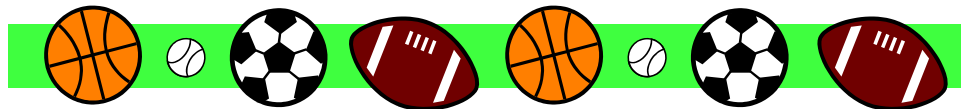


SB 210 – Physical Education Evaluation and its Impact on Adapted Physical Education



Development of Academic Content Standards for Physical Education

Timeline for Development

- State Board of Education adopted NASPE standards – December 2007
- Advisory Group Meetings
- Writing Team Meetings

Timeline for Development

- Online and Focus Group feedback
- Writing Team revisions
- State Board of Education review
- State Board of Education adoption –
June 2009

Curriculum Decisions

- Ohio is local control state
- Curriculum decisions made locally
- Academic Content Standards in all areas used as reference, guide

National Standards

- **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

National Standards

- **Standard 2:** Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to learning and performance of physical activities

National Standards

- **Standard 3:** Participates regularly in physical activity

National Standards

- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness

National Standards

- **Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings

National Standards

- **Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

Ohio Academic Content Standards Framework

Standard

Overarching goals and themes

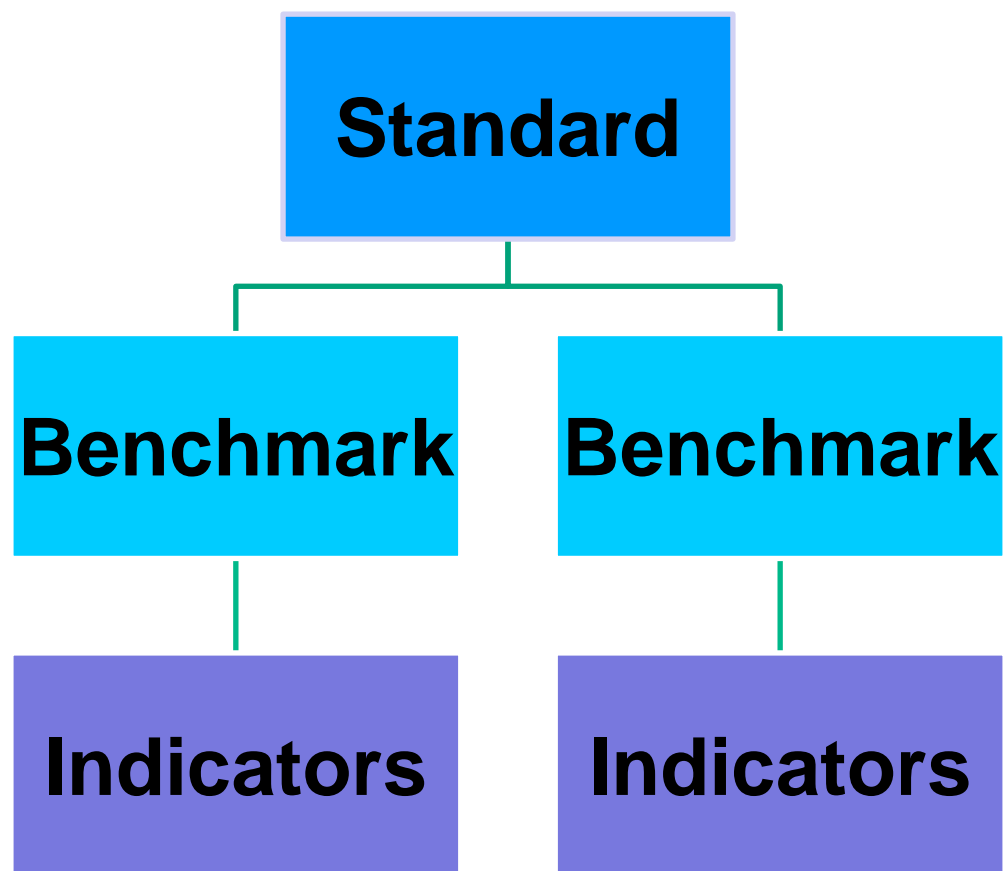
Benchmark

What all students should know and be able to do at the end of each grade band

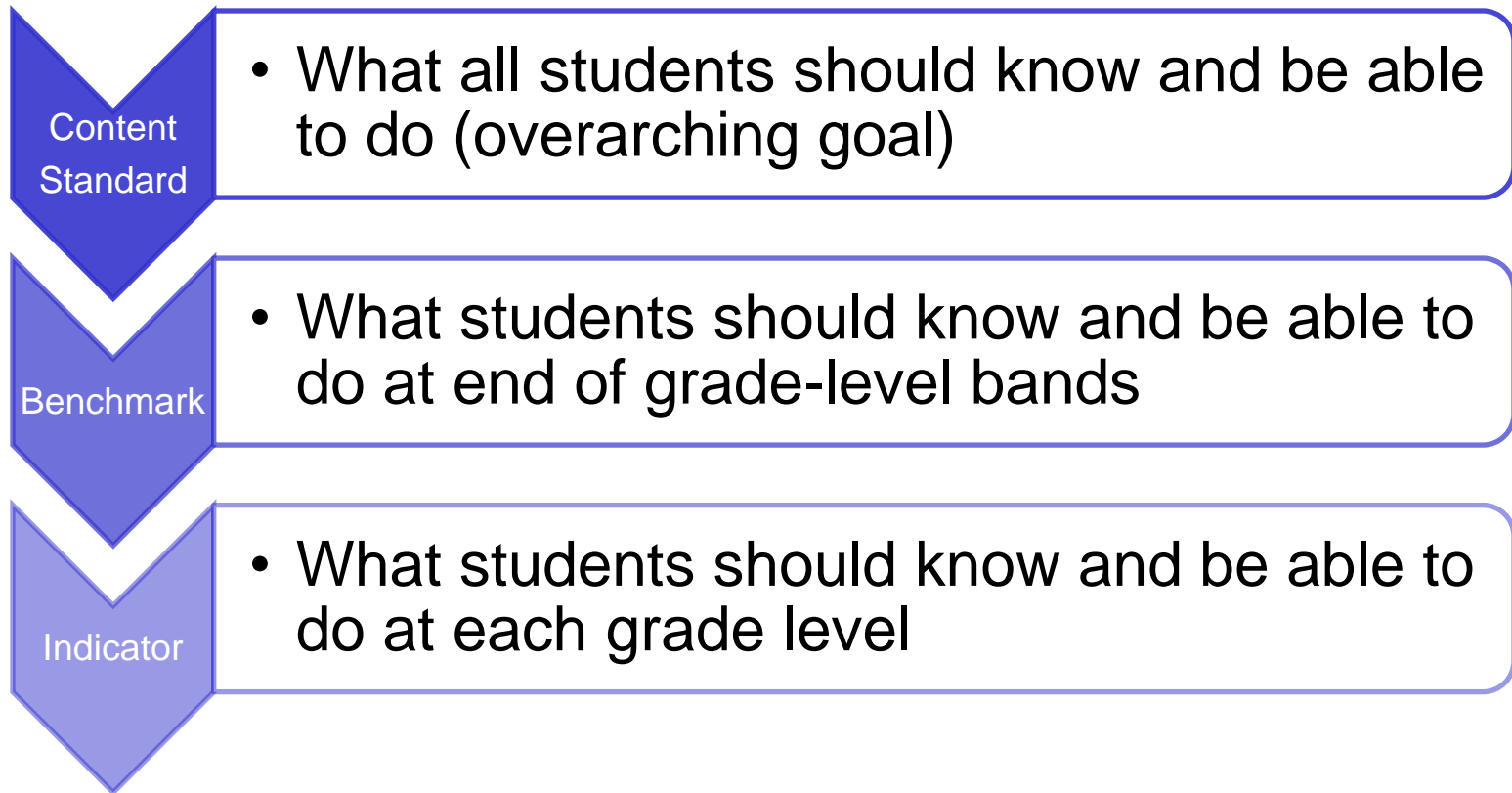
Indicator

What all students should know and be able to do at each grade level

Ohio Academic Content Standards Framework

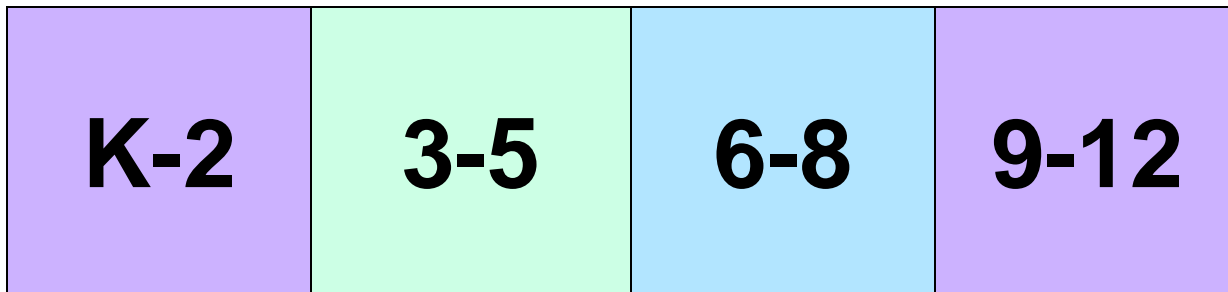


Reading the Standards



Grade Bands

National standards identify following grade bands:



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
	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
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
	B: Knowledge of critical elements	B: Knowledge of critical elements	B: Knowledge of critical elements and biomechanical principles	B: Apply biomechanical principles
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
	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
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
	B: Understand principles, components and practices	B: Understand principles, components and practices	B: Understand principles, components and practices	B: Understand principles, components and practices
Standard 5: Personal and social behavior	A: Follow safe procedures	A: Safety and personal responsibility	A: Safety and personal responsibility	A: Safety and Etiquette
	B: Cooperation and consideration of others	B: Cooperation and respect	B: Communicate and respect others	B: Communication and social responsibility
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
	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

Sample Standard

Standard	K-2
Standard 1: Motor Skills and Movement Patterns	A: Locomotor and non- locomotor skills
	B: Fundamental manipulative skills

Senate Bill 210

- Signed in June 2010
- Includes four components to be included on state report card starting with 2012-2013 school year
- Not a factor in performance ratings

Senate Bill 210

- Signed in June 2010
- Includes four components to be included on state report card starting with 2012-2013 school year
- Not a factor in performance ratings

Senate Bill 210

Four Components

1. Student success in meeting benchmarks contained in physical education standards adopted under division (A)(3) of Section 3301.079 of Ohio Revised Code

Senate Bill 210

Four Components

2. Compliance with requirements for local wellness policies prescribed by section 204 of Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. 1751

Senate Bill 210

Four Components

3. Whether school district or building is complying with section 3313.674 of Ohio Revised Code instead of operating under Body Mass Index (BMI) waiver

Senate Bill 210

Four Components

4. Whether school district or building is participating in physical activity pilot program administered under Section 3313.6016 of Ohio Revised Code

Physical Education Benchmark Evaluation

- Assessments developed for each grade band for each benchmark
- 12 benchmark assessments for each grade band
- Number of tasks vary with each benchmark

Physical Education Benchmark Evaluation

- Assessments must be completed by end of benchmark
- Collect assessment data and report to ODE
- No waivers available for benchmark evaluation

Physical Education Benchmark Evaluation

- **Goal:** Provide specific assessments with flexibility in when and where within grade band to implement

ODE Assessment Update

- Starting with 2012-2013 school year, districts report student progress toward achievement of benchmarks
- Grade bands: K-2, 3-5, 6-8, 9-12
- Must provide data for each grade band, not each grade

ODE Assessment Update

- Local districts decide best opportunity to assess student learning within each grade band
- Data Collection
 - Report data by school, not by individual student

Ohio's Benchmark Assessment Levels of Performance

3, 2, 1 system for each benchmark

- Advanced = 3 points
- Proficient = 2 points
- Limited = 1 point

* *Definition for advanced, proficient, limited provided for each task*

Example Reporting Sheet

Advanced = 3, Proficient = 2, Limited = 1
Standard 1 Data (K-2) Benchmark A

Name	Running	Skipping	Hopping	Gallop/ Slide	Rolling	Balance	Rhythm	Average Score
1.								
2.								
3.								
4.								
5.								

Example Data Collection System

	1		2		3		4		5		6	
Student Name	A	B	A	B	A	B	A	B	A	B	A	B

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	Locomotor Activity Skills or Movement routine	Skills and Patterns Assessment
	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	Tactical Test Bank or Game Performance Assessment	Game Performance Assessment	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 and Practice Plan	Skill Analysis	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 Recall	Physical Activity Recall	Physical Activity Recall	Physical Activity Recall
	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 Log	Physical Activity Log	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
	Enjoyment Assessment	Advocacy	Physical Activity Advocacy	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 Identification	Advocacy	Physical Activity Advocacy	Physical Activity Marketing Plan

How does the evaluation impact adapted physical education?

Operating Standards for Ohio Educational Agencies serving Children with Disabilities 2008

Physical education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE, unless school district enrolls children without disabilities and does not provide physical education to children without disabilities in same grades

Operating Standards for Ohio Educational Agencies serving Children with Disabilities 2008

Regular Physical Education

Each child with a disability must be afforded opportunity to participate in regular physical education program available to nondisabled children unless child:

- Is enrolled full time in separate facility
- Needs specially designed physical education, as prescribed in child's IEP

Operating Standards for Ohio Educational Agencies serving Children with Disabilities 2008

Special Physical Education

If specially designed physical education is prescribed in child's IEP, school district responsible for serving child must provide services directly or make arrangements for those services to be provided through other public or private programs

Operating Standards for Ohio Educational Agencies serving Children with Disabilities 2008

Education in Separate Facilities

School district responsible for serving child with a disability who is enrolled in separate facility must ensure that child receives appropriate physical education services in compliance with this rule

Physical Education Evaluation

- Not high-stakes or high-security evaluation
- Instrument available on ODE website

Physical Education Evaluation

- Flexibility with evaluation is allowed in order for students to fully participate in assessment
- Must be in accordance with student's IEP or 504 plan

Physical Education Evaluation

- 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

Physical Education Evaluation

- If task cannot be completed, document reason or circumstances for record-keeping purposes
- Examples: injury, surgery, medical advisement, etc.