**Ohio Physical Education Assessments**

**Standard 1**

Demonstrates competency in motor skills and movement patterns needed to

perform a variety of physical activities.

**Grade Band: K-2**

**Benchmark A**

**Benchmark A:** Demonstrate locomotor and non-locomotor skills in a variety of ways.

**Skill and Task:** Running – observe multiple repetitions of your students running at a moderate speed (this could be done as a whole-class activity). Repeat the activity asking students to change speeds at times.

|  |  |
| --- | --- |
| **Level** | **Criteria** |
| **Advanced** | Consistently demonstrates correct running technique with a smooth and effortless rhythm, at a variety of speeds. |
| **Proficient** | Runs while demonstrating correct technique (head up, slight forward lean, heel-to-toe landing/push off, knee lift, rear-heel kick, bent arms and relaxed hands). |
| **Limited** | Demonstrates an incorrect running technique. |

**Benchmark A:** Demonstrate locomotor and non-locomotor skills in a variety of ways.

**Skill and Task:** Skipping – observe multiple repetitions of your students skipping around the gymnasium (this could be done as a whole-class activity).

|  |  |
| --- | --- |
| **Level** | **Criteria** |
| **Advanced** | Consistently demonstrates correct skipping technique with a smooth and effortless rhythm. |
| **Proficient** | Skips while demonstrating correct technique (head up, slight forward lean, step/hop action, opposition of arms and legs). |
| **Limited** | Demonstrates an incorrect skipping technique. |

**Benchmark A:** Demonstrate locomotor and non-locomotor skills in a variety of ways.

**Skill and Task:** Hopping – observe multiple repetitions of your students hopping on their preferred leg (this could be done as a whole-class activity). After a few moments, ask the students to switch legs and continue to switch every few repetitions.

|  |  |
| --- | --- |
| **Level** | **Criteria** |
| **Advanced** | Consistently demonstrates correct (one-leg) hopping technique on both right and left leg. |
| **Proficient** | Hops on the preferred leg with correct technique (head up, slight forward lean, knee bent to absorb the landing, pendulum action of the non-supporting leg, use of arms to aid momentum). |
| **Limited** | Demonstrates an incorrect hopping technique on the preferred leg. |

**Benchmark A:** Demonstrate locomotor and non-locomotor skills in a variety of ways.

**Skill and Task:** Gallop/slide – observe multiple repetitions of your students galloping/sliding at a moderate speed (this could be done as a whole-class activity).

|  |  |
| --- | --- |
| **Level** | **Criteria** |
| **Advanced** | Consistently demonstrates correct galloping/sliding technique with a smooth and effortless rhythm. |
| **Proficient** | Gallops/slides while demonstrating correct technique (head up, sideways movement, pushes off the toes, arms bent, low-flight pattern, legs do not cross over). |
| **Limited** | Demonstrates an incorrect galloping/sliding technique. |

**Benchmark A:** Demonstrate locomotor and non-locomotor skills in a variety of ways.

**Skill and Task:** Rolling – observe multiple repetitions of your students attempting simple rolls (e.g., log, egg, parachute, circle, shoulder) on mats or other appropriate and safe surface.

|  |  |
| --- | --- |
| **Level** | **Criteria** |
| **Advanced** | Rolls are performed with smooth and effortless technique. |
| **Proficient** | Students perform individual rolls with good technique (maintains body shape with tight muscles [curved, straight or round], body alignment and fluid motion). |
| **Limited** | Students show incorrect rolling technique. Entry and exit are choppy; body parts are “loose.” |

**Benchmark A:** Demonstrate locomotor and non-locomotor skills in a variety of ways.

**Skill and Task:** Balance – observe multiple repetitions of your students holding simple (1-, 2-, 3-point) balances. Ask students to combine balances with rolls into a simple routine.

|  |  |
| --- | --- |
| **Level** | **Criteria** |
| **Advanced** | Able to hold 1-, 2- and 3-point balances with good technique and combine them smoothly with rolls into a simple routine. |
| **Proficient** | Able to hold 1-, 2- and 3-point balances with good technique (maintains body shape with tight muscles, body alignment, held for 3 seconds), but does not effectively combine balances with rolls in a routine. |
| **Limited** | Balances (1-, 2- and 3-point) have limited alignment and are unsteady (not held for 3 seconds). |

**Benchmark A:** Demonstrate locomotor and non-locomotor skills in a variety of ways.

**Skill and Task:** Rhythm – observe your students engaged in rhythmic activity, moving in time to a beat and combining steps together with good rhythm. Activities could include moving with a drum beat, Chicken Dance, Hokey Pokey or other simple dances.

|  |  |
| --- | --- |
| **Level** | **Criteria** |
| **Advanced** | Consistently demonstrates good rhythm by following a sequence of dance steps in time with music. |
| **Proficient** | Able to move in time to a beat and follow a sequence of steps. |
| **Limited** | Can move in time to a beat but has difficulty following a sequence of steps. |

|  |  |
| --- | --- |
| **Level** | **Average Rating** |
| **Advanced** | Average score 3.0 - 2.75 |
| **Proficient** | Average score 2.74 - 1.75 |
| **Limited** | Average score 1.74 - 0 |

**See excel sheets for data collection.**

**Ohio Physical Education Assessments**

**Standard 1**

Demonstrates competency in motor skills and movement patterns needed to

perform a variety of physical activities.

**Grade Band: K-2**

**Benchmark B**

**Benchmark B:** Demonstrate developing control of fundamental manipulative skills.

**Skill and Task:** Catching (with hands) – observe multiple repetitions of your students catching an underhand throw (from a partner or a teacher). The ball should be 4-6 inches in diameter. Have the thrower vary the distance and height of the throw. Note: The quality of the throw will affect the ability to catch, so while students can throw to each other (if they are able), it might be necessary for the teacher to do some throwing, too.

|  |  |
| --- | --- |
| **Level** | **Criteria** |
| **Advanced** | Able to catch consistently a ball thrown with moderate force from varying distances and heights. |
| **Proficient** | Able to catch consistently a ball thrown with moderate force from varying distances. |
| **Limited** | Has difficulty catching a ball thrown by a partner with moderate force from varying distances. |

**Benchmark B:** Demonstrate developing control of fundamental manipulative skills.

**Skill and Task:** Throwing (underhand) – observe multiple repetitions of your students throwing underhand and catching in pairs, using a 4-6 inch ball. Have the students vary the distance between partners.

|  |  |
| --- | --- |
| **Level** | **Criteria** |
| **Advanced** | Able to throw consistently a ball underhand with good accuracy and technique to a target (or person) with varying distances. |
| **Proficient** | Able to throw consistently a ball underhand with good technique (backswing, step with opposition on the forward swing, release between knee and waist, and follow through to target). |
| **Limited** | Has difficulty throwing a ball with good technique.  |

**Benchmark B:** Demonstrate developing control of fundamental manipulative skills.

**Skill and Task:** Kicking – observe multiple repetitions of your students kicking an age-appropriate moving ball to a target area (perhaps 2 cones about 15 feet apart). Ask your students to then roll the ball forward and kick it while it is still rolling at the target. Then have students kick from varying distances.

|  |  |
| --- | --- |
| **Level** | **Criteria** |
| **Advanced** | Able to kick consistently a moving ball to a target area with good technique and accuracy from varying distances. |
| **Proficient** | Able to kick consistently a moving ball to a target area from close range with good technique (moving in line with the ball, non-kicking foot close to the ball, kick through the center of the ball, follow through to the target). |
| **Limited** | Has difficulty kicking a moving ball and demonstrates inaccuracy from close range.  |

**Benchmark B:** Demonstrate developing control of fundamental manipulative skills.

**Skill and Task:** Sidearm striking with dominant hand – observe multiple repetitions of your students striking a stationary, light, soft ball (volleyball size) one-handed to a target area (about 10 feet wide). Then ask your students to use a paddle to strike the ball.

|  |  |
| --- | --- |
| **Level** | **Criteria** |
| **Advanced** | Able to strike consistently a ball with a paddle to a target area with accuracy and good technique.  |
| **Proficient** | Able to strike consistently a ball with the hand with accuracy and good technique (hand goes down and back, arm is straight in the forward swing, step with opposition, make contact level with the front knee, hip rotation, follow through to target). |
| **Limited** | Has difficulty striking a ball accurately with either hand or paddle.  |

**Benchmark B:** Demonstrate developing control of fundamental manipulative skills.

**Skill and Task:** Dribbling – observe multiple repetitions of your students dribbling with hands and feet in general space. Then ask them to speed up and slow down alternately, and to change directions.

|  |  |
| --- | --- |
| **Level** | **Criteria** |
| **Advanced** | Able to dribble under control (and with correct form) with hands (one-handed) and feet at different speeds and while executing change in direction. |
| **Proficient** | Able to dribble under control with hands or feet at different speeds (showing the ability to speed up and slow down when required). |
| **Limited** | Has difficulty dribbling under control with hands and feet. |

|  |  |
| --- | --- |
| **Level** | **Average Rating** |
| **Advanced** | Average score 3.0 – 2.75 |
| **Proficient** | Average score 2.74 – 1.75 |
| **Limited** | Average score 1.74 - 0 |

**See excel sheets for data collection.**

**Ohio Physical Education Assessments**

**Standard 2**

Demonstrates understanding of movement concepts, principles, strategies and

tactics as they apply to the learning and performance of physical activities.

**Grade Band: K-2**

**Benchmark A**

**Benchmark A:** Demonstrate knowledge of movement concepts related to body, space, effort and relationships.

**Task:** Knowledge of movement concepts can be observed over time and assessment should be combined with instruction relative to these concepts. Over time, students are asked to perform movement tasks associated with the concepts of levels, space, distance, effort and speed. Criteria for observation are as follows:

* Levels: Move at a high, medium or low level as instructed
* Space: Move in self and/or general space as instructed
* Distance: Keep an object/person close or further away as instructed
* Effort: Throw, push or pull hard or soft as instructed
* Speed: Move quickly or slowly as instructed

Ultimately, assessment of movement concept knowledge can be based on observation of student performance with a reliable judgment made as to the level (advanced, proficient, limited) at which students demonstrate understanding of each concept. The general rubric below can be used to distinguish knowledge level for each movement concept.

|  |  |
| --- | --- |
| **Level** | **Criteria** |
| **Advanced** | Knowledge is consistently demonstrated by performing as instructed when presented with a movement challenge. |
| **Proficient** | Knowledge is usually demonstrated in performance of a movement challenge, though students sometimes need reminding of the movements required. |
| **Limited** | Knowledge is not demonstrated. Student does not show understanding of movement concepts by performing as requested. |

**See excel sheets for data collection.**

**Ohio Physical Education Assessments**

**Standard 2**

Demonstrates understanding of movement concepts, principles, strategies and

tactics as they apply to the learning and performance of physical activities.

**Grade Band: K-2**

**Benchmark B**

**Benchmark B:** Demonstrate knowledge of critical elements of fundamental motor skills.

**Task:** Knowledge of critical elements of fundamental motor skills can be assessed by simple True/False testing. Most of the following questions and answers are adapted from the assessments provided in the publication PE Metrics (NASPE, 2010). Due to limitations of reading comprehension, it might be advisable to complete the assessment as a class with the teacher reading the questions one at a time, perhaps also demonstrating the skill or movement, and providing students with time to answer before proceeding to the next question. For this written test, randomly select any 10 questions from the list of 20 below. This should take about 15 minutes.

Questions 1-7 relate to locomotor/nonlocomotor skills, while questions 8-20 are on manipulative skills. In each administration of the test, teachers should select questions from both areas but should be careful to ensure that questions selected relate to content that has been taught.

1. When you hop, it means that you start on one foot and land on the same foot.

A. True B. False

2. When you run fast, your hands should come across the center of your body.

A. True B. False

3. When you slide, you keep the same lead foot as you move sideways.

A. True B. False

4. When you skip, you step and hop on one foot and then with the other foot.

A. True B. False

5. When you jump, you should bend your knees as if you are sitting in a chair.

A. True B. False

6. You have more balance if you are low to the ground compared to standing up higher.

A. True B. False

7. To do a forward roll, take the weight on your hands and place your head on the mat.

A. True B. False

8. To throw a ball overhand with your right hand, you should step forward with your left foot.

A. True B. False

9. When throwing or striking and you want the ball to go far, you should only use your arm(s).

A. True B. False

10. When dribbling a basketball, you should always be looking at the ball.

A. True B. False

11. When rolling a ball, you should release the ball at the bottom of your forward swing.

A. True B. False

12. You should use your toes to kick a soccer ball if you want to kick it hard.

A. True B. False

13. When catching a ball thrown close to the ground, your fingers should point at the ground.

A. True B. False

14. For a good overhand throw, you should bend the elbow in the shape of an “L” behind the head before throwing.

A. True B. False

15. When dribbling a soccer ball, you should kick the ball far out in front of you.

A. True B. False

16. You should bend your arms when you catch a ball to help with control.

A. True B. False

17. When you roll or toss a ball underhand, you step forward with the same foot as your tossing arm.

A. True B. False

18. If you want to hit a ball further with your hand or a paddle, you should use a bigger backswing.

A. True B. False

19. When throwing to a target you should follow through toward the target after letting go of the ball.

A. True B. False

20. When catching a ball at head height, point your fingers upwards.

A. True B. False

**Answer Key:**

1. **A** Hopping is a one-footed locomotor movement.

2. **B** This is false. The hands should stay level with the shoulders as you run fast.

3. **A** Sliding is a sideways movement (a sideways gallop) with the same foot leading.

4. **A** The skip is a set-hop action and the lead foot alternates when you skip.

5. **A** Bending the knees help generate force to push off.

6. **A** Balance will be better with a lower center of gravity.

7. **B** In a forward roll, the hands go down followed by the shoulder blades, the head staying off the mat.

8. **A** Stepping with the opposite foot will help generate force.

9. **B** Power also comes from rotating the body and using the trunk and shoulders.

10. **B** You need to look up as you dribble so you know where you are going.

11. **A** Releasing the ball at the bottom of the forward swing will help keep the ball down.

12. **B** To kick a ball hard, you need to keep the toe pointed downward and use the laces.

13. **A** Fingers should point to the ground if the ball is low down and point upwards when catching a high ball.

14. **A** Bending the elbow behind the head will help generate force.

15. **B** When dribbling, you need to keep the ball quite close.

16. **A** When catching, you need to bring the arms in a bit to absorb the force.

17. **B** Stepping with the same foot will not give you opposition.

18. **A** A bigger backswing will give you more power.

19. **A** Following through toward the target will help with aim and accuracy.

20. **A** Fingers point upwards catching a high ball.

**Benchmark B Scoring:**

Advanced = 9-10

Proficient = 6-8

Limited = 0-5

**See excel sheets for data collection.**

**Ohio Physical Education Assessment**

**Standard 3**

Participates regularly in physical activity.

**Grade Band K-2**

**Benchmark A**

**Benchmark A:** Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.

**Task:** Physical Activity Recall

**Instructions:** Students will recall the amount of physical activity completed over the course of a week. Each child receives a copy of the physical activity pyramid worksheet. Students will refer to the pyramid to identify possible physical activities. For each 10 minutes of physical activity students will shade one box of the table, thus 6 shaded blocks will meet the recommendations for daily physical activity. Physical activity can be accumulated both in-school and after-school. Students may shade additional boxes if they exceed 60 minutes a day.

The task could be completed:

1. As a class activity in Physical Education.
2. As a take-home activity to be returned with a parent/guardian signature.
3. As a classroom activity to be monitored by the class teacher.

Goals specified in the physical activity are to:

1. Cut down on sedentary behaviors such as watching TV and playing computer games for more than 30 minutes (0 days of the week).
2. Engage in leisure/playtime and strength/flexibility activities on two to three days of the week.
3. Engage in aerobic and recreational activities on four to five days of the week.
4. Engage in healthy daily activities (e.g., taking stairs, dog walking) every day of the week).



|  |  |
| --- | --- |
| **Level** | **Criteria** |
| **Advanced** | Student exceeds 60 minutes of daily physical activity. |
| **Proficient** | Student accumulates 60 minutes of daily physical activity. |
| **Limited** | Student does not meet national recommendation for 60 minutes of daily physical activity. |

**See excel sheets for data collection.**

**Ohio Physical Education Assessment**

**Standard 3**

Participates regularly in physical activity.

**Grade Band K-2**

**Benchmark B**

**Benchmark B:** Recall participation and physical activities both in and outside of school.

**Task:** Physical Activity Drawings – In the boxes below draw a picture of your favorite activity that you participated in during the last week at school, at home, on the playground and somewhere in the community.

**Instructions:** There are several ways in which this task can be completed:

1. As a class activity in Physical Education.
2. As a take-home activity to be returned with a parent/guardian signature.
3. As a classroom activity to be monitored by the class teacher.

|  |  |
| --- | --- |
| 1. At school in Physical Education class
 | 1. At home
 |
| 1. At school on the playground
 | 1. Somewhere else (not home) outside of school
 |

|  |  |
| --- | --- |
| **Level** | **Criteria** |
| **Advanced** | Students recall a physical activity from physical education class, at home, at school and in the community during the past week. |
| **Proficient** | Students recall physical activities from three different locations during the past week. |
| **Limited** | Students recall physical activities from less than three different locations during the past week. |

**See excel sheets for data collection.**

**Ohio Physical Education Assessments**

**Standard 4**

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

**Grade Band: K-2**

**Benchmark A**

**Benchmark A:** Demonstrate and develop health-related fitness.

**Task:** The student will demonstrate fitness-related activities using appropriate

 principles and practices in authentic game settings. The student also will

 demonstrate sufficient fitness to sustain moderate to vigorous physical activity.

|  |  |
| --- | --- |
| **Level** | **Criteria** |
| **Advanced** | The student is able to demonstrate a level of fitness needed for good health by meeting the criteria with an average range of 3.0-2.75 for health-related fitness (cardio-respiratory, muscular strength/endurance, flexibility). |
| **Proficient** | The student is able to demonstrate a level of fitness needed for good health by meeting the criteria with an average range of 2.74-2.01 for health-related fitness (cardio-respiratory, muscular strength/endurance, flexibility). |
| **Limited** | The student is able to demonstrate a level of fitness needed for good health by meeting the criteria with an average range of 1.0-0 for health-related fitness (cardio-respiratory, muscular strength/endurance, flexibility). |

The intent of the K-2 fitness assessment is to assess fitness in an authentic setting. Following the recommendation of the National Association for Sport and Physical Education (2010), there is no formal measurement of fitness in grades K-2. Instead, the emphasis is placed on physical activity and instruction in the health-related fitness components. Thus, students’ level of health-related fitness will be assessed through tasks that use a specific fitness component.

The possible tasks for each component of health-related fitness are:

* **Aerobic Capacity/Cardio-vascular Endurance** – move around the area using any locomotor skill for two or more minutes without stopping.
* **Muscular Strength and Endurance** – Hang on monkey bars on the playground or on the pull-up bar in the gym for 60 seconds or more. Move across the room in a crab-walk or seal-walk position without stopping (15-20 meters). Hold a bridge, push-up or plank position on the hands and feet for 30 seconds.
* **Flexibility** – Bend over and touch the toes, perform the shoulder stretch, yoga poses (downward facing dog, child’s pose, down-cat pose).

**Directions:** Select a task for each component of health-related fitness and record whether the student has met or not met the goal of the stated task.

|  |  |  |  |
| --- | --- | --- | --- |
| **Rating** | **Aerobic/Cardio-respiratory** | **Muscular Strength and Endurance** | **Flexibility** |
| **Met** | Demonstrates sufficient aerobic capacity/ Cardio-respiratory endurance to engage in the activity. | Demonstrates sufficient muscular strength to be able to bear body weight. | Demonstrate sufficient flexibility to bend, stretch, twist, reach and form shapes.  |
| **Not Met** | Does not demonstrate sufficient aerobic capacity/ cardio-respiratory fitness to engage in the activity | Does not demonstrate sufficient muscular strength/endurance to be able to bear body weight. | Does not demonstrate sufficient flexibility to bend, stretch, twist, reach and form shapes. |

Standard is met (3). Standard is not met (1).

**See excel sheets for data collection.**

**Ohio Physical Education Assessments**

**Standard 4**

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

**Grade Band: K-2**

**Benchmark B**

**Benchmark B:** Understands the principles, components and practices of health-related physical fitness.

**Task:** The student will demonstrate a basic understanding of health-related fitness principles, concepts, components and practices by completing the following questions from the test bank. The questions from the test bank do **not** have to be administered during one test; they can be administered throughout the course of the K-2 grade band.

|  |  |
| --- | --- |
| **Level** | **Criteria** |
| **Advanced** | The student demonstrates an advanced understanding of the principles, concepts, components and practices of health-related fitness (5 or 6 questions answered correctly).  |
| **Proficient** | The student demonstrates a proficient understanding of the principles, concepts, components and practices of health-related fitness (3 or 4 of the questions answered correctly). |
| **Limited** | The student demonstrates a limited understanding of the principles, concepts, components and practices of health-related fitness (2 or fewer of the questions answered correctly). |

**See excel sheets for data collection.**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Standard 4B K-2 Assessment

**Directions:** Draw a line from the health-related physical fitness component on the left to connect it with the exercise or activity that would help improve it on the right.

|  |  |
| --- | --- |
| 1. Aerobic endurance
2. Flexibility
3. Muscular strength
 | * Crossing the monkey bars on the playground.
* Running in a tag game without getting tired.
* Bending over and touching your toes with your fingertips.
 |

1. When I exercise, my heart beats \_\_\_\_\_\_\_\_\_\_\_\_.
	1. Faster
	2. Slower
2. If I want to keep running or playing for a long time, I should \_\_\_\_\_\_\_\_.
	1. Run really fast at first then stop and rest. Then run fast again.
	2. Run at a steady pace.
3. Why should I exercise?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Answer Key:**

1. Aerobic endurance = Running in a tag game without getting tired.

2. Flexibility = Bending over and touching your toes with your fingers.

3. Muscular strength = Crossing the monkey bars on the playground.

4. A = Faster

5. B = Run at a steady pace.

6. Variety of responses is acceptable.

**Ohio Physical Education Assessments**

**Standard 5**

Exhibits responsible personal behavior and social behavior
that respects self and others in physical activity settings.

**Grade Band: K-2**

**Benchmarks A and B**

**Benchmark A:** Know and follow procedures and safe practices.

**Benchmark B:** Demonstrate responsible behavior in physical activity settings.

**Task:** The followingrubric can be used as a formative assessment over the course of a number of different games or contexts. If assessed in multiple settings or times throughout the grade band, determine an average rating for each benchmark.

**Directions:** Observe student behavior in an activity that would allow students to demonstrate the categories listed in the rubric. Provide one rating for each category. Calculate an average for each category for a score for each benchmark. (Note: A student’s responsibility for proper attire during physical education class is not included in the standards or this assessment.)

|  |  |
| --- | --- |
| **Level** | **Criteria** |
|  | **5A Personal** | **5B Social** |
|  | **Safe** | **Self-direction** | **Cooperate** | **Respect Others** | **Resolving Conflict and Fair Play** |
| **Advanced** | * Consistently follows all rules and safe practices in class activities.
 | * Effort given throughout and student challenges self to be successful at his or her level.
* Tries his or her best without prompts or encouragements from others for all activities.
* Takes responsibility and accepts consequences for actions.
 | * Consistently engages in behaviors that are helpful to others (e.g., taking turns using equipment and interacting positively with others).
 | * Consistently respects others’ right to learn without direction of the teacher.
* Provides frequent positive comments to classmates without prompts. Never uses put-downs or comments that are hurtful.
* Respects rights and feelings of those who may be of different background or different skill level by encouraging others or other behaviors to include all students.
 | * Respects judgments of others.
* Consistently demonstrates good winner/loser behaviors without prompts or direction (e.g., shaking hands, complimenting others, letting outcomes go).
 |
| **Proficient**  | * Follows safety procedures and rules 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.
 | * Engages in behaviors that are helpful to others (e.g., taking turns, using equipment and interacting positively with others).
 | * Respects others’ right to learn.
* Provides some positive comments to classmates and does not use put-downs or comments that are hurtful.
* Respects rights and feelings of those who may be of different background or different skill level.
 | * Respects judgments of others.
* Demonstrates good winner/loser behaviors (e.g., shaking hands, complimenting others, letting outcomes go) with prompts or directions.
 |

|  |  |  |
| --- | --- | --- |
| **Level** | **5A Personal** | **5B Social** |
|  | **Safe** | **Self-direction** | **Cooperate** | **Respect Others** | **Resolving Conflict and Fair Play** |
| **Limited** | * Does not follow some rules or must be reminded about rules or safety procedures.
 | * 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.
 | * 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.
 | * Does not consistently respect others’ right to learn.
* Sometimes uses put-downs or comments that are hurtful.
* Has difficulty in respecting rights and feelings of those who may be of different background or different skill level.
 | * Reactions demonstrate lack of respect for judgments of others.
* Inconsistent demonstration of good winner/loser behaviors (e.g., shaking hands, complimenting others, has difficult time letting outcomes go).
 |

**See excel sheets for data collection.**

**Ohio Physical Education Assessments**

**Standard 6**

Values physical activity for health, enjoyment, challenge,

self-expression and/or social interaction.

**Grade Band K-2**

**Benchmarks A and B**

**Benchmark A:** Enjoy participation in a variety of physical activities.

**Task:** The teacher asks students to identify and advocate others to participate in either a specific physical activity or non-specific physical activity. Each student then identifies the reasons for enjoyment (e.g., health, self-expression, social interaction, challenge, enjoyment). Students could draw pictures, use words or complete writing assignments that match their developmental level to express their reasons for identifying an activity as a favorite and encourage others to engage in the activity. Emphasize to students that the product should highlight various reasons why someone would do the activity.

**Benchmark B:** Discover that physical activities promote self-expression and positive social interaction.

**Task:** See Task A.

**Directions:** Provide a rating in both Benchmark A and B using the attached rubric.

|  |  |
| --- | --- |
| **Level** | **Criteria** |
|  | **6A****Advocacy** | **6B****Reasons to value an activity** |
| **Advanced** | * Encourages others to participate in physical activity or a specific activity by communicating enjoyable aspects in effective and creative ways.
 | * Expresses multiple specific reasons from more than one category (social interaction, enjoyment, challenge, self-expression) that would lead to an individual valuing physical activity.
 |
| **Proficient**  | * Encourages others to participate in physical activity or a specific activity.
 | * Expresses at least one reason from at least one category (e.g., health, self-expression, social interaction, challenge, enjoyment) to describe why a person would value physical activity or a specific activity.
 |
| **Limited** | * Does not encourage others to participate in physical activity or a specific activity.
 | * Limited expression of reasons why a person would value physical activity or a specific activity.
 |

**See excel sheets for data collection.**

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