

Assessment Task Examples

Each grade cluster includes an example related to

- a skill or skill combination,
- a game or sport application, and
- one or more physical fitness components.

Grade clusters are aligned with Connecticut’s Healthy and Balanced Living Curriculum Framework (CSDE 2006).

Several assessment task examples include sample Student Learning Objectives (SLOs).

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Assessment Task Title: Purposeful Movement: Stepping with Opposition Assessment	Grade level: 2
Standard(s) Assessed: CT HBLCF (2006) Standard 10: Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activity. E.10.1 Demonstrate an understanding of what the body does, how the body performs the movement and relationships that occur in movement. NASPE Standard 2: Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. <i>Possible connections</i> [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject's content.] : CCSS ELA/Literacy Anchor Standards for Speaking and Listening: Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Example: Describe, listen to others, and discuss with a partner and small groups, 'Why is stepping in opposition important?' Deeper questions can be cued by the teacher as appropriate.	
Performance Indicator(s): By the end of grade 2, students should be able to demonstrate purposeful opposition in a variety of basic physical activities.	
Description of Assessment Task: Demonstrate the use of opposition by pairing dominant hand with opposite foot in a variety of basic physical activities.	
Criteria for Competence (Level 3-Proficient): <u>Demonstrate Concept of Opposition</u> <ol style="list-style-type: none">1. Identify dominant hand2. Step with opposite foot to dominate hand Demonstrate concept of opposition correctly in 3 out of 4 basic physical activities, including throwing, striking, sliding, and rolling.	

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Assessment Rubric:	
Level	<u>Demonstrate Concept of Opposition</u>
4 Exemplary	Demonstrate concept of opposition correctly and consistently in all 4 basic physical activities
3 Proficient	Demonstrate concept of opposition correctly in 3 of the 4 basic physical activities
2 Developing	Inconsistently demonstrate concept of opposition in 2 of the 4 basic physical activities
1 Below Standard	Incorrectly demonstrate concept of opposition in 1 or less of the 4 basic physical activities
0	Violates safety procedure and/or does not complete the task
Assessment Protocols	
Directions for Students (Read aloud, verbatim)	
Today I am going to look at how you use the concept of opposition in a variety of physical activities. Those activities are throwing, striking, sliding, and rolling. You will be in a station format and in those stations you will need to show what opposition looks like in those activities. Ready and go!	
Directions for Teachers:	
See the criteria for demonstrating concept of opposition in a variety of physical activities, including throwing, striking, sliding, and rolling. At each station, students should perform the movement for a minimum of 5 times. Scoring for correctly and consistently includes demonstrating opposition during 5 times at each physical activity.	
Preparation:	
Determine 4 stations for throwing with an object, striking with or without an object, sliding with an object, and rolling with an object. Recommendation is to have movement going toward the wall and have sufficient equipment at each station. Prepare scoring sheet.	
Safety:	
Be sure students understand correct use of equipment at each station.	
Equipment/Materials:	
Equipment as needed, determined by design of stations.	
Diagram of Space/Distances:	
Sufficient space for 4 stations, recommend at least 10 feet from the wall or partner for each station.	

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<p>Assessment Task Title: Locomotor Movement Forms Assessment</p>	<p>Grade level: 2</p>
<p>Standard(s) Assessed:</p> <p>CT HBLCF (2006) Standard 9: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. P.9.2 Demonstrates the ability to stop and start on a signal, combine sequences of several motor skills in an organized way and move through an environment with body control.</p> <p>NASPE Standard (2013) 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><i>Possible connections</i> [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject's content.] :</p> <p>CCSS ELA/Literacy: College and Career Readiness Anchor Standard for Reading 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes. Example: Ask students, “How is the jump different than the hop? How are they the same?”</p> <p>CCSS ELA/Literacy Anchor Standards for Speaking and Listening: Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. Example: Describe, listen to others, and discuss with a partner and small groups, “How is the jump different than the hop? How are they the same?” Deeper questions can be cued by the teacher as appropriate.</p> <p>CCSS Mathematics: Grade 2 Operations and Algebraic Thinking. Work with equal groups of objects to gain foundations for multiplication 3. Determine whether a group of (objects/movements) has an even or odd number of (members/steps or beats). Suggested activity: Students are asked to create a movement pattern using skip, hop and slide step using 18 movements in continuous combination. *Grade 1 would be 9 continuous movements. Example: Demonstrate a pattern of skip, hop, slide step with 36 movements. Can you make each movement the same number of steps?</p>	
<p>Performance Indicator(s): By the end of grade 2, students should be able to travel and change from one movement to another at the signal using skipping, hopping, and slide stepping.</p>	
<p>Description of Assessment Task: Combine the locomotor <u>forms</u> of skipping, hopping, and slide stepping in a continuous combination of forms with <u>smooth transitions</u>.</p>	

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Criteria for Competence (Level 3-Proficient):

Mature Forms

1. Skipping with selected essential elements:
 - a. Step-hop
 - b. Arms swing in opposition to the legs
 - c. Upright body position
2. Hopping with select essential elements:
 - a. Taking off from one foot and landing on same foot, performs action on other foot
 - b. No loss of balance while moving
 - c. No extraneous arm motion while moving
3. Slide Stepping with select essential elements:
 - a. Uses a step-close action
 - b. Maintains a side orientation without twisting hips and turning toe out, performs action on both sides
 - c. Brief period of non-support, momentarily suspension in the air prior to weight transfer

Smooth Transitions

1. Continuous movements without breaks or stopping while maintaining a forward momentum between skipping, hopping, and slide stepping.

Assessment Rubric:

Level	<u>Mature Forms</u>	<u>Smooth Transitions</u>
4 Exemplary	Displays mature form for all 3 movement forms of skipping, hopping, and slide stepping with fluid motion	Smooth and sustained continuity of movements without breaks or stopping while maintaining a forward momentum between skipping, hopping, and slide stepping
3 Proficient	Displays mature form for all 3 movement forms of skipping, hopping, and slide stepping	Continuity of movement without breaks or stopping while maintaining a forward momentum between skipping, hopping, and slide stepping
2 Developing	Displays mature form for 2 of 3 movement forms of skipping, hopping, and slide stepping	Momentarily loss of continuity between skipping, hopping, and slide stepping
1 Below Standard	Displays mature form for 1 or less movement forms of skipping, hopping, and slide stepping	Stops or falls down between skipping, hopping, and slide stepping
0	Violates safety procedure and/or does not complete the task	

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Assessment Protocols
<p>Directions for Students (Read aloud, verbatim) Today I am going to look at 3 of your locomotor forms, they are skipping, hopping, and slide stepping. I am also going to look at how you move between the 3 different movement forms, I call that transitioning. Start behind the starting line and on my signal, change your movement. We will start with skipping, and then I will say “hopping” and last I will say “slide stepping.” Ready and on my signal show your best skipping, your best hopping, and best slide stepping form. Ready and go!</p>
<p>Directions for Teachers: See the criteria for competence of mature forms for skipping, hopping, and slide stepping. Each movement form should be performed for a minimum of 5 times before moving to the next signal. The teacher will signal by using the word of the movement form to transition between “skipping,” “hopping,” and “slide stepping.” Clearly indicate the distance between start and stop using cones, recommended distance would be 40 feet.</p>
<p>Preparation: Designate a clear pathway to observe student performance. Prepare scoring sheet and alternative activity for the class.</p>
<p>Safety: Be sure students understand start and stop lines for performance, allow for stopping zone, allow only safe footwear, if outside, use smooth hard surface that is free of obstructions.</p>
<p>Equipment/Materials: Tape, cones, scoring sheet, and material for alternate activity.</p>
<p>Diagram of Space/Distances: Straight pathway, recommended distance would be 40 feet. Keep in mind a safe stopping zone of 5 feet.</p>



Student Learning Objective (SLO) Form

Teacher:	Administrator:	
SLO Title: Locomotor Skills	Grade: 2	Date:
Content Area: Physical Education	School:	

Student Learning Objective
What is the expectation for student improvement related to school improvement goals?

SLO Focus Statement:

Students will successfully and safely perform 5 different locomotor skills (skipping, galloping, hopping, running, and walking), using a variety of pathways and speeds, in a modified game situation, while maintaining body control. (Reference Laban’s Movement Framework and Wheel)

Baseline – Trend Data
What data were reviewed for this SLO? How do the data support the SLO?

During the first few classes of the term, students will be observed and pre-assessed on 5 different locomotor skills (skipping, galloping, hopping, running, and walking). Data is collected using a performance-based rubric. Based on the previous year’s data, students will demonstrate progress in the variety of ways students use locomotor movement in advanced game-like situations.

Level 3 Proficiency is characterized by the student being able to successfully perform all 5 locomotor movements, while maintaining body control, in the modified game situation. [See Assessment Rubric]

[include specific **pre-assessment** baseline data here – percentages to be determined by pre-assessment]

At the beginning of the year ___% of students can perform all 5 locomotor skills at level 3-Proficient.

Student Population
Who are you going to include in this objective? Why is this target group/class selected?

All students in Grade 2 will be included in this objective.

Locomotor skills are an age-appropriate skill set and students in Grade 2 need to learn to advance this skill into more complex movement patterns.

Standards and Learning Content
What are the standards connected to the learning content?

Standards addressed:

CT HBLCF Standard 9: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

P.9.2 Demonstrates the ability to stop and start on a signal, combine sequences of several motor skills in an organized way and move through an environment with body control.

NASPE Standard (2013) 1: The physically literate individual demonstrates competency in a variety of

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motor skills and movement patterns.

Possible connections [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject's content.] :

CCSS ELA/Literacy: College and Career Readiness Anchor Standard for Reading 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes.

Example: Ask students, "How is the jump different than the hop? How are they the same?"

CCSS ELA/Literacy Anchor Standards for Speaking and Listening: Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Example: Describe, listen to others, and discuss with a partner and small groups, "How is the jump different than the hop? How are they the same?" Deeper questions can be cued by the teacher as appropriate.

CCSS Mathematics: Grade 2 Operations and Algebraic Thinking. Work with equal groups of objects to gain foundations for multiplication 3. Determine whether a group of (objects/movements) has an even or odd number of (members/steps or beats).

Suggested activity: Students are asked to create a movement pattern using skip, hop and slide step using 18 movements in continuous combination. *Grade 1 would be 9 continuous movements.

Example: Demonstrate a pattern of skip, hop, slide step with 36 movements. Can you make each movement the same number of steps?

Interval of Instruction

What is the time period that instruction for the learning content will occur?

The interval of instruction is one school year.

A pre-assessment will be implemented in September to collect a baseline data of the students' skills.

Formative assessments will be given periodically throughout the year to measure present level of ability and progress, and a summative assessment will be conducted in June to measure the student's yearly growth.

Assessments

How will you measure the outcome of your SLO?

The performance-based rubric will be used to assess the locomotor skills of Grade 2 students. Teachers will use the same performance-based rubric for the pre-assessment, formative assessment(s), and the summative assessment. [See Assessment Task, Assessment Protocol, Assessment Rubric, and Assessment Score Sheet]

Indicators of Academic Growth and Development (IAGDs)/Growth Targets
What are the quantitative targets that will demonstrate achievement of the SLO?

At the end of the year ___% of students will perform all 5 locomotor skills at level 3-Proficient or higher.

Level 3 Proficiency is characterized by the student being able to successfully perform all 5 locomotor movements, while maintaining body control, in the modified game situation. [See Assessment Rubric]

Instructional Strategies/Supports
*What methods will you use to accomplish this SLO? How will progress be monitored?
What professional learning/supports do you need to achieve this SLO?*

Teaching methods and strategies include:

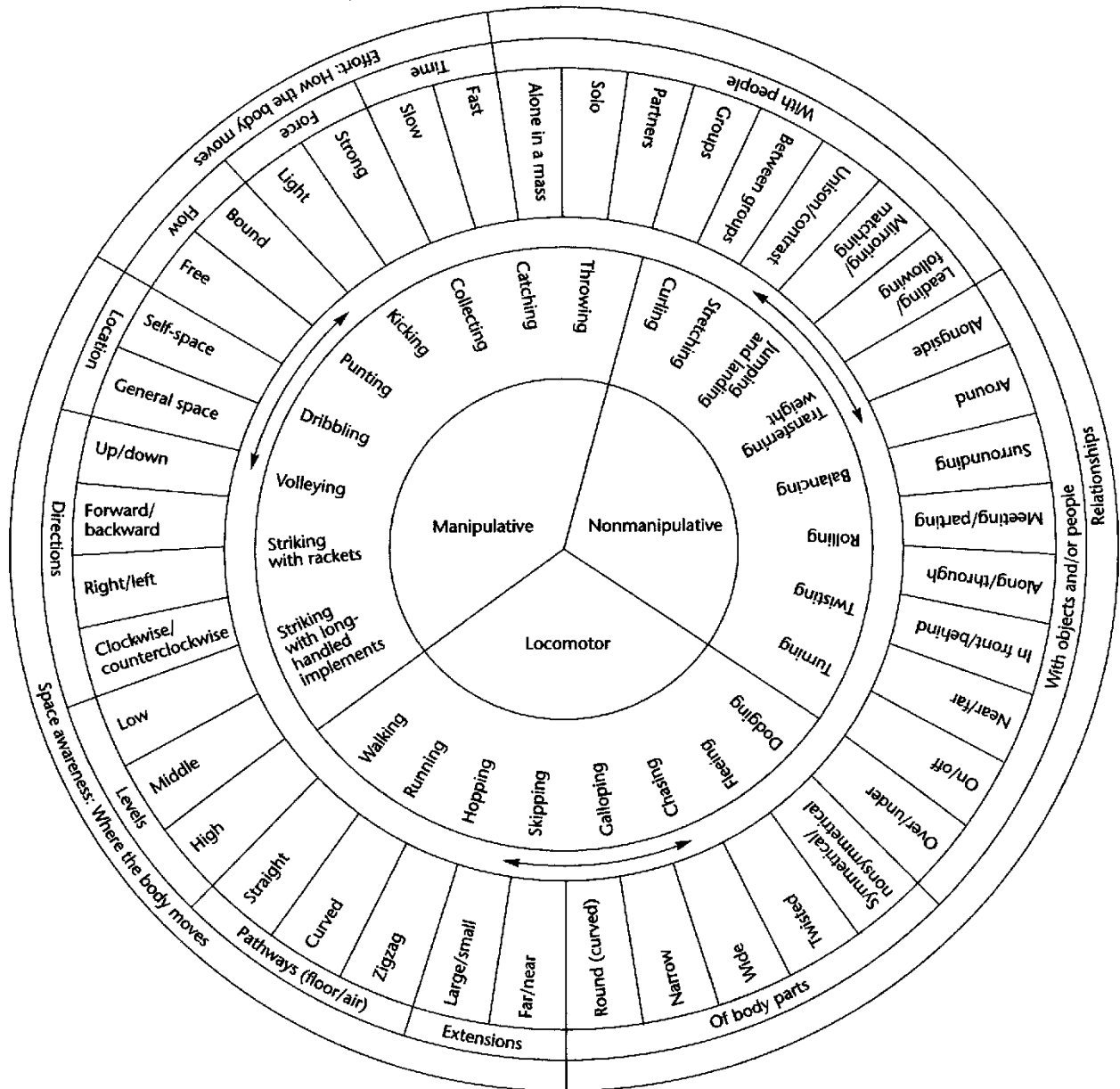
- Exploration
- cooperative learning
- reciprocal/peer teaching
- guided discovery
- debate discussion

Progress will be monitored using

- self check
- peer assessment
- formative assessments administered by the teacher

Student Perspective Focus Statement will be displayed and reviewed during each instructional session:
I can successfully and safely perform 5 different locomotor skills (skipping, galloping, hopping, running, walking), using a variety of pathways and speeds, in a modified game situation, while maintaining body control.

Laban's Movement Framework (Wheel)



Laban's movement analysis framework (wheel) depicting the interaction and interrelationship among movement concepts and skill themes as adapted for movement education curriculum.

Source: Logsdon, et al (1984). *Physical Education for Children*, Philadelphia, Lea and Febiger. Used with permission of Williams and Wilkins, Baltimore.

Laban's Movement Framework

Locomotor Skills

- Walking
- Hopping
- Galloping
- Chasing, fleeing, and dodging
- Running
- Skipping
- Sliding

Nonmanipulative Skills

- Turning
- Rolling
- Transferring weight
- Stretching
- Twisting
- Balancing
- Jumping and landing
- Curling

Manipulative Skills

- Throwing
- Kicking
- Dribbling
- Striking with rackets and paddles
- Catching and collecting
- Punting
- Volleying
- Striking with long-handed implements

Space Awareness (where the body moves)

- Location
- Directions
- Levels
- Pathways
- Extensions

Effort (how the body moves)

- Time
- Force
- Flow

Relationships (with whom, or what the body moves)

- Of body parts
- With objects and/or people
- With people

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<p>Assessment Task Title: Recognition of Physiological Indicators of Physical Activity Assessment</p>	<p>Grade level: 2</p>
<p>Standard(s) Assessed:</p> <p>CT HBLCF (2006) Standard 12: Achieve and maintain a health enhancing level of physical fitness. E.12.2 Recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity.</p> <p>NASPE Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p><i>Possible connections</i> [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject’s content.] :</p> <p>CCSS ELA/Literacy: College and Career Readiness Anchor Standard for Writing 3. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Example: Write a narrative or 3-sentence summary describing the changes to heart rate, breathing, body temperature, and muscles experienced during and after vigorous activity.</p> <p>CCSS Mathematics: Grade 2 Measurement and Data. Represent and Interpret Data 10. Draw a picture graph and a bar graph, with single unit scale. To represent data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. Example: Record heart rate, breathing rate before physical activity, mid-way and right after vigorous physical activity. Create a bar graph to illustrate the changes at each stage.</p>	
<p>Performance Indicator(s): By the end of grade 2, students should be able to identify physiological changes as a result of vigorous cardiovascular physical activity.</p>	
<p>Description of Assessment Task: Participate in 4 different types of vigorous cardiovascular physical activities; students are able to identify physiological changes as a result of physical activity through self-assessment.</p>	
<p>Criteria for Competence (Level 3-Proficient): <u>Identification of Physiological Changes</u></p> <ol style="list-style-type: none"> 1. Heart rate increases 2. Breathing becomes faster and deeper 3. Body temperature is warm 4. Body begins to sweat 5. Face is flushed 6. Muscles feel worked <p>*3 of the 5 physiological changes would be Level 3 – Proficient</p>	

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Assessment Rubric:

Level	<u>Identification of Physiological Changes</u>
4 Exemplary	Identification of 4 or more physiological changes
3 Proficient	Identification of 3 of the 5 physiological changes
2 Developing	Identification of 2 of the 5 physiological changes
1 Below Standard	Identification of 1 or less of the 5 physiological changes
0	Violates safety procedure and/or does not complete the task

Assessment Protocols

Directions for Students (Read aloud, verbatim)

Today you will use the information you have collected about what happens to your body when you exercise to write 3 or more sentences telling me what changes in your body when you participate in physical activity.

Directions for Teachers:

Today students will participate in activities in which they will recognize changes in the body. After each activity have students identify how they feel using the physical activity worksheet (formative assessment). See the criteria for identification of physiological changes after vigorous cardiovascular physical activities. Assessment is meant to be given over the period of multiple lessons. Summative assessment would include the 3 sentence summary.

Preparation:

Determine various vigorous physical activities, prepare physical activity worksheets, prepare 3 sentence summary sheets. Prepare scoring sheet.

Safety:

In accordance with chosen vigorous physical activities.

Equipment/Materials:

Equipment as needed, determined by design of vigorous physical activities.

Diagram of Space/Distances:

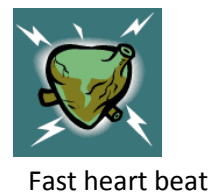
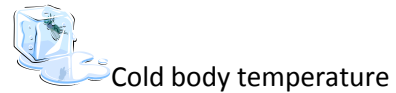
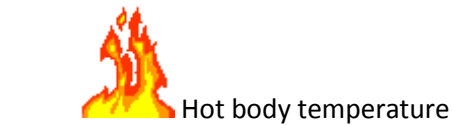
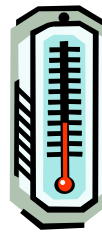
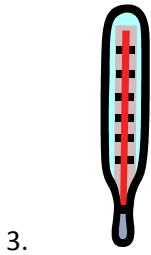
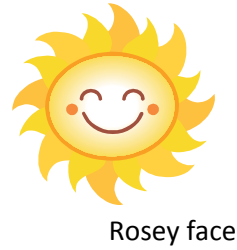
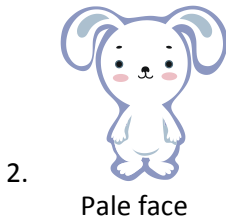
Sufficient space for chosen vigorous physical activities.

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Name: _____ Grade: 2 **Physical Fitness Worksheet**

How does your body change with exercise? Name of activity _____

Circle One:



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<p>Assessment Task Title: Create A Routine</p>	<p>Grade level: 5</p>
<p>Standard(s) Assessed:</p> <p>CT HBLC Standard 13: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. M.13.2 Continue to develop skills to participate productively in groups, in both cooperative and competitive activities.</p> <p>NASPE (2013) Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><i>Possible connections</i> [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject’s content.] :</p> <p>CCSS ELA/Literacy Anchor Standards for Speaking and Listening: Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. Example: Describe, listen to others, and discuss with a partner and small groups, what it was like to work with others to create a routine. Deeper questions can be cued by the teacher as appropriate.</p> <p>CCSS Literacy/ELA: Grade 5 Writing Standard 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Example: Describe in detail the task your group was working on. Include ideas discussed/suggested for completing the task as well as how your group reached the final outcome/solution. Example: What were the positive and enjoyable parts of working with a group to create a routine? What were the challenges? How did you contribute to positive communication with your partners? Write at least 5 sentences and use supporting details to explain your answer.</p>	
<p>Performance Indicator(s): Work cooperatively and productively with partners or in small groups to complete assigned tasks.</p>	
<p>Description of Assessment Task: Students will work cooperatively in small groups to create a routine</p>	
<p>Criteria for Competence (Level 3-Proficient) Participates and stays involved at all times. Reminds on task at all times. Communication is positive</p>	

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Assessment Rubric:				
Level	Participation and involvement in the group.	Using appropriate communication with group members.	Reminds on task in group activity.	
4 Exemplary	Demonstrates leadership skills in keeping group members participating and involved.	Communication was open and positive with all group members.	Demonstrates leadership skills in keeping group members on task.	
3 Proficient	Participates and stays involved at all times.	Communication is positive.	Reminds on task at all times.	
2 Developing	Needed no more than 2 reminders to participate and stay involved.	Communication is positive but limited.	Needed no more than 2 reminders to stay on task.	
1 Below Standard	Needed 3 or more reminders to participate and stay involved.	Does not communicate with all team members and communication is negative.	Needed 3 or more reminders to stay on task.	
0	Violates safety procedure and/or does not complete the task			
Assessment Protocols				
Directions for Students (Read aloud, verbatim)				
Using the skills you have learned in class, you will create a routine with the members of your group.				
Directions for Teachers:				
You will be assessing how the students work cooperatively to complete the assigned task.				
Preparation:				
Pre-teaching of the skills you expect to see in the routine Prepare assessment score sheet				
Safety:				
Make sure each group has their own designated area of general space.				
Equipment/Materials:				
A posted list of skills that can be used in the routine				
Diagram of Space/Distances:				
Group 1	Group 2	Group 3	Group 4	Group 5
S s s	s s s	s s s	s s s	s s s
S s	s s	s s	s s	s s

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Assessment Scoring Sheet for Cooperation

Physical Education Teacher _____ Grade _____
 School _____ Period _____

Pinnie Number	Student Name	Gender	Participation and involvement in the group.	Using appropriate communication with group members.	Reminds on task in group activity.

Adapted format from *PE Metrics, Assessing National Standards 1-6*, 2011, NASPE

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<p>Assessment Task Title: Dribbling in a game-like setting</p>	<p>Grade level: 5</p>
<p>Standard(s) Assessed:</p> <p>CT HBLCF (2006) Standard 9: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. M.9.1. Demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments.</p> <p>NASPE (2013) Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><i>Possible connections</i> [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject’s content.] :</p> <p>CCSS ELA/Literacy Anchor Standards for Speaking and Listening: Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. Example: Describe, listen to others, and discuss with a partner and small groups, what it was like to be in the role of dribbler and that of opponent. Explain and listen to others’ experiences in meeting the challenges of the task. Deeper questions can be cued by the teacher as appropriate.</p> <p>CCSS Literacy/ELA: Grade 5 Writing Standard 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Example: Describe in detail the skills needed to successfully dribble past an opponent without losing control of the ball and maintaining correct form as well as the skills needed to perform as an effective opponent. Include ideas discussed/suggested for succeeding in the task as well as which strategies all members of your group agreed are effective. Example: What were the successful parts of your performance in the task as ball handler and as opponent? What were the challenges? How did you contribute to positive communication with your partners in discussing and arriving at agreement on common strategies for success? Write at least 5 sentences and use supporting details to explain your answer.</p> <p>CCSS Mathematics: Grade 5 Measurement and Data. Represent and Interpret Data. Example: Organize and classify ideas discussed/suggested for succeeding in the task as well as which strategies all members of your group agreed are effective and challenges identified by the group. Present your group’s findings to the rest of the class.</p>	
<p>Performance Indicator(s): Dribble and smoothly change from one direction to another without stopping.</p>	

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<p>Description of Assessment Task: In general space, students will dribble, change direction and travel while preventing an opponent, who is in a stationary position, from stealing the ball for two minutes.</p>																											
<p>Criteria for Competence (Level 3-Proficient) Student demonstrates all cues 75-89 percent of the time. Cues:</p> <ol style="list-style-type: none"> 1. Keeps ball below waist level 2. Keeps eyes up 3. Uses finger pads 4. Maintains consistent rhythm and control 																											
<p>Assessment Rubric:</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Dribbling</th> <th>Pre-</th> <th>Post-</th> </tr> </thead> <tbody> <tr> <td>4 Exemplary</td> <td>Student demonstrates all cues 90-100 percent of the time.</td> <td></td> <td></td> </tr> <tr> <td>3 Proficient</td> <td>Student demonstrates all cues 75-89 percent of the time.</td> <td></td> <td></td> </tr> <tr> <td>2 Developing</td> <td>Student demonstrates all cues 50-74 percent of the time</td> <td></td> <td></td> </tr> <tr> <td>1 Below Standard</td> <td>Student demonstrates all cues less than 50 percent of time.</td> <td></td> <td></td> </tr> <tr> <td>0</td> <td colspan="3">Violates safety procedure and/or does not complete the task</td> </tr> </tbody> </table>				Level	Dribbling	Pre-	Post-	4 Exemplary	Student demonstrates all cues 90-100 percent of the time.			3 Proficient	Student demonstrates all cues 75-89 percent of the time.			2 Developing	Student demonstrates all cues 50-74 percent of the time			1 Below Standard	Student demonstrates all cues less than 50 percent of time.			0	Violates safety procedure and/or does not complete the task		
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<p>Directions for Students (Read aloud, verbatim) In this game you will be performing two tasks. The first is dribbling and the other is playing stationary defense. When it is your turn to dribble, you will travel around general space while dribbling and demonstrating proper technique (eyes up, ball below waist height, using your finger pads, maintaining control of the ball). You will also be preventing the defender in the hula-hoop from stealing your ball. When it is your turn to be a defender, you must have two feet in the hula-hoop and may only use your hands to try to steal a dribblers' ball. The hula-hoop must remain in its starting position.</p>																											
<p>Directions for Teachers: Using general space, scatter hula-hoops around the area in the amount of half your class size. You will need enough basketball for half your class as well. Divide your class into two groups. Time each group performing for 2 minutes in each role (dribbler and defender).</p>																											
<p>Preparation: Prepare assessment scoring sheet and post rubric.</p>																											

Physical Education Teacher Evaluation Development Writing Project

Safety:

Use an open space and set clear boundary lines with all extra equipment off to the sides or put away. Remind students to not step on hula-hoops or move their location.

Equipment/Materials:

Hula-hoops (enough for half the class)
Basketballs (enough for half the class)
Assessment scoring sheet
Stop watch

Diagram of Space/Distances:

X=Students with basketball
O= Hula-hoop with defender

Example:

```
X   X   0
  0   0  X  X
0  X   0  X  0
X 0  x  0  x  0
    0   X
```

Physical Education Teacher Evaluation Development Writing Project

Assessment Scoring Sheet for Dribbling in a Game-Like Setting

Physical Education Teacher _____ Grade _____
 School _____ Period _____

Pinnie Number	Student Name	Gender	Dribbling		

Adapted format from **PE Metrics, Assessing National Standards 1-6**, 2011, NASPE

Physical Education Teacher Evaluation Development Writing Project

Assessment Task Title: Cardiovascular Endurance	Grade level: 5
<p>Standard(s) Assessed:</p> <p>CT HBLCF (2006) Standard 11: Students will participate regularly in physical activity. M.11.2. Apply and understanding of the connections between the purposes of movements and their effect on fitness.</p> <p>CT HBLCF (2006) Standard 12: Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness. M.12.2. Assess physiological responses to exercise associated with one’s level of physical fitness and nutritional balance.</p> <p>NASPE (2013) Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><i>Possible connections</i> [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject’s content.] :</p> <p>CCSS Literacy/ELA: Grade 5 Writing Standard 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Example: Write and informative essay describing the importance of rigorous physical activity related to the effect is has on the heart. Include a minimum of 3 details to support your answer.</p> <p>CCSS Mathematics: Grade 5 Numerical and Operations in Base Ten 1. Understand the place value system.</p> <p>CCSS Mathematics: Grade 5 Numerical and Operations in Base Ten 2. Perform operations with multi-digit whole numbers and with decimals to hundredths. Example: Taking pulse for 10 seconds and multiply by 10 for average pulse.</p>	
<p>Performance Indicator(s):</p> <p>Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis. Demonstrates the ability to perform an aerobic activity by keeping in the appropriate target heart rate zone.</p>	
<p>Description of Assessment Task:</p> <p>Students will jump rope continuously for five minutes while maintaining target heart rate.</p>	
<p>Criteria for Competence (Level 3-Proficient)</p> <p>Student’s heart rate falls within 70%-80% of their maximum heart rate during the activity.</p> <p>Students engaged in physical activity for 4-4:59 minutes.</p>	

Physical Education Teacher Evaluation Development Writing Project

Assessment Rubric:			
Level	Target heart rate zone	Continuous movement (Time)	
4 Exemplary	Heart rate falls within 71%-80% of their maximum heart rate during the activity.	Engaged in the activity for five minutes without stopping.	
3 Proficient	Heart rate falls within 60%-70% of their maximum heart rate during the activity.	Engaged in physical activity for 4-4:59 minutes	
2 Developing	Heart rate falls within 50%-59% of their maximum heart rate during the activity.	Engaged in physical activity for 3-3:59 minutes	
1 Below Standard	Heart rate falls less than 49% of their maximum heart rate during the activity.	Engaged in physical activity for less than 3 minutes.	
0	Violates safety procedure and/or does not complete the task		
*The Karvonen Method - $220 - \text{age} \times .60$ (low end of zone) and $220 - \text{age} \times .80$ (high end of zone)			
Assessment Protocols			
Directions for Students (Read aloud, verbatim)			
<p>You will have five minutes to jump rope. If you make a mistake, quickly re-start but if you stop for longer than five seconds you need to sit and raise your hand. I will be coming around with the heart rate monitor and checking everyone's heart rate. After I check your heart rate, please continue jumping rope.</p>			
Directions for Teachers:			
<p>When students are jumping, walk around with heart rate monitor (see equipment for options), and check and record heart rate. If a student has stopped, go over to them immediately and record their heart rate and time. When their data is recorded, remind the students to continue jumping until time expires. Repeat this assessment over numerous class periods in order to record data for each student.</p>			
Preparation:			
Prepare assessment score sheet			
Safety:			
<p>Each student should have their own personal space while jump roping. All extra equipment should be off to the side or put away. Remind the students to sit down when they are done, and not to walk over to the teacher.</p>			

Physical Education Teacher Evaluation Development Writing Project

Equipment/Materials:

Heart rate monitors (if available) or clock with a second hand or Azumio (a free heart rate monitor app)
 Jump rope for each student
 Assessment score sheet

Diagram of Space/Distances:

Assessment Scoring Sheet for Cardiovascular Endurance

Physical Education Teacher _____ Grade _____
 School _____ Period _____

Pinnie Number	Student Name	Gender	Heart Rate	Continuous Movement (Time)	

Adapted format from *PE Metrics, Assessing National Standards 1-6*, 2011, NASPE

Physical Education Teacher Evaluation Development Writing Project

<p>Assessment Task Title: Personal & Social Responsibility (<i>ongoing objective</i>)</p>	<p>Grade level: 8</p>
<p>Standard(s) Assessed:</p> <p>HBLCF (2006) Standard 13: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>M.13.1 Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings.</p> <p>NASPE (2013) Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><i>Possible connections</i> [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject's content.] :</p> <p>CCSS ELA/Literacy: College and Career Readiness Anchor Standards for Speaking and Listening. Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Comprehension and Collaboration 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Example: Engage in discussion in small groups to generate classroom rules, activity-specific rules, and safety practices and procedures for the physical activity setting.</p> <p>CCSS ELA/Literacy: College and Career Readiness Anchor Standards for Writing. Text Types and Purposes 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.</p> <p>Text Types and Purposes 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Example: Organize the group's classroom rules, activity-specific rules, and safety practices and procedures for the physical activity setting in a presentation for consideration of the rest of the class. Include hypothetical scenarios that illustrate the benefits of having and following these policies as well as the consequences of violating them.</p>	
<p>Performance Indicator(s): Students will demonstrate appropriate personal and social responsibility.</p>	
<p>Description of Assessment Task: Teacher will explain daily expectations for behavior. Students will use a 'check out' self-assessment procedure at the end of class indicating their performance for the day.</p>	

Physical Education Teacher Evaluation Development Writing Project

<p>Criteria for Competence (Level 3-Proficient) Usually follows classroom rules, safety standards, procedures, promotes positive classroom environment and engages in classroom activities.</p>													
<p>Assessment Rubric:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Level</td> <td style="padding: 5px;">Usually follows classroom rules, safety standards, procedures, promotes positive classroom environment and engages in classroom activities.</td> </tr> <tr> <td style="padding: 5px;">4 Exemplary</td> <td style="padding: 5px;">Consistently follows classroom rules, safety standards, procedures, promotes positive classroom environment and engages in classroom activities.</td> </tr> <tr> <td style="padding: 5px;">3 Proficient</td> <td style="padding: 5px;">Usually follows classroom rules, safety standards, procedures, promotes positive classroom environment and engages in classroom activities.</td> </tr> <tr> <td style="padding: 5px;">2 Developing</td> <td style="padding: 5px;">Sometimes follows classroom rules, safety standards, procedures, promotes positive classroom environment and engages in classroom activities.</td> </tr> <tr> <td style="padding: 5px;">1 Below Standard</td> <td style="padding: 5px;">Seldom follows classroom rules, safety standards, procedures, promotes positive classroom environment and engages in classroom activities.</td> </tr> <tr> <td style="padding: 5px;">0</td> <td style="padding: 5px;">Violates safety procedure and /or does not complete task.</td> </tr> </table>		Level	Usually follows classroom rules, safety standards, procedures, promotes positive classroom environment and engages in classroom activities.	4 Exemplary	Consistently follows classroom rules, safety standards, procedures, promotes positive classroom environment and engages in classroom activities.	3 Proficient	Usually follows classroom rules, safety standards, procedures, promotes positive classroom environment and engages in classroom activities.	2 Developing	Sometimes follows classroom rules, safety standards, procedures, promotes positive classroom environment and engages in classroom activities.	1 Below Standard	Seldom follows classroom rules, safety standards, procedures, promotes positive classroom environment and engages in classroom activities.	0	Violates safety procedure and /or does not complete task.
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<p>Scoring: Consistently = 90% or above; Usually = 75-89%; Sometimes = 50-74%; Seldom = below 50%</p>													
<p>Assessment Protocols</p>													
<p>Directions for Students (Read aloud, verbatim)</p> <p>You will be asked to score yourself every day on your classroom behavior and participation. You will be assessed on your ability to:</p> <ul style="list-style-type: none"> • follow classroom rules • follow safety standards • follow classroom procedures • promotes positive classroom environment • engages in classroom activities 													
<p>Directions for Teachers:</p> <ul style="list-style-type: none"> • Explain expectations for daily sign out at the beginning of the year (include in parent letter) • Post expectations • Ask students to sign out daily with their personal score 													
<p>Preparation:</p> <ul style="list-style-type: none"> • Parent letter handout at beginning of the year. • Posters of policy 													

Physical Education Teacher Evaluation Development Writing Project

Safety:

- Have safety rules posted
- Sign out with teacher individually

Equipment/Materials:

- Score sheet for sign out

Diagram of Space/Distances:

Assessment Scoring Sheet for Concept of Fitness

Physical Education Teacher _____ Grade _____
 School _____ Period _____

Student Name	Personal & Social Responsibility	Personal & Social Responsibility	Personal & Social Responsibility	Personal & Social Responsibility
	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
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	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
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	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
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	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
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	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
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Adapted from *PE Metrics, Assessing National Standards 1-6*, 2011, NASPE

Physical Education Teacher Evaluation Development Writing Project

Assessment Task Title: Invasion Games	Grade level: 8
<p>Standard(s) Assessed:</p> <p>CT HBLCF (2006) Standard 9: Motor Skill Performance Essential Question: What different ways can the body move given a specific purpose? Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. M.9.3. Adapt and combine skills to meet the demands of increasingly dynamic environments.</p> <p>CT HBLCF (2006) Content Standard 10: Applying Concepts and Strategies. Students will demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. Essential Question: How can I move effectively and efficiently? M.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in increasingly more complex movement and game forms.</p> <p>NASPE (2013) Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE (2013) Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><i>Possible connections</i> [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject's content.] :</p> <p>CCSS ELA/Literacy: CCSS ELA/Literacy: College and Career Readiness Anchor Standards for Speaking and Listening. Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Comprehension and Collaboration 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Example: Engage in discussion in small groups to generate a list of three critical performance elements that result in accurate throwing and successful catching.</p> <p>CCSS ELA/Literacy: College and Career Readiness Anchor Standards for Writing. Text Types and Purposes 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.</p> <p>Text Types and Purposes 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Example: Describe in writing points to consider in moving to open space to make oneself available to</p>	

Physical Education Teacher Evaluation Development Writing Project

receive a pass. Include hypothetical scenarios that illustrate the benefits of having and following these policies as well as the consequences of violating them.

Performance Indicator(s):

Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Description of Assessment Task:

Students will engage in a 3-on-3 team handball game.

Criteria for Competence (Level 3-Proficient)

Usually uses effective passing and receiving skills.

Usually in a position to support a teammate by moving to an open space.

Usually marks and opponent offensively by moving with and staying between the same opponent and the ball.

Assessment Rubric:

Level	Usually uses effective passing and receiving skills. (Basic Skills)	Usually in a position to support a teammate by moving to an open space. (Offense)	Usually marks and opponent offensively by moving with and staying between the same opponent and the ball. (Defense)
4 Exemplary	Consistently uses effective passing and receiving skills.	Consistently in a position to support a teammate on offense by moving to open space.	Consistently marks an opponent defensively by moving with and staying between the same opponent and the ball.
3 Proficient	Usually uses effectively passing and receiving skills.	Usually in a position to support a teammate on offense by moving to open space.	Usually marks an opponent defensively by moving with and staying between the same opponent and the ball.
2 Developing	Sometimes uses effectively passing and receiving skills.	Sometimes in a position to support a teammate on offense by moving to open space.	Sometimes marks an opponent defensively by moving with and staying between the same opponent and the ball.
1 Below Standard	Seldom uses effectively passing and receiving skills.	Seldom in a position to support a teammate on offense by moving to open space.	Seldom marks an opponent defensively by moving with and staying between the same opponent and the ball.
0	Violate safety procedure or doesn't complete the task.		

Effective is defined as sending or receiving a playable pass.

Scoring: Consistently = 90% or above; Usually = 75-89%; Sometimes = 50-74%; Seldom = below 50%

Assessment Protocols
<p>Directions for Students (Read aloud, verbatim)</p> <p>You will be asked to play a 3-on-3 modified game of team handball.</p> <p>You will be assessed on your ability to:</p> <ul style="list-style-type: none"> • Pass and receive effectively • Position yourself to support a teammate on offense by moving to open space. • Mark an opponent defensively by moving with and staying between the same opponent and the goal. <p>Standard game rules apply</p> <ul style="list-style-type: none"> • You will play two 5 minute periods alternating possessions. • Teacher will designate team with first possession. • Teacher will signal start of play. • Dropped pass will result in change in possession. • Score will result in change in possession.
<p>Directions for Teachers:</p> <ul style="list-style-type: none"> • Class warm-up. • Explain & demonstrate game format along with safety concerns. • Answer student questions. • Begin game. (Offer specific feedback to students during activity). • Signal end of period; rotate teams. • Use rubric to assess basic, offensive and defensive skills.
<p>Preparation:</p> <ul style="list-style-type: none"> • Set up field/play area. • Have pinnies, balls, teacher checklist prepared.
<p>Safety:</p> <ul style="list-style-type: none"> • Have safety rules posted • Review game rules – ‘no contact rule’ or ‘arms-length defender-free zone’ • Have an organized approach for transitions
<p>Equipment/Materials:</p> <ul style="list-style-type: none"> • balls • pinnies • checklist
<p>Diagram of Space/Distances:</p> <p>Field marked out with cones or lines. Ball thrown over end line and caught to score.</p>

Physical Education Teacher Evaluation Development Writing Project

<p>Assessment Task Title: Components of Fitness</p>	<p>Grade level: 8</p>
<p>Standards assessed:</p> <p>CT HBLCF (2006) Standard 12: Physical Fitness. Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.</p> <p>M.12.1. Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component. (addressed in HBLCF E.12.1, developmentally elevated to M.12.1 for this assessment task.)</p> <p>NASPE (2013) Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><i>Possible connections</i> [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject’s content.] :</p> <p>CCSS ELA/Literacy: English Language Arts Standards for Science & Technical Subjects Grade 6-8</p> <p>RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>CCSS Math: K-12 Standards for Mathematical Practice 5. Model with mathematics. Mathematically proficient students: Model problem situations symbolically, graphically, and contextually. Connect and explain the connections between different representations. Use all the different representations as appropriate to a problem context.</p> <p>Example linking ELA/Literacy and Math with Physical Education: Students accurately link the task performed with one of the specific components of fitness. Students accurately explain their alignment of tasks and fitness components.</p>	
<p>Performance Indicator(s):</p> <p>Students will perform twelve identified fitness tasks and link each task to a specific component of fitness. Students will provide a written explanation explaining at least one reason for each task and its selected fitness component.</p>	
<p>Description of Assessment Task:</p> <p>Teacher will explain the assessment and its purpose to the students. Students will be given a worksheet to record their results and explain their reasons.</p> <p>Students will be divided into twelve groups. Each group will be assigned to a station and be given one minute to complete the identified.</p>	

Physical Education Teacher Evaluation Development Writing Project

The stations are:

Station 1: Jump ropes

Station 2: Line Jumps

Station 3: Cross Country Skier

Station 4: Ladder/Twirl sticks

Station 5: Calf Stretch

Station 6: Curl Ups

Station 7: Push Ups

Station 8: Squats

Station 9: Sit & Reach stretch

Station 10: Lateral Raise

Station 11: Shoulder stretch

Station 12: Superperson Pose

Criteria for Competence (Level 3-Proficient)

Students accurately link the task performed with one of the specific components of fitness. Students will accurately explain their alignment of tasks and fitness components.

Assessment Rubric:

Level	Students accurately link the task performed with one of the specific components of fitness.	Students will accurately explain why they selected the fitness component that aligns with each fitness task through written reflection.
4 Exemplary	Student accurately matches 11-12 tasks to specific component of fitness.	Student consistently explains why they selected the fitness component that aligns with each fitness task through written reflection.
3 Proficient	Student accurately matches 9-10 tasks to specific component of fitness.	Student sometime explains why they selected the fitness component that aligns with each fitness task through written reflection.
2 Developing	Student accurately matches 7-8 tasks to specific component of fitness.	Student rarely explains why they selected the fitness component that aligns with each fitness task through written reflection.
1 Below Standard	Student accurately matches 6 or fewer tasks to specific component of fitness.	Student is unable to make the link between tasks and fitness components through written reflection.
0	Violate safety procedure or doesn't complete task.	

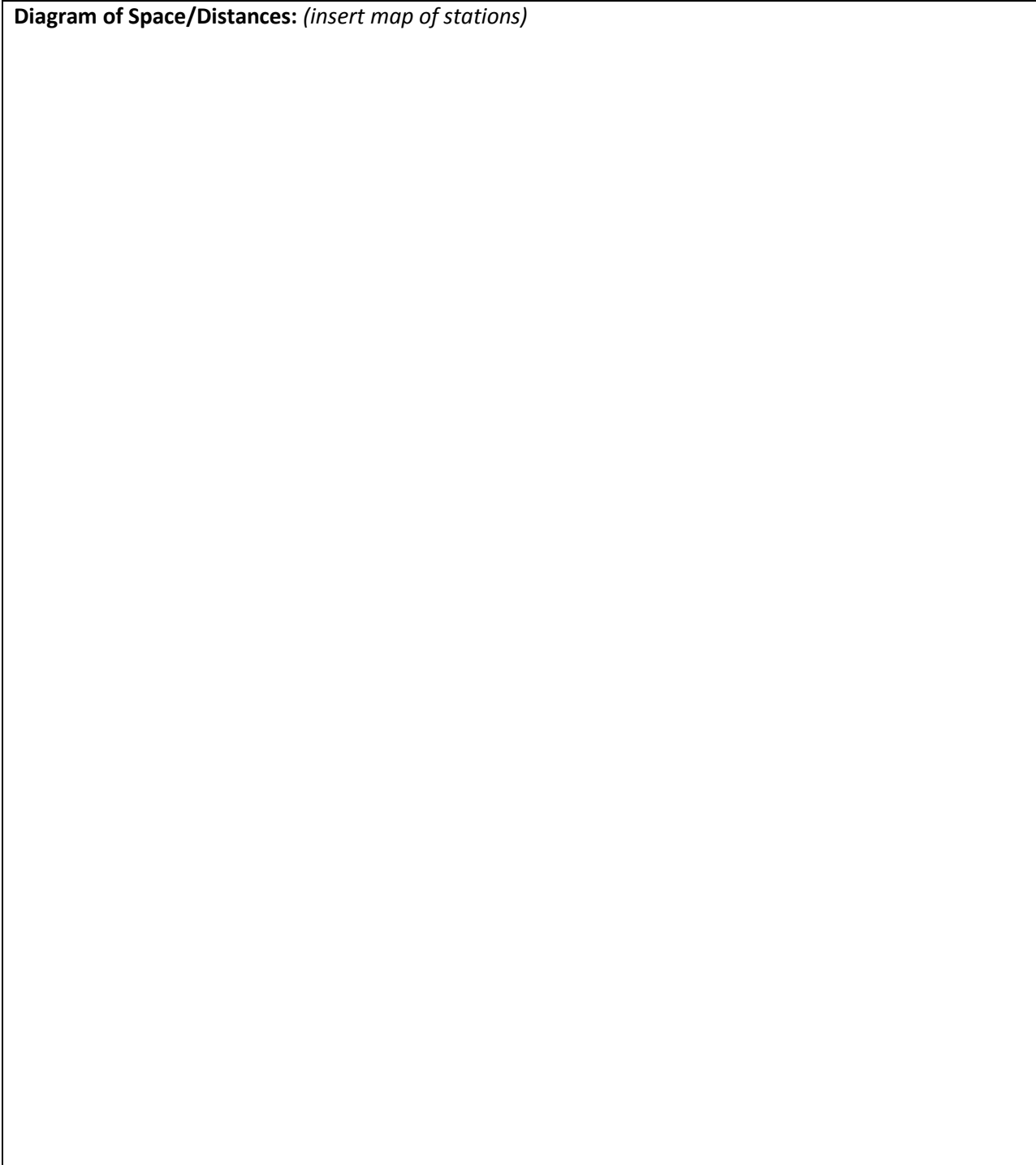
Physical Education Teacher Evaluation Development Writing Project

Assessment Protocols
<p>Directions for Students (Read aloud, verbatim)</p> <p>You will perform 12 stations using proper technique. You will spend 1 minute (45 seconds-1 minute) at each station. Select the correct fitness component for each activity and when we are finished you will also need to explain why you aligned the activity with the fitness component. If you have any questions, please have meaningful discussions with your group first before coming to me.</p>
<p>Directions for Teachers:</p> <ul style="list-style-type: none">• Divide students into 12 groups and hand out materials.• Show post worksheet <i>before</i> stations.• Explain and demonstrate each station along with safety concerns.• Answer student questions.• Begin task. (Offer specific feedback to students during activity).• Signal rotation.• Remind students to write one reason for each selected component.• Distribute
<p>Preparation:</p> <ul style="list-style-type: none">• Set up stations.• Have clip boards, papers, writing utensils organized.• Print out and post task cards/performance indicators.
<p>Safety:</p> <ul style="list-style-type: none">• Have appropriate space between stations.• Have a dynamic warm up planned prior to participating in stations.• Have an organized approach for transitions.• Designate space to place paper and pencils during exercise
<p>Equipment/Materials:</p> <ul style="list-style-type: none">• Mats• Jump ropes• Floor ladder, twirl sticks, aerobic steps• Stopwatches• Measuring tape/yard stick• Worksheets

Physical Education Teacher Evaluation Development Writing Project

- Task cards
- Performance indicators
- Writing utensils
- Light hand weights -- 1-3 lbs

Diagram of Space/Distances: *(insert map of stations)*



Physical Education Teacher Evaluation Development Writing Project

Name _____

Class _____

Components of Fitness Assessment Pre/Post

Perform each station for 45-60 seconds.

Identify the fitness component for each activity we completed in our circuit. Provide a reason why you selected that particular fitness component. Write in the letter of the correct fitness component from the word bank.

Fitness components

- A. Cardio-respiratory or aerobic endurance
- B. Muscular strength & endurance-core
- C. Muscular strength & endurance-upper body
- D. Muscular strength & endurance-lower body
- E. Flexibility

- | | |
|---------------------------------------|---------------|
| 1. _____ Jump ropes | Reason: _____ |
| 2. _____ Line Jumps | Reason: _____ |
| 3. _____ Cross Country Skier | Reason: _____ |
| 4. _____ Ladder/Twirl sticks/Step Ups | Reason: _____ |
| 5. _____ Calf Stretch | Reason: _____ |
| 6. _____ Curl ups | Reason: _____ |
| 7. _____ Push ups | Reason: _____ |
| 8. _____ Squats | Reason: _____ |
| 9. _____ Sit and Reach | Reason: _____ |
| 10. _____ Lateral Raise | Reason: _____ |
| 11. _____ Shoulder Stretch | Reason: _____ |
| 12. _____ Supersperson Pose | Reason: _____ |



Student Learning Objective (SLO) Form

Teacher:	Administrator:	
SLO Title: Components of Physical Fitness	Grade: 8	Date:
Content Area: Physical Education	School:	

Student Learning Objective
What is the expectation for student improvement related to school improvement goals?

SLO Focus Statement:

Students will understand and apply the elements of the 4 main components of fitness (muscular strength, muscular endurance, flexibility and cardiovascular endurance) through a variety of learning tasks throughout the school year.

Baseline – Trend Data
What data were reviewed for this SLO? How do the data support the SLO?

The data reviewed for this SLO is a pre-test given to the students at the beginning of the year to assess their level of understanding for the components of fitness. Data is collected using a performance-based rubric. Based on the data, students will demonstrate progress throughout the year toward their understanding and application of the components of fitness.

[include specific **pre-assessment** baseline data here – percentages to be determined by pre-assessment]

At the beginning of the year ___% of students performed at Level 3-Proficient on the assessment.

Level 3 Proficient: Student accurately matches 9-10 tasks to specific component of fitness. Student sometime explains why they selected the fitness component that aligns with each fitness task through written reflection.

Student Population
Who are you going to include in this objective? Why is this target group/class selected?

All students in Grade 8 will be included in this objective.

Students in Connecticut public schools are administered the Connecticut Physical Fitness Assessment. This test measures students’ abilities in muscular strength, muscular endurance, flexibility and cardiovascular endurance (components of fitness). It is important and age-appropriate that each student fully understand and is able to apply the elements of each component.

Standards and Learning Content
What are the standards connected to the learning content?

Standards assessed:

CT HBLCF (2006) Standard 12: Physical Fitness. Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

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M.12.1. Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component.

(addressed in HBLCF E.12.1, developmentally elevated to M.12.1 for this assessment task.)

NASPE (2013) Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Possible connections [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject's content.] :

CCSS ELA/Literacy: English Language Arts Standards for Science & Technical Subjects Grade 6-8

RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

CCSS Math: K-12 Standards for Mathematical Practice 5. Model with mathematics. Mathematically proficient students: Model problem situations symbolically, graphically, and contextually. Connect and explain the connections between different representations. Use all the different representations as appropriate to a problem context.

Example linking ELA/Literacy and Math with Physical Education: Students accurately link the task performed with one of the specific components of fitness. Students accurately explain their alignment of tasks and fitness components.

Interval of Instruction

What is the time period that instruction for the learning content will occur?

The interval of instruction is one school year.

A pre-assessment will be implemented in September to collect a baseline data.

Formative assessments will be given periodically throughout the year to measure present level of understanding and progress.

A summative assessment will be conducted in June to measure students' yearly growth.

Assessments

How will you measure the outcome of your SLO?

The performance-based rubric will be used to assess the understanding of the components of fitness of all Grade 8 students. Teachers will use the same performance-based rubric for the pre-assessment, formative assessment(s), and the summative assessment. [See Assessment Protocols, Assessment Rubric]

Indicators of Academic Growth and Development (IAGDs)/Growth Targets
What are the quantitative targets that will demonstrate achievement of the SLO?

At the end of the year ___% of students will perform at Level 3-Proficient on the assessment.

Level 3 Proficient: Student accurately matches 9-10 tasks to specific component of fitness. Student sometime explains why they selected the fitness component that aligns with each fitness task through written reflection.

Instructional Strategies/Supports

*What methods will you use to accomplish this SLO? How will progress be monitored?
What professional learning/supports do you need to achieve this SLO?*

Teaching methods and strategies include:

- Exploration
- cooperative learning
- reciprocal/peer teaching
- guided discovery
- debate discussion

Visually Display Student Perspective Focus Statement:

I can understand and apply the elements of the 4 main components of fitness (muscular strength, muscular endurance, flexibility and cardiovascular endurance).

Progress will be monitored using

- self check
- peer assessment
- formative assessments administered by the teacher

Professional Resources and Support Needed to Achieve This Objective:

- Class scheduling that is conducive to student acquisition of knowledge and skills related to understanding and application of the elements of the 4 main components of fitness
- Opportunity to attend professional development for review and updating of information and methodology related to physical fitness education and assessment

Physical Education Teacher Evaluation Development Writing Project

<p>Assessment Task Title: Decision-Making through Badminton</p>	<p>Grade level: 9th grade</p>
<p>Standard(s) Assessed:</p> <p>CT HBLCF (2006) Standard 9: Motor Skill Performance. Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. H.9.4. Develop advanced skills in selected physical activities.</p> <p>NASPE (2013) Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>CT HBLCF (2006) Standard 10: Applying Concepts and Strategies. Students will demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. H.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances.</p> <p>NASPE (2013) Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><i>Possible connections</i> [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject's content.] :</p> <p>CCSS Mathematics: High School Geometry. Make Geometrical Constructions 12. Make formal geometric constructions with a variety of tools and methods. Example: Analyze the angles of effective returns and offensive shots using geometric constructions.</p> <p>CCSS Mathematics: High School Statistics. Summarize, represent, and interpret data on two categorical and quantitative variables. 6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Example: Collect data on various types of shots used in game play. Create a decision-making logarithm for shot selection.</p> <p>CCSS ELA/Literacy: College and Career Readiness Anchor Standards for Speaking and Listening. Presentation of Knowledge and Ideas. 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Example: Prepare a presentation of the analysis of angles of effective returns and offensive shots and explain how it is utilized in the decision-making logarithm for shot selection.</p>	
<p>Performance Indicator(s): Uses appropriate offensive decision-making (hitting to open space and shot selection) during modified</p>	

Physical Education Teacher Evaluation Development Writing Project

game play in a racquet activity.		
Description of Assessment Task:		
Students will be assessed on the use of offensive decision-making during modified game play (3 min/singles or 6 min/doubles or ten hits per student) in badminton.		
Criteria for Competence (Level 3-Proficient)		
Returns the birdie to the best placement 70% of the time. “Best Placement” is: hitting far away from the opponent or directly at the opponent or a set-up shot.		
Chooses appropriate return 70% of the time. “Appropriate Return” can include: drop shot when opponent is deep; smash shot from a high short return; drive shot directly at the opponent		
Assessment Rubric:		
Level	Hitting Placement	Shot Selection
4 Exemplary	Returns the birdie to the best placement 85% of the time.	Chooses appropriate return 85% of the time.
3 Proficient	Returns the birdie to the best placement 70% of the time.	Chooses appropriate return 70% of the time.
2 Developing	Returns the birdie to the best placement 50% of the time.	Chooses appropriate return 50% of the time.
1 Below Standard	Returns the birdie to the best placement <50% of the time.	Chooses appropriate return <50% of the time.
0	Violates safety procedure and/or does not complete the task	
Assessment Protocols		
Directions for Students (Read aloud, verbatim)		
Today you will demonstrate how you make offensive decisions during a timed badminton game. I will be looking at the type of shots you choose and where you hit the birdie. Here are some questions you may want to think about:		
- Why would a person choose one shot over another?		
- How do you make your opponent move more than you?		
Here are the rules: Alternate the serve. Serve diagonally across, underhand. Each serve, either team can score. Your team has one hit to get the birdie over. If the birdie hits the ground on your side, the other team gets the point. If you hit it out of bounds, the other team gets the point. Play continues until time is up. Keep track of your own points. Call line violations on your side of the court.		
Directions for Teachers:		
Students will demonstrate how you make offensive decisions during a timed badminton game. You will be looking at the type of shots students choose and where they hit the birdie.		

Physical Education Teacher Evaluation Development Writing Project

Preparation:

Set-up gymnasium for either singles or doubles game play depending upon facilities and equipment. Predetermine groups based on similar ability. Read the Directions for Students, tell the students their pairings, and assign students to courts. Watch each match for 3 (or 6) minutes and grade students according to the rubric.

Safety:

Check gymnasium for any safety concerns. Allow enough space between courts and walls. Ensure students have a safe place to be active. Racquets should be inspected for loose heads, handles and/or shafts. Other students should not be allowed to walk behind courts during play.

Equipment/Materials:

Badminton racquets, birdies, nets, and floor markings.

Diagram of Space/Distances:

Physical Education Teacher Evaluation Development Writing Project

Assessment Scoring Sheet for Offensive Decision Making in Badminton

Physical Education Teacher _____ Grade _____
 School _____ Period _____

Student Name	Gender	Hitting Placement	Rubric Score	Shot Selection	Rubric Score
Joe Smith	M	xo0xx0x00x 50%	2	00xx0x0x00 40%	1

x = meets requirement; o = does not meet requirement
 Adapted format from *PE Metrics, Assessing National Standards 1-6*, 2011, NASPE

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<p>Assessment Task Title: Racquet Sport Performance Analysis</p>	<p>Grade level: 9th – 12th grade</p>
<p>Standard(s) Assessed:</p> <p>CT HBLCF (2006) Standard 9: Motor Skill Performance. Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. H.9.4. Develop advanced skills in selected physical activities.</p> <p>NASPE (2013) Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>CT HBLCF (2006) Standard 10: Applying Concepts and Strategies. Students will demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. H.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances.</p> <p>NASPE (2013) Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><i>Possible connections</i> [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject’s content.] :</p> <p>CCSS ELA/Literacy: English Language Arts Standards for Science & Technical Subjects Grades 9-12. W.9. Draw evidence from informational texts to support analysis, reflection, and research. Example: Students will be given a sheet with the following criteria identified: You will be required to write a paragraph that has five to eight sentences, addresses strengths and weaknesses, includes suggestions for improving future play, and incorporates several terms from the unit in the response.</p> <p>CCSS Math: K-12 Standards for Mathematical Practice 8. Look for and express regularity in repeated reasoning. Use repeated reasoning to: understand algorithms, make generalizations about patterns, derive formulas and evaluate the reasonableness of intermediate results. Example: Categorize and collect data on offensive shots and on the success of opponents in returning the shots. Analyze the types of shots used and their statistical effectiveness.</p>	
<p>Performance Indicator(s):</p> <p>Uses appropriate offensive shot selection (hitting to open space and shot selection) during modified game play in a racquet activity.</p>	

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Description of Assessment Tasks:

1. Students will be peer assessed on the use of offensive shot selection during modified game play (3 min/singles or 6 min/doubles or ten hits per student) in badminton.
2. Students will analyze their partner's performance based upon the assessment rubric below and videotaped footage.
3. A 5-8 sentence paragraph will be created utilizing discipline specific vocabulary in order to describe and provide constructive feedback to improve future performance.

Criteria for Skill Competence (Level 3-Proficient)

Returns the birdie to the best placement 70% of the time.

"Best Placement" is: hitting far away from the opponent or directly at the opponent or a set-up shot.

Chooses appropriate return 70% of the time.

"Appropriate Return" can include: drop shot when opponent is deep; smash shot from a high short return; drive shot directly at the opponent

Criteria for Analysis Competence (Level 3-Proficient)

Incorporates 4 of the 5 following indicators: five to eight sentences, addresses strengths and weaknesses, includes suggestions for improving future play, and incorporates several terms from the unit in the response.

Skill Rubric:

Level	Hitting Placement	Shot Selection
4 Exemplary	Returns the birdie to the best placement 85% of the time.	Chooses appropriate return 85% of the time.
3 Proficient	Returns the birdie to the best placement 70% of the time.	Chooses appropriate return 70% of the time.
2 Developing	Returns the birdie to the best placement 50% of the time.	Chooses appropriate return 50% of the time.
1 Below Standard	Returns the birdie to the best placement <50% of the time.	Chooses appropriate return <50% of the time.
0	Violates safety procedure and/or does not complete the task	

Analysis Rubric:

Level	Analysis
4 Exemplary	Five to eight sentences, addresses strengths and weaknesses, includes suggestions for improving future play, and incorporates several terms from the unit in the response.
3 Proficient	Incorporates 4 of the 5 indicators listed above.
2 Developing	Incorporates 3 of the 5 indicators listed above.
1 Below Standard	Incorporates 1-2 of the 5 indicators listed above.
0	Violates safety procedure and/or does not complete the task

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Assessment Protocols
<p>Directions for Students (Read aloud, verbatim)</p> <p>Today you will demonstrate your ability to utilize the appropriate return and placement of offensive shots during a timed badminton game. Your partner will assess your ability in each of these areas by recording the results on the scoring sheet provided.</p> <p>Your performance will be recorded so that your partner can further analyze your performance.</p> <p>Your partner will act as your badminton coach and provide you with a minimum 5-8 sentence paragraph that includes your skill assessment results (appropriate return and placement of offensive shots), identifying areas of strengths and weaknesses in your play and suggestions to improve your play. Terms that were used throughout the unit must be included in your response.</p>
<p>Directions for Teachers:</p> <p>Students will demonstrate how to make offensive shots during a timed badminton game. A partner will be recording their partner's scores and videotaping their performance. They will be looking at the type of shots students chose and where they hit the birdie.</p>
<p>Preparation:</p> <p>Set-up gymnasium for either singles or doubles game play depending upon facilities and equipment. Predetermine groups based on similar ability. Read the Directions for Students, tell the students their pairings, and assign students to courts. Have students play a match for 3 (or 6) minutes and grade students according to the rubric.</p>
<p>Safety:</p> <p>Check gymnasium for any safety concerns. Allow enough space between courts and walls. Ensure students have a safe place to be active. Racquets should be inspected for loose heads, handles and/or shafts. Other students should not be allowed to walk behind courts during play.</p>
<p>Equipment/Materials:</p> <p>Racquets, birdies, nets, and floor markings.</p>
<p>Diagram of Space/Distances:</p>

Physical Education Teacher Evaluation Development Writing Project

Skill Score Sheet for Shot Selection & Placement

Student #1: _____ Student #2: _____
 School _____ Period _____

Student Name	Gender	Hitting Placement	Rubric Score	Shot Selection	Rubric Score
Joe Smith	M	xo0xx0x00x 50%	2	00xx0x0x00 40%	1
Mark Jones	M	Oxxxx0xx00 60%	2.5	O0xx00xx00 40%	1

x = meets requirement; o = does not meet requirement
 Adapted format from *PE Metrics, Assessing National Standards 1-6*, 2011, NASPE



Student Learning Objective (SLO) Form

Teacher:	Administrator:	
SLO Title: Racquet Sports Performance Analysis	Grade: 9-12	Date:
Content Area: Physical Education	School:	

Student Learning Objective
What is the expectation for student improvement related to school improvement goals?

SLO Focus Statement:

Students will utilize proper shot placement and selection at least 70% of the time during modified game play in a racquet activity.

Students will watch, analyze and write a one-paragraph summary of a peer’s performance to aid in performance improvement.

Baseline – Trend Data
What data were reviewed for this SLO? How do the data support the SLO?

At the start of the year (or unit), students will take a pre-assessment. Student’s performance during the modified racquet activity will be graded with a peer-assessment skill rubric. Student summaries will be graded by the teacher using a holistic rubric. The data supports the SLO by providing a baseline measurement for future assessments in order to provide valid evidence of growth at the end of the year.

[include specific **pre-assessment** baseline data here – percentages to be determined by pre-assessment]

Using the holistic rubric at the beginning of the (year, term or unit – see Interval of Instruction options) ___% of students scored at Level 3-Proficient on the pre-assessment.

Student Population
Who are you going to include in this objective? Why is this target group/class selected?

All of the students in Grade 10 will be included in this objective.

Focusing on shot placement and selection is a developmentally appropriate activity for sophomores to practice. Skills learned can transfer to multiple activities. Shot selection can be applied to any racquet sport (i.e. badminton, tennis, and racquetball).

Standards and Learning Content
What are the standards connected to the learning content?

Standards addressed:

CT HBLCF (2006) Standard 9: Motor Skill Performance. Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

H.9.4. Develop advanced skills in selected physical activities.

NASPE (2013) Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

CT HBLCF (2006) Standard 10: Applying Concepts and Strategies. Students will demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

H.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances.

NASPE (2013) Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Possible connections [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject's content.] :

CCSS ELA/Literacy: English Language Arts Standards for Science & Technical Subjects Grades 9-12.

W.9. Draw evidence from informational texts to support analysis, reflection, and research.

Example: Students will be given a sheet with the following criteria identified:

You will be required to write a paragraph that has five to eight sentences, addresses strengths and weaknesses, includes suggestions for improving future play, and incorporates several terms from the unit in the response.

CCSS Math: K-12 Standards for Mathematical Practice 8. Look for and express regularity in repeated reasoning. Use repeated reasoning to: understand algorithms, make generalizations about patterns, derive formulas and evaluate the reasonableness of intermediate results.

Example: Categorize and collect data on offensive shots and on the success of opponents in returning the shots. Analyze the types of shots used and their statistical effectiveness.

Interval of Instruction

What is the time period that instruction for the learning content will occur?

Depending on the curriculum structure and scheduling configuration, multiple instructional interval options exist for this SLO. The interval must align with the frequency and duration of instructional episodes and curriculum focus.

Instructional Interval Examples:

Interval of Instruction 1:

- A pre-assessment will be implemented in September to collect baseline data of the students' skills.
- Students participate in number of different racquet units (badminton, pickleball, tennis) throughout the course. At the end of each unit students take a formative assessment to check progress.
- A summative assessment will be conducted in June to measure the student's yearly growth.

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Interval of Instruction 2:

- Instead of multiple units, students participate in one quality racquet unit.
- Students still complete a pre-assessment, formative assessments, and a summative assessment to measure growth.

Assessments

How will you measure the outcome of your SLO?

Assessment Task: Students will be peer assessed on the use of offensive shot selection during modified game play (3 min/singles or 6 min/doubles or ten hits per student) in a racquet activity (example: badminton). Students will analyze their partner’s performance based upon the performance-based assessment rubric and videotaped footage. A 5-8 sentence paragraph will be created utilizing discipline specific vocabulary in order to describe and provide constructive feedback to improve future performance. The summaries will be graded using a holistic rubric. Students will do this task for the pre-assessment and summative assessment. [See Assessment Task, Performance and Analysis Rubrics]

Indicators of Academic Growth and Development (IAGDs)/Growth Targets

What are the quantitative targets that will demonstrate achievement of the SLO?

Using the holistic rubric*, by the end of the (year, term or unit – see Interval of Instruction options) ___% of students will score at Level 3-Proficient or higher.

*The holistic rubric combines the 2 rubrics below: skill rubric (performance-based) and analysis rubric (summary).

Skill Rubric:

Level	Hitting Placement	Shot Selection
4 Exemplary	Returns the birdie to the best placement 85% of the time.	Chooses appropriate return 85% of the time.
3 Proficient	Returns the birdie to the best placement 70% of the time.	Chooses appropriate return 70% of the time.
2 Developing	Returns the birdie to the best placement 50% of the time.	Chooses appropriate return 50% of the time.
1 Below Standard	Returns the birdie to the best placement <50% of the time.	Chooses appropriate return <50% of the time.
0	Violates safety procedure and/or does not complete the task	

Analysis Rubric:

Level	Analysis
4 Exemplary	Five to eight sentences, addresses strengths and weaknesses, includes suggestions for improving future play, and incorporates several terms from the unit in the response.
3 Proficient	Incorporates 4 of the 5 indicators listed above.
2 Developing	Incorporates 3 of the 5 indicators listed above.
1 Below Standard	Incorporates 1-2 of the 5 indicators listed above.
0	Violates safety procedure and/or does not complete the task

Instructional Strategies/Supports

*What methods will you use to accomplish this SLO? How will progress be monitored?
What professional learning/supports do you need to achieve this SLO?*

Teaching methods and strategies include:

- Application of prior knowledge
- Question & answer
- Modeling & Mimicking
- Guided practice
- Group practice
- Reteaching
- Flexible grouping
- Exploration
- Peer teaching
- Scaffolding questions
- Formative assessment activities
- Teaching by invitation
- Intratask variation
- Closure

Visually Display Student Perspective Focus Statements:

I can use proper shot placement and selection at least 70% of the time during modified game play in a racquet activity.

I can watch and analyze a peer's performance, along with writing a one-paragraph summary to help them improve.

Progress will be monitored using

- self checks
- peer assessment
- formative assessments administered by the teacher

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<p>Assessment Task Title: Employability Skills/21st Century Skills: Problem Solving through Movement</p>	<p>Grade level: 9-12</p>
<p>Standard(s) Assessed:</p> <p>CT HBLCF (2006) Standard 10: Applying Concepts and Strategies. Students will demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.</p> <p>NASPE (2013) Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>CT HBLCF (2006) Standard 13: Responsible Behavior. Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>H.13.2. Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities.</p> <p>H.13.3. Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings.</p> <p>CT HBLCF (2006) Standard 14: Benefits of Physical Activity. Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.</p> <p>H.14.2. Use physical activity as a means of creative expression.</p> <p>H.14.3. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships.</p> <p>NASPE (2013) Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><i>Possible connections</i> [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject's content.] :</p> <p>CCSS ELA/Literacy: College and Career Readiness Anchor Standards for Speaking and Listening / Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (Refer to Speaking and Listening Standards for Grades 9-12)</p> <p>CCSS ELA/Literacy: College and Career Readiness Anchor Standards for Writing / Text Types and Purposes 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Example: Write a paragraph responding to one of these Essential Questions (from the Healthy and Balanced Living Curriculum):</p>	

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- How can I move effectively and efficiently?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

Performance Indicator(s):

Actively engages in the problem solving process during the execution of a movement sequence.

Description of Assessment Task:

- In a group of 4
- Travel through space from one end of the room to the other
- Create a count sequence
- Use all 3 levels multiple times: high medium and low
- You must stay connected to everyone in the group

Criteria for Competence (Level 3-Proficient)

Gathering info

- identify problem or questions
- compiles valid and reliable resources

Analyzing

- critical examination of the evidence
- identifies and comprehends relevant information
- creates a plan

Critical thinking

- student accurately assesses consequences and implications of plan
- comes to conclusions
- uses self or group evaluation

Positive communication

- able to convey detail of problem solving process
- able to reflection on areas of further improvement
- all students contribute ideas respectfully and clearly

Assessment Rubric:

Gathering info

- identify problem or questions
- compiles valid and reliable resources

Analyzing

- critical examination of the evidence
- identifies and comprehends relevant information
- creates a plan

Critical thinking

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- student accurately assesses consequences and implications of plan
- comes to conclusions
- uses self or group evaluation

Positive communication

- able to convey detail of problem solving process
- able to reflection on areas of further improvement
- all students contribute ideas respectfully and clearly

Level	Problem Solving
4 Exemplary	All four criteria are present
3 Proficient	3 of the 4 above criteria are present
2 Developing	2 of the 4 above criteria are present
1 Below Standard	1 of the 4 above criteria are present
0	Violates safety procedure and/or does not complete the task

Assessment Protocols

Directions for Students (Read aloud, verbatim)

- In a group of 4
- Travel through space from one end of the room to the other
- Create a count sequence
- Use all 3 levels multiple times: high medium and low
- You must stay connected to everyone in the group

Directions for Teachers:

Predetermine groups of 4. Read above directions. Grade students according to provided rubric.

Preparation:

Have adequate space, music, and predetermined groups.

Safety:

Check area for safety concerns beforehand.

Equipment/Materials:

Music (sound system)

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Diagram of Space/Distances:

Diagram of Space/Distances:

Assessment Scoring Sheet for Employability Skills/21st Century Skills: Problem Solving

Physical Education Teacher _____ Grade _____
 School _____ Period _____

Student Name	Gathering Info	Analyzing	Critical Thinking	Positive Communication	Total
Joe Smith	x	x	0	0	2

Adapted format from *PE Metrics, Assessing National Standards 1-6*, 2011, NASPE

Physical Education Teacher Evaluation Development Writing Project

<p>Assessment Task Title: The Challenge Circuit</p>	<p>Grade level: 9-12</p>
<p>Standard(s) Assessed:</p> <p>CT HBLC (2006) Standard 11: Engaging in Physical Activity. H.11.1. Regularly engage in moderate to vigorous physical activities of their choice on a regular basis. H.11.4. Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level.</p> <p>CT HBLC (2006) Standard 12: Physical Fitness. Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness. H.12.1. Assess and adjust activities to maintain or improve personal level of health-related fitness. H.12.2. Use physiological data to adjust levels of exercise and nutrient intake to promote wellness. H.12.3. Use the results of fitness assessments to guide changes in her or his personal programs of physical activity.</p> <p>CT HBLC (2006) Standard 14: Benefits of Physical Activity. Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle. H.14.4. Seek personally challenging experiences through physical activity as a means to personal growth. H.14.5. Persist in practicing activities to increase specific skill competence in areas of interest. H.14.6. Experiment with new physical activities as part of a personal improvement plan.</p> <p>NASPE (2013) Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE (2013) Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE (2013) Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><i>Possible connections</i> [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject's content.] :</p> <p>CCSS ELA/Literacy: College and Career Readiness Anchor Standards for Writing / Text Types and Purposes 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Example: Write a paragraph responding to one of these prompts:</p> <ul style="list-style-type: none"> • How and why did I choose my initial goal level? • Reflect on my individual experience in meeting and overcoming obstacles on the path to my goal. 	

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- How will I apply what I have learned and experienced about myself and my pursuit of improved physical fitness?

Performance Indicator(s):

Take ownership for learning by challenging oneself and working through obstacles.

Description of Assessment Task:

Students will participate in a variety of circuit training stations (with a focus on fitness activities). Students will choose the level of difficulty at each station. Students will record their level of performance for each station on the circuit training profile cards provided. After the initial circuit attempt, students will indicate on their individual card the goal level toward which they will strive. Each student and the teacher will assess the student’s performance and achievement in consultation (co-assess) mid-way through the unit and at the conclusion of the unit.

Criteria for Competence (Level 3-Proficient)

- Actively seeks to challenge herself or himself
- Shows a willingness to work through obstacles

Assessment Rubric:

Level	Ownership for Learning
4 Exemplary	Student takes the lead in directing her/his own learning and performance, including overcoming obstacles for the purpose of meeting objectives that are the result of personal interest, goal-setting and planning.
3 Proficient	Student actively seeks opportunities to challenge his or herself to further learning and shows a willingness to work through obstacles to success.
2 Developing	Student participates but generally takes a passive and compliant role in his or own learning and sometimes can work through obstacles to success.
1 Below Standard	Student is generally non-compliant to teacher direction and obstructs learning for self or others.
0	Violates safety procedure and/or does not complete the task

Assessment Protocols

Directions for Students (Read aloud, verbatim)

I will assign you a station. Go there immediately, read the station card and follow the directions.

Directions for Teachers:

Students will work at a station for one minute. Alert the students at intervals when 20, 30, and 40 seconds have elapsed.

The teacher will then rotate the groups (each station should be numbered). Allow 15 seconds to rotate. Students will complete 4 stations total. Eight stations are listed to decrease the number of students at each station.

Stations with task list: have each station card also say, "Pick the level you would like to work toward!"

- 1.) Cardiovascular Endurance: Jump Rope
 - a. 20 times
 - b. 40 times
 - c. 60 times
 - d. Create own cardiovascular activity that can be done at this station AND perform it

- 2.) Muscular Strength: Push-Ups
 - a. 25 Wall Push-ups (push-ups against a wall)
 - b. 20 incline push-ups (hands on a bench or bleacher)
 - c. 15 medicine ball push-ups (both feet on a medicine ball)
 - d. Create own muscular strength activity AND perform it

- 3.) Flexibility: deltoids, pectorals, triceps, biceps, abdominals, erectors, quads, hamstrings, calves
 - a. Stretch 1 major muscle for 20 seconds
 - b. Stretch 2 major muscles for 20 seconds each
 - c. Stretch 3 major muscles for 20 seconds each
 - d. Link 4 stretches together to create own yoga sequence

- 4.) Muscular Endurance
 - a. Side plank from knees, 30 seconds each side
 - b. Side plank from feet, 30 seconds each side
 - c. Star plank, 30 second each side
 - d. Create own muscular endurance activity AND perform it

- 5.) Cardiovascular Endurance: same as above

- 6.) Muscular Strength: same as above

- 7.) Flexibility: same as above

- 8.) Muscular Endurance: same as above

*** Variations: students rotate through stations twice; increase the time at each station; have students log their performance at each station***

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Preparation:
Set up stations prior to student's arriving with appropriate equipment and task cards.

Safety:
Check area and equipment beforehand for safety concerns.

Equipment/Materials:
Jump ropes, bench or bleacher, medicine balls, mats, task cards

Diagram of Space/Distances:
Use available space to spread stations out. Make it easy to rotate accordingly.

Assessment Scoring Sheet for _____ (name of task)

Physical Education Teacher _____ Grade _____
School _____ Period _____

Student Name	Rubric Score	Evidence

Adapted format from *PE Metrics, Assessing National Standards 1-6*, 2011, NASPE

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