activities	B: Self-monitor PA	B: Create and monitor a personal plan for PA	B: Create and monitor a personal plan for PA
	Physical Activity Picture Recall	Physical Activity Plan	Personal Physical Activity Plan	Personal Physical Activity Plan

Standard	K-2	3-5	6-8	9-12
Standard 4: Health-enhancing level of fitness	A: Demonstrate health-related fitness	A: Demonstrate health-related fitness	A: Demonstrate health-related fitness	A: Demonstrate health-related fitness
	Fitness Performance Rubric	Criterion Referenced Fitness Test	Criterion Referenced Fitness Test	Criterion Referenced Fitness Test
	B: Understand principles, components and practices	B: Understand principles, components and practices	B: Understand principles, components and practices	B: Understand principles, components and practices
	Fitness Test Bank	Fitness Test Bank	Personal Fitness Plan	Personal Fitness Plan
Standard 5: Personal and social behavior	A: Follow safe procedures	A: Safety and personal responsibility	A: Safety and personal responsibility	A: Safety and Etiquette
	Personal Responsibility Observation Assessment	Personal Responsibility Observation Assessment	Personal Responsibility Observation Assessment	Personal Responsibility Observation Assessment
	B: Cooperation and consideration of others	B: Cooperation and respect	B: Communicate and respect others	B: Communication and social responsibility
	Social Responsibility Observation Assessment	Social Responsibility Observation Assessment	Social Responsibility Observation Assessment	Social Responsibility Observation Assessment
Standard 6: Values physical activity	A: Enjoyment	A: Self-challenge and enjoyment	A: Self-challenge and personal growth	A: Use PA to promote growth, goal setting and enjoyment
	Activity Identification	Activity Identification	Physical Activity Marketing	Physical Activity Marketing
	B: Physical Activity promotes self-expression and social interaction	B: Appreciate physical activities	B: Select PA that promote self-expression and interaction	B: Pursue PA that promote self-expression and social interaction
	Activity Advocacy	Activity Advocacy	Physical Activity Marketing Plan	Physical Activity Marketing Plan

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										
	Student Name	Running	Skipping	Hopping	Gallop/Slide	Rolling	Balance	Rhythm	Average Score	Level
1	John Smith	1	1	3	2	1	3	2	1.86	Limited
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										



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

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



Standard 2A (Grades 3-5)

Positioning and decision-making during small sided game play

Observation practice – assess 1 or 2 players

Level	Positioning	Decision-Making – Skill Selection
Advanced	Consistently: <ul style="list-style-type: none">•Returns to correct base position for the game played•Moves to help teammates with the ball•Moves to defend space	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)
Proficient	Usually but not always: <ul style="list-style-type: none">•Returns to correct base position for the game played•Moves to help teammates with the ball•Moves to defend space	Usually but not always 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)
Limited	Rarely: <ul style="list-style-type: none">•Returns to correct base position for the game played•Moves to help teammates with the ball•Moves to defend space	Rarely 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)

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

Level	Decision-making	Creating and using space	Defending space
Advanced	Consistently chooses best options in game play: <ul style="list-style-type: none">•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: <ul style="list-style-type: none">•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

Level	Benchmark A	Benchmark B
Advanced	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.	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.
Proficient	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.	Biomechanical elements of performance are described. Personal performance is described and a detailed practice plan is presented to facilitate performance improvement.
Limited	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.	Biomechanical elements of performance are listed but not described. Personal performance is described and a limited practice plan is presented to facilitate performance improvement.

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



Standard 3A (6-8) Scoring Guide

Level	Criteria
Advanced	<p>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:</p> <ul style="list-style-type: none">•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	<p>Student accumulates 60 minutes of daily physical activity using different categories within the physical activity pyramid (excluding the inactivity category).</p>
Limited	<p>Student does not accumulate 60 minutes of daily physical activity.</p>

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)

Level	Safe	Self-direction
3 Advanced	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Recognizes possible unsafe situations and seeks solutions with others to ensure safety of self and others.	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Does not recognize unsafe situations or behaviors create unsafe situations for others.	<ul style="list-style-type: none">• 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)

Level	Cooperate	Respect Others	Resolving Conflict & Fair Play
<p style="text-align: center;">3 Advanced</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Evaluates personal behaviors and refines behavior to ensure positive effects on others without prompts. Provides frequent positive comments to classmates without prompts. Never uses put-downs or comments that are hurtful. Demonstrates and encourages others to respect individuals who may be different of different background or skill level by encouraging others or other behaviors to include all students. 	<ul style="list-style-type: none"> Consistently demonstrates cooperation and sensitivity when resolving conflict without prompts or support from teacher. Consistently demonstrates “good winner/loser” behaviors without prompts or direction (shaking hands, complimenting others, letting the outcome go). Always accepts and respects decisions made by the designated official.
<p style="text-align: center;">2 Proficient</p>	<ul style="list-style-type: none"> Leads, follows and supports group members to improve play in cooperative and competitive settings 	<ul style="list-style-type: none"> Evaluates personal behavior to ensure positive effects on others and refines behavior with prompts from others. Provides some positive comments to classmates and does not use put-downs or comments that are hurtful. Respects the rights and feelings of those who may be different of different background or skill level. 	<ul style="list-style-type: none"> Demonstrates cooperation with others when resolving conflict. Demonstrates “good winner/loser” behaviors (shaking hands, complimenting others, letting the outcome go) with prompts or directions. Accepts and respects decisions made by the designated official.
<p style="text-align: center;">1 Limited</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Does not recognize and/or evaluate the effects of personal behavior to ensure positive effects on others. Sometimes uses put-downs or comments that are hurtful. Has difficulty in respecting the rights and feelings of those who may be different of different background or skill level. 	<ul style="list-style-type: none"> Does not successfully demonstrate cooperative behaviors when resolving conflict. Inconsistent demonstration “good winner/loser” behaviors (shaking hands, complimenting others, has a difficult time letting the outcome go) Argues, challenges or does not accept the decisions made by the designated official.

Standard 6 (Grades K-12)

Advocacy and Value Assessment – one activity to assess both benchmarks

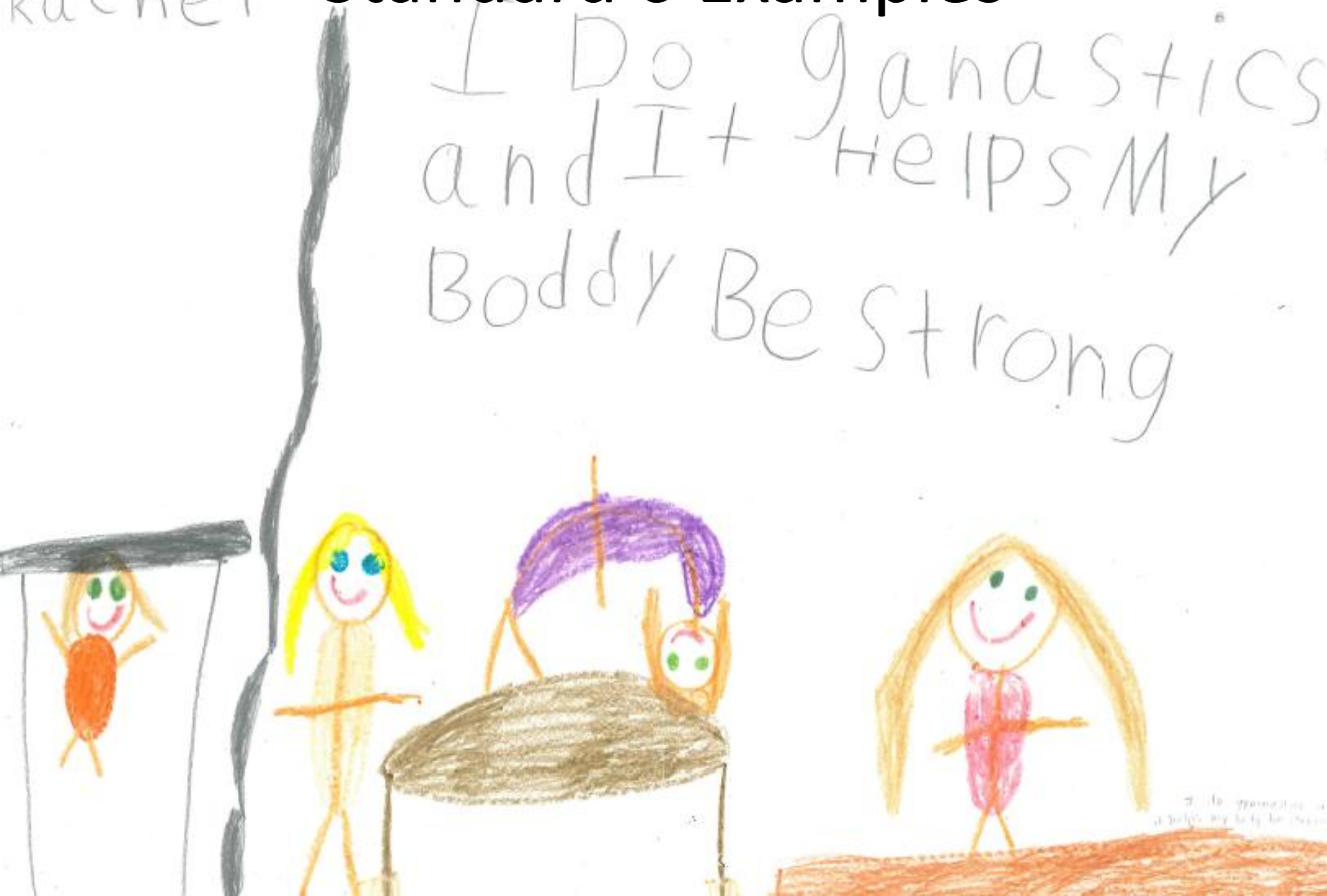
- K-2 and 3-5
- Letter, poster, brochure to communicate why they want to participate in a specific physical activity or physical activity.
- Categories
 - Advocate – “sells” the activity
 - Reasons to value – identifies at least 1 of the four reasons: health, social, challenge, enjoyment
- When to implement?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



Rachel

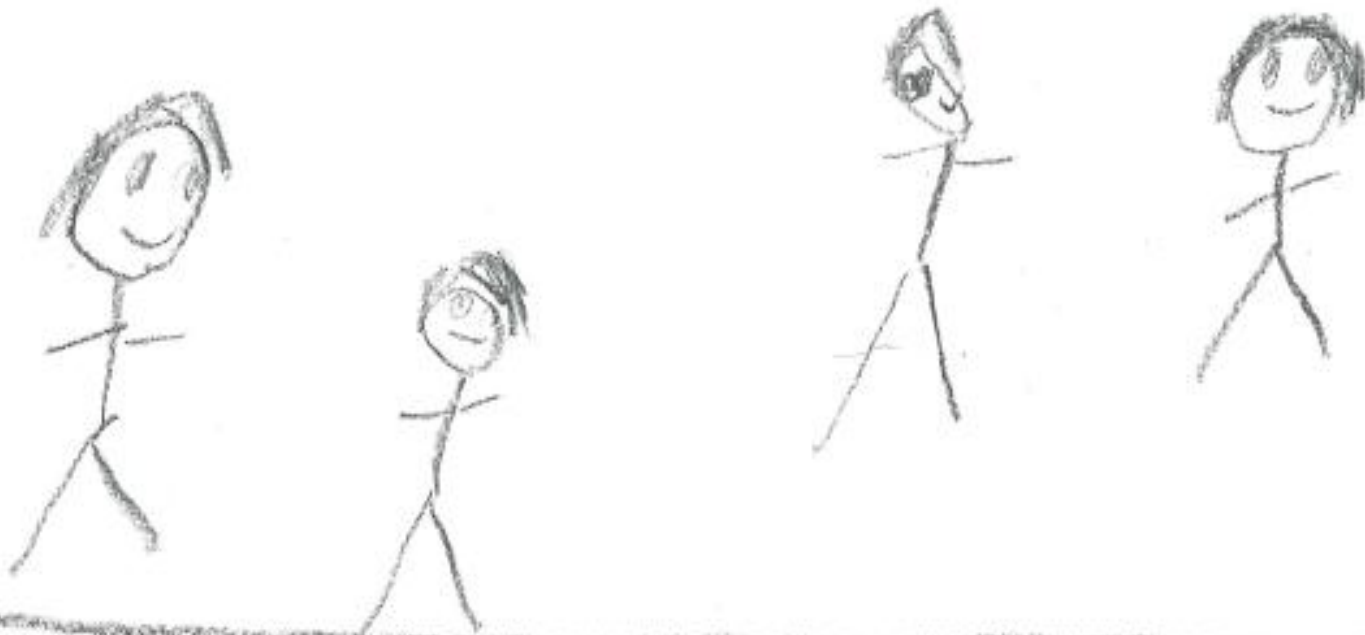
Standard 6 Examples

I Do gymnastics
and it helps my
body be strong



Standard 6 Examples

"Me and my friends jumping"



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.



Get Fit with
Volleyball!



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.



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.

Physical Education Index	Compliance with Local Wellness Policy	Participation in Body Mass Index (BMI) Screening	Participation in Physical Activity Pilot Program
<p>MODERATE</p> <p>(Click HERE for detailed information about your district)</p>	<p>YES</p> <p>(Click HERE for detailed information regarding the federal wellness policy)</p>	<p>YES</p> <p>(Click HERE for detailed information regarding BMI screening requirements and waivers)</p>	<p>NO</p> <p>(Click HERE for detailed information regarding participation in a Physical Activity Pilot Program)</p>
<p>The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards.</p> <ul style="list-style-type: none"> •Building composite score and overall district composite score determination will be "High", "Moderate" or "Low". 	<p>Compliance with the federal requirement for implementing a local wellness policy.</p> <ul style="list-style-type: none"> •Overall district composite score will be a "Yes", "No" or "N/A". 		<p>Participation in the Physical Activity Pilot Program.</p> <ul style="list-style-type: none"> •Overall district composite score will be a "Yes" or "No".

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>
- 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

Lisa Lyle Henry

(614) 728-7732

lisa.henry@ode.state.oh.us

