Louisiana Physical Education
Content Standards

Bulletin 102

Title 28, Part LIII, Louisiana Administrative Code

reaching for results

Louisiana Department of Education
Cecil J. Picard
Superintendent of Education
Rapid changes are occurring in our world and economy. The increasing complexity of work that spans the entire workforce of today’s society demands that education for all students be more relevant and useful to future careers. In response to these demands, Louisiana educators and citizens collaborated to develop an action plan to establish content standards that would raise the academic expectations of students. Their mission was “to develop rigorous and challenging standards that will enable all Louisiana students to become lifelong learners and productive citizens for the 21st century.” These higher academic standards and their accompanying benchmarks, which further define the standards, require students to extend the learning they have acquired by applying knowledge and skills to real life and work situations.

To prepare Louisiana students to meet the demands of society in the 21st century, the higher standards were designed to address content knowledge and application of skills. The standards focus on what students should know and be able to do. They promote and develop thinking processes which students will use in both classroom and real world situations and address the diversity of educational needs of all Louisiana students.

These content standards have been developed for all Louisiana Students including students with disabilities, gifted and talented students, as well as linguistically and culturally diverse students. Modifications for addressing their needs regarding curricula and instruction will be addressed through the local education agencies (LEAs).

Louisiana has made significant strides toward improving the education of our children. Our goal is to build on our strengths as we continue to improve education in our state. By developing rigorous standards and challenging assessments that align with the standards and by holding schools accountable for the results, we are ensuring a better future for our children.

Your partner for better education,

Cecil J. Picard
State Superintendent of Education
LOUISIANA PHYSICAL EDUCATION CONTENT STANDARDS

STATE STANDARDS FOR CURRICULUM DEVELOPMENT
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SECTION I: INTRODUCTION

Louisiana State Physical Education Standards are based on the National Physical Education Standards developed by the National Association for Sport and Physical Education. This standards document is not a state curriculum or a predetermined course of study; rather, it speaks of competencies, defining what a student should know and be able to do. Teachers in the state of Louisiana are encouraged and empowered to create their own physical education curriculum that would best help their students meet these standards.

Standards-based reform seeks to establish clear, attainable standards at internationally competitive levels for all students. Because the standards are consensus statements about what a student should “know and be able to do,” they provide a basis for student assessment and for evaluating programs, at national, state, and local levels.

A significant benefit to physical education offered through the delineation of a comprehensive set of standards and accompanying assessments is that they combat the uninformed idea that physical education is an “academically soft” area of study. The standards ascribe academic standing to physical education. They say there is such a thing as achievement, that knowledge and skills matter, and that mere willing participation is not the same as education.

Educational reform initiatives include aligning assessment to a program with a fully integrated teaching process which provides meaningful information about student learning and achievement. The transformation of assessment programs is moving toward performance-based assessments that focus on high-priority objectives and significant outcomes for students. The primary goal of assessment should be the enhancement of learning, rather than the documentation of learning for the purpose of determining a grade.

The Louisiana State Content Standards are presented in grade clusters (K-2, 3-5, 6-8, and 9-12) representing the configuration of most Louisiana school systems and developmentally appropriate physical education.
The Louisiana Content Standards Task Force has developed the following foundation skills which should apply to all disciplines:

1. **Communication**: A process by which information is exchanged and a concept of “meaning” is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.

2. **Problem Solving**: The identification of an obstacle or challenge and the application of knowledge and thinking processes which include reasoning, decision making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.

3. **Resource Access and Utilization**: The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential in all learning processes. These resource tools include pen or pencil and paper; audio/video material, word processors, computers, interactive devices, telecommunication, and other emerging technologies.

4. **Linking and Generating Knowledge**: The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continued improvement, students must be able to transfer and elaborate on these processes. “Transfer” refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. “Elaboration” refers to monitoring, adjusting, and expanding strategies into other contexts.

5. **Citizenship**: The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one’s civil, constitutional, and statutory rights; and mentoring others to be productive citizens and lifelong learners.

**Note**: These foundation skills are listed numerically in parentheses at the end of each benchmark.
LOUISIANA PHYSICAL EDUCATION STANDARDS

1. **Demonstrates competency in many movement forms and proficiency in a few movement forms**

   The intent of this standard is the development of movement competence and proficiency. Movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities. The development of proficiency in a few movement forms gives the student the capacity for successful and advanced levels of performance to further increase the likelihood of participation. In the primary years students develop maturity and versatility in the use of fundamental skills (e.g., running, skipping, throwing, striking) that are further refined, combined and varied during the middle school years. These motor patterns, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove), are used in increasingly more complex movement environments (more players or participants, rules, and strategies) through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which proficiency will be developed. In preparation for adulthood, students should have acquired the basic skills to participate in a wide variety of leisure and work-related physical activities and advanced skills in at least two or three areas.

2. **Applies movement concepts and principles to the learning and development of motor skills**

   This standard concerns the ability of the learner to use cognitive information to understand and enhance motor skill acquisition and performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, biomechanics, and exercise physiology. Specifically this would include concepts like increasing force production through the summation of forces, effects of anxiety on performance, and the principle of specificity of training. Knowledge of such concepts and practice applying these concepts enhances the likelihood of independent learning and, therefore, more regular and effective participation in physical activity. During the lower elementary years emphasis is placed on establishing a movement vocabulary and the initial application of introductory concepts (e.g., for absorption, principles governing equilibrium, application of force). Through the upper elementary and middle school years an emphasis is placed on learning more and increasingly complex concepts. In addition, emphasis is placed on applying and generalizing these concepts to real life physical activity situations (e.g., managing stress and the effect of growth spurt on movement performance). During the high school years the student should possess sufficient knowledge of concepts to independently and routinely use a wide variety of increasingly complex concepts (e.g., performance trends...
associated with learning new motor skills, specificity of training). By graduation the student should have developed sufficient knowledge and ability to independently use their knowledge to acquire new skills while continuing to refine existing ones.

3. **Exhibits a physically active lifestyle** (1,2,3,4,5)

The intent of this standard is to establish patterns of regular participation in meaningful physical activity. This standard should connect what is done in the physical education class with the lives of students outside of physical education. While participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle. Students are more likely to participate if they have had opportunities to develop movement competence and they should be encouraged to participate in vigorous and unstructured play. As students get older the structure of activity tends to increase, and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard should develop an awareness of those opportunities and encourage a broad level of participation. Cognitive understandings develop from an initial awareness of cause and effect relationships between activity, and its immediate and identifiable effects on the body, to an increased understanding of the role of physical activity on the physiological body, social opportunities and relationships, and emotional well being. This yields a comprehensive perspective on maintaining the idea of a healthy lifestyle.

4. **Achieves and maintains a health-enhancing level of physical fitness** (2,3,4,5)

The intent of this standard is for the student to achieve a health-enhancing level of physical fitness. Students should be encouraged to develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for students’ fitness levels should be established on a personal basis, taking into account variation in entry levels rather than setting a single set of standards for all children at a given grade level. For elementary children, the emphasis is on promoting an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, how each is developed and maintained, and the importance of each in overall fitness. Secondary students are able to design and develop an appropriate personal fitness program that enables them to achieve desired levels of fitness. Thus students should have both the ability and willingness to accept responsibility for personal fitness which fosters an active, healthy lifestyle.

5. **Demonstrates responsible personal and social behavior in physical activity settings** (1,2,5)

The intent of this standard is the achievement of self-initiated behaviors that promote personal and group success in activity-oriented settings. These include safe practices,
adherence to rules and procedure, etiquette, cooperation, teamwork, ethical behavior in sport, and positive social interaction. Achievement of this standard in the lower elementary grades begins with recognition of classroom rules and procedures, as well as a focus on safety. In the upper elementary levels, students identify the purposes for rules and procedures and become involved in decision-making processes to establish rules and procedures for specific activity situations. High school students initiate responsible behavior and function independently and responsibly, while positively influencing the behavior of others in physical activity settings.

6. **Demonstrates understanding and respect for differences among people in physical activity settings** (1,5)

The intent of this standard is to develop respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socio-economic status. Elementary school students begin to recognize individual similarities and differences and participate cooperatively in physical activity. By middle school, students participate cooperatively in physical activity with persons with diverse characteristics and backgrounds. High school students are expected to be able to participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others.

7. **Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction** (1,4)

This standard is designed to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can provide opportunity for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits entice people to continue participation in activity throughout the life span. Elementary school children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability. At the middle school level, participation in physical activity provides important opportunities for challenge, social interaction and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin to actively pursue lifelong physical activities that meet their own needs.
NEED FOR REFORM: A CALL TO ACTION

Quality Physical Education:

Physical education is at the core of a comprehensive approach to promoting physical activity through schools. All children, from pre-kindergarten through grade 12, should participate in quality physical education classes every school day with a qualified and appropriately trained physical education specialist. Physical education has the potential to help students develop the knowledge, attitude, skills, behavior, and confidence needed to be physically active for life. Leading professionals in the field of physical education have developed a “new” kind of physical education that is fundamentally different from the stereotypical “four-sport curriculum” or the “roll out the balls and play” classes of decades past. These featured little meaningful instruction, lots of humiliation, and little to no participation for students who were not athletically gifted. Professional associations, academic experts, and many teachers across the country are promoting and implementing quality physical education programs that emphasize participation in lifelong physical activity using a skill theme teaching strategy. This pedagogical approach enables students to become competent in a variety of locomotor, non-manipulative and manipulative skills that students can use enjoyably and confidently to play a sport, perform a dance, or participate in gymnastics.

Quality physical education is not a specific curriculum or program; it reflects, instead, an instructional philosophy that emphasizes:

- Providing intensive instruction in the motor and self-management skills needed to enjoy a wide variety of physical activity experiences, including dance, gymnastics, competitive and noncompetitive activities.
- Keeping all students actively engaged in skill practice for most of the class period.
- Building students’ confidence in their physical abilities.
- Influencing moral development by providing students with opportunities to assume leadership, cooperate with others, and accept responsibility for their own behavior.
- Providing students with the knowledge and tools to achieve and maintain their own level of personal physical fitness.
- Integrating classroom content into the physical education curriculum.
- Having fun.
Never before has there been a greater need for quality, daily physical education in our schools. Our young people today are in large measure, inactive, unfit, and increasingly overweight. Research indicates:

- Physical inactivity has contributed to an unprecedented epidemic of childhood obesity that is currently plaguing the United States.
- Percentage of young people who are overweight has doubled since 1980.
- When physical inactivity is combined with poor diet, the impact on health is devastating, accounting for an estimated 300,000 deaths per year.

The Surgeon General’s report made clear that the health benefits of physical activity are not limited to adults. Regular participation in physical activity during childhood and adolescence:

- Helps build and maintain healthy bones, muscles and joints.
- Helps control weight, build lean muscle and reduce fat.
- Prevents or delays the development of high blood pressure and helps reduce blood pressure in some adolescents with hypertension.
- Reduces feelings of depression and anxiety.

**Purpose:**

This framework document articulates, organizes, and integrates the content and processes of physical education. It serves as a bridge between classroom practice and national standards established by the physical education community. The standards define what a physically educated person should know and be able to do. It reflects research in physical education as it outlines instructional content, teaching methodologies, and assessment strategies.

These content standards are designed to guide the process of reforming physical education in this state. They provide the following:

- Master plan for developing physical education literacy in Louisiana’s students as they progress from kindergarten through grade 12.
- Design for physical education that meets Louisiana’s specific needs.
- Catalyst for insightful discussion of the fundamental nature of physical education.
- Guide for evaluating progress and achieving physical education literacy among the students of Louisiana.
- Vision of physical education for the state and a tool to enable local districts, schools, and educators to grasp the nature, purpose, and role of physical education.
**Intended Audiences:**

This document is intended for use mainly by kindergarten through grade 12 teachers of physical education and curriculum developers to plan curriculum, instruction, and assessment for teachers and students in local districts.

**Intended Use:**

Intended uses for this framework include the following:

1. For teachers and curriculum developers, a guide for planning curriculum, instruction and assessment;
2. For parents, a means for assessing the effectiveness of their children’s physical education program;
3. For administrators and school board members, a vision for physical education and a basis for planning resource allocations, material purchases, local curriculum development and teachers’ professional development;
4. For policy makers and state education staffs, a basis for developing laws, policies and funding priorities to support local reforms;
5. For staff developers, a basis for creating professional development materials and strategies designed to increase teachers’ knowledge of physical education content, teaching methodologies and assessment strategies;
6. For assessment specialists and test developers, a guide for the development of an assessment framework to assess students’ physical education understanding and ability more effectively;
7. For colleges and universities, a guide for content and design of teacher preparation programs; and
8. For business and industry leaders and government agencies, a basis for developing effective partnerships and local reforms for funding instructional materials and professional development.
SECTION II: THE TEACHING AND LEARNING OF PHYSICAL EDUCATION

NATURE OF PHYSICAL EDUCATION

Physical education is the content area that teaches learners about movement. It is an essential academic component in the school curriculum that emphasizes learning in the psychomotor domain and guides learners in the process of becoming physically active for a lifetime. Physical education is distinctively different from recess, free play, recreational sports, and athletics. Rather, it is a comprehensive instructional program that provides developmentally appropriate activities while meeting the needs of all learners.

UNIFYING CONCEPTS AND PROCESSES

Physical education is a cumulative process with wellness as the end result. To achieve this goal physical education teachers must develop and implement a quality program that is hierarchical in nature. This includes instruction in the fundamental motor skills, dance and rhythms, sport skills, recreational activities, individual and team sports, and health related fitness. A quality physical education program develops the total person by providing unique content in all three learning domains. In addition, novel and innovative games and activities are appropriate and provide other ways for learners to be successful in physical activity.

While physical education encompasses its own unique content, it also offers an opportunity to reinforce other content areas such as math, science, language arts, and social studies. The development of critical and higher order thinking skills, a continuous educational objective, is also facilitated through physical education. In fact, no other content area addresses the psychomotor development of learners while also offering unlimited opportunities to develop the cognitive and affective domains.

INSTRUCTIONAL ISSUES AND PROCESSES

It is important to remember that the purpose of physical education is to develop individuals who become lifelong movers. Research findings have consistently shown that individuals who are physically active three to five times per week are healthier and less prone to disease and injury. Therefore, the majority of each physical education class should be dedicated to physical movement. Teachers of physical education must plan their instruction to optimize physical movement opportunities for all students. For example, elimination games should be modified to allow for students’ quick return to the game; waiting time in lines can be reduced by more effective planning and distribution of equipment; and teachers can increase active participation of all students by using more effective grouping strategies.
Lifelong movement can and should take many forms in modern physical education programs. For individuals to be physically active, they must value movement, have the skills to participate in movement, understand the importance and potential impact of being physically active, and have the knowledge to be physically active in a safe manner. To that end, some antiquated practices in physical education need to be changed. For example:

- Physical exercise should not be used as punishment.
- Knowledge and skills (needed for active, effective participation in movement) must be taught and practiced before students can be expected to apply these in game situations.
- Cognitive content of physical education should go beyond game rules, history, and court dimensions.
- Overemphasis on competition needs to be tempered by activities that teach social responsibility and cooperation.

During the school years, teachers have numerous opportunities to influence their students. This may include engaging in practices such as matching teaching styles with learning styles, providing diverse opportunities for students to learn, showing a genuine interest in all students, and modeling an enjoyment of physical movement, exercise, and other sound health practices.

Effective teachers have many important opportunities to influence students while those students are directly learning in their class. This influence often remains with students well into their adulthood. Through their instruction, teachers can influence a student’s lifespan movement by matching their teaching style with student learning styles, selecting developmentally appropriate activities, using effective teaching strategies through modeling an enjoyment of physical movement, and by providing students with diverse opportunities to move.

Physical education teachers should initially have a broad base of knowledge and skills. To maintain effectiveness in their teaching, they have a responsibility to expand their “base” by attending workshops and conferences, and engaging in partnerships with other educational leaders in their community.

TECHNOLOGY, MATERIALS AND EQUIPMENT

Teachers of physical education can also facilitate student learning through the use of a variety of technology, materials, and equipment. Physical education is an "equipment intensive" content area, as physical activity is usually facilitated by equipment. Furthermore, many games require equipment that can stimulate creativity and make movement safer for participants. The materials and equipment used in physical education should be developmentally appropriate, safe, varied and plentiful.
Technology can be used as one of the tools to improve the quality of physical education programs. There are many forms of technology used in physical education. Students monitor fitness and analysis of movement skills with monitoring instruments. These tools allow students and teachers to keep records, graph progress, create simulations, and compare performances to national standards. On-line services provide added information about health-related issues and fitness. Using the appropriate instruments will give the students an opportunity to assess information, process ideas, and communicate results.

Both teaching and student learning can be enhanced through the use of technology such as:

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<thead>
<tr>
<th>Fitness software</th>
<th>Videos</th>
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<tr>
<td>Presentation software</td>
<td>Pedometers</td>
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<tr>
<td>Web sites</td>
<td>Electronic notebooks</td>
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<tr>
<td>Laptop computers</td>
<td>Heart rate monitors</td>
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<td>Palm pilots</td>
<td>Nutrition software</td>
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<tr>
<td>Physical activity software</td>
<td>Camcorders</td>
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<tr>
<td>Fitness testing equipment</td>
<td>Digital cameras</td>
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<td>Laser discs</td>
<td>Internet access</td>
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In order to be fully included in the general curriculum, students with physical or visual disabilities often require unique or specific types of adaptive equipment. These might include a wheelchair, a communication device, or a cane for orientation and mobility. With few exceptions, these students can successfully participate and acquire the skills necessary for a healthy lifestyle.

**EQUALITY/EQUITY**

Two Federal laws that continue to have profound effects on physical education curriculum and instruction are Public Law 94-142, Education for All Handicapped, and Title IX of the Educational Amendments Act of 1972.

Public Law 94-142 (amended in 1990 as the Individual with Disabilities Education Act – IDEA) includes physical education as part of the federal mandate to meet the educational needs of children with disabilities. The law issues explicit guidelines that have a significant impact on physical education and the efforts of those responsible for implementing the programs. All teachers of physical education must be prepared to teach students with disabilities who are integrated in regular physical education classes. Louisiana’s statute R.S. 17:1941, Education of All Handicapped Children Act, mirrors the federal language and specifically states that educational placement and procedures, including physical education, must be based on individual student needs. To the maximum extent possible, students with disabilities must be provided instruction in the general physical education program with their non-disabled peers.
Title IX prohibits the separation of sexes and mandates that all offerings be coeducational. It is landmark legislation that bans sex discrimination in schools, whether it is in academics or athletics. Title IX states:

"No person in the U.S. shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal aid."

Athletics has created the most controversy regarding Title IX, but its gains in education and academics are notable. The law clearly applies to all operations and instructional activities of a local educational agency. In effect, the physical education programs provided by the school system and individual school must meet all applicable Title IX guidelines.

**SAFETY**

Although safety is an important part of every educational environment, it is paramount to effective physical education. Safety management should be included in every lesson plan and is most effective when it is developed from a proactive perspective. Safety management should include a preventive component, a crisis management component, and an instructional component. The preventive component of safety management includes systematic inspection of facilities and equipment, appropriate supervision of students at all times, age appropriate activities, sound teaching progressions, and contingency plans. Crisis management includes correct implementation of contingency plans and appropriate first aid. The instructional component requires teachers to instruct students on the correct ways to perform skills and activities. Teachers must also teach students to be responsible class members by participating in each class in a safe manner.

Protection of students should go beyond their physical well-being to include emotional safety. By providing success-oriented activities and maintaining a positive learning environment, physical education teachers can best nurture a learner’s self-concept. Ensuring emotional safety of learners may be addressed by developing appropriate effective objectives in lesson planning.
SECTION III: THE NEW VISION OF ASSESSMENT

Standards are consensus statements about what a student should know and be able to do. They provide a basis for student assessment, and a basis for evaluating programs, at national, state, and local levels. Assessment is the process of gathering evidence about a student’s level of achievement in a specified subject area and of making inferences based on that evidence for a variety of purposes. The primary goal of assessment should be seen as the enhancement of learning, rather than simply the documentation of learning. Educators must be able to assess individual achievement; otherwise, it will be impossible to know whether the standards are being reached. Whereas a broad range of assessment techniques (measures) could well be used to determine whether a given standard is being met, such assessment should:

- Reflect the subject content that is most important for students to learn.
- Enhance learning through a connection with instruction.
- Provide consistent (reliable) evidence of student performance.
- Yield valid inferences about student learning.

In effect, assessment serves to undergird the standards movement. It is the “glue” that holds the standards framework together.

A significant benefit to physical education offered through the delineation of a comprehensive set of standards and accompanying assessments is that they combat the uninformed idea that physical education is an “academically soft” area of study. The standards essentially state that physical education has academic standing. They state that there is such a thing as achievement, that knowledge and skills matter, and that mere willing participation is not the same as education. They affirm that discipline and rigor are essential to achievement. They further state that all behaviors associated with physical education can in some way be measured, if not always on a numerical scale, then by informed critical judgment.

At a time in which greater demands are likely to be placed on assessment than at any other time in the history of American education, there is growing dissatisfaction with the traditional forms of assessment - whether it is the use of multiple-choice, machine-scored tests, or the use of standardized sport skill or physical fitness tests. Although many physical education teachers use a variety of tests to measure attributes such as physical fitness or sport skill competency, they frequently feel dissatisfied with what these tests reflect. They know that students are learning, yet the use of these tests do not seem to facilitate learning nor provide a very good indicator of what was learned. Furthermore, many of the available techniques and tests are impractical to use in the typical physical education class setting and are not conducive to enhancing instruction. Perhaps no other element of the instructional process is so often abused as the assessment process.
Amid the dissatisfaction and controversy over assessment procedures, the reform movement in education includes changing assessment to a program that is more fully integrated with the teaching process and provides meaningful information about student learning and achievement. The transformation of assessment programs, especially the day-to-day teacher initiated assessment, is moving toward performance-based assessments that focus on high-priority objectives and significant outcomes for students. Such performance assessment usually refers to assessment tasks in which students demonstrate skills and competencies rather than selecting one of several predetermined answers to an exercise. Furthermore, assessments that are “authentic” in nature, that is, designed to take place in a real-life setting rather than in an artificial or contrived setting, are being advocated. While this movement towards authentic assessment is being heralded as innovative, in reality many of these assessment techniques have been used in physical education for years. The very nature of the content of physical education frequently manifests itself in directly observable behavior. As a result, observational analysis and subjective methods of assessment have frequently been used by physical education teachers. The current interest in performance-based authentic assessment seems to provide legitimacy to many of these methods.

Although the assessment process may be utilized by teachers and school officials for many discrete tasks, too often assessment is seen solely for the purpose of determining a student’s grade. To narrowly identify grading as the singular purpose of assessment is a significant factor contributing to inappropriate assessment practices and poor instruction in general. The primary goal of assessment should be seen as the enhancement of learning, rather than simply the documentation of learning. The assessment model therefore becomes formative in nature, placing teachers’ professional judgements at the center of the process. The process itself may be more informal, practical, and expedient, as well as more relaxed in terms of psychometric standards. It is within this context that the various assessment options presented herein have been developed.

For all students to become physically educated, assessment practices must support the instruction of physical education and the learning of each student. This is the primary goal of assessment of physical education. When done equitably, assessment of student progress will further learning. Assessment should be a dynamic process that continuously yields information about student progress toward the achievement of the content standards in physical education. The process of gathering evidence to make inferences about student learning communicates to students and all of those concerned with their learning what is valued in physical education and how students are progressing toward specific goals. When the information gathered is consistent with learning goals and is used appropriately to guide teaching, it can enhance learning as well as document it. Unless we embrace a new philosophy of assessment and implement new assessment activities geared to high-priority objectives, physical education will fall short of achieving new visions of excellence as sought in educational reform.
SECTION IV

LOUISIANA PHYSICAL EDUCATION
CONTENT STANDARDS
AND BENCHMARKS

Coding Key for Benchmarks

Standards are broad goals for student achievement in a content area. Each standard is followed by a set of benchmarks. The benchmarks state what a student should know and be able to do in order to reach the standard. The key below will explain the coding used for the benchmarks contained in this document.

The first number indicates the standards number. The capitol letter represents the cluster level. The third symbol is a second number, which represent the benchmark number. The letters for each grade cluster level are below:

- P represents the primary cluster level, grades K-2.
- E represents the elementary cluster level, grades 3-5.
- M represents the middle school cluster level, grades 6-8.
- H represents the high school cluster level, grades 9-12.

Example:
2-E-4 would represent benchmark four for standard two on the Elementary Level (grades 3-5).

The numbers in parentheses at the end of each benchmark are the numbers for the Louisiana Standards Foundation Skills found on page two of this document.
GRADES K-2: PRIMARY CLUSTER LEVEL

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

The intent of this standard is to enable students to demonstrate mature locomotor and non-locomotor patterns and combine these movements into smooth, rhythmical and sequential patterns in a variety of conditions.

Benchmarks:

1-P-1 Performs locomotor and non-locomotor skills at a basic level, progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges. (2,4)

1-P-2 Demonstrates ways to manage body weight in a variety of situations alone or within a group (e.g., hanging, climbing, and balancing in symmetrical and asymmetrical shapes). (1,3,4)

1-P-3 Performs manipulative skills using a variety of equipment in different environmental conditions (e.g., striking with self, partner, or in a game situation). (1,2,4,5)

1-P-4 Performs basic rhythmic skills alone, with a partner or within a group. (1,2,5)

Suggested Assessment Methods:

- Teacher observation
- Group project
- Self assessment
- Peer observation
- Checklist
- Video analysis

Standard 2: Applies movement concepts and principals to the learning and development of motor skills.

The intent of this standard is to enable students to demonstrate elements of fundamental skills and to use them in relation to the concepts of space, effort and relationships.

Benchmarks:

2-P-1 Integrates other content areas through movement. (1,2,3,4,5)
2-P-2  Demonstrates and uses a variety of relationships with objects (e.g., over/under, behind, alongside, through).  
(1,2,4)

2-P-3  Identifies fundamental movement patterns.  
(1,2,4)

2-P-4  Establishes a beginning movement vocabulary (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist).  
(1,2,4)

2-P-5  Applies appropriate concepts to performance (change direction while running).  
(1,2,4)

Suggested Assessment Methods:

- Teacher observation
- Group project
- Self assessment
- Peer observation
- Checklist
- Written test
- Video analysis

Standard 3:  Exhibits a physically active lifestyle.

The intent of this standard is to enable students to develop positive attitudes toward regular physical activity and its effect on personal well being.

Benchmarks:

3-P-1  Participates regularly in vigorous activities outside of physical education class.  
(1,2,3,4,5)

3-P-2  Acknowledges that physical activity is good for personal well being.  
(1,2,3,4,5)

3-P-3  Experiences and expresses satisfaction from participation in physical activity.  
(1,2,4,5)

Suggested Assessment Methods:

- Group project
- Self assessment
- Peer observation
- Student journal
- Interview
- Portfolio
- Role playing
- Criterion-Related Assessment (C-TAPE-Competency Test for Adapted Physical
Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

The intent of this standard is to encourage students to participate in activities that promote health-related fitness.

Benchmarks:

4-P-1 Sustains activity from moderate to vigorous intensity levels while participating in physical activity. (2,4)

4-P-2 Identifies physiological signs of moderate physical activity (e.g., fast heart rate, sweating, increased breathing). (1,2,4)

4-P-3 Demonstrates activities that increase muscular strength and endurance. (1,2,4)

4-P-4 Demonstrates moving each joint through a full range of motion. (1,2,4)

Suggested Assessment Methods:

- Teacher observation
- Self assessment
- Parental report
- Portfolio
- Checklist - teacher, student, and parent
- Peer observation
- Group project
- Student log
- Written test

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

The intent of this standard is to enable students to demonstrate safe practices, rules and procedures with little or no reinforcement.

Benchmarks:

5-P-1 Demonstrates established protocols with little reinforcement (e.g., playground, classroom, and gymnasium). (1,2,4,5)

5-P-2 Acknowledges the importance of being aware of one’s surroundings and acting in a safe manner in physical activity settings. (1,2,4,5)
5-P-3  Works cooperatively (e.g., takes turns, is supportive, assists partner) with another to complete an assigned task.  

5-P-4  Applies the elements of socially acceptable conflict resolution in physical activity settings (e.g., cooperation, sharing, consideration).

**Suggested Assessment Methods:**

- Portfolio  
- Teacher observation  
- Student journal  
- Checklist – teacher, student, and parent  
- Observational record  
- Parental reporting

**Standard 6:** Demonstrates an understanding and respect for differences among people in physical activity settings.

The intent of this standard is to encourage students to identify and demonstrate concepts of cooperation, sharing and consideration regardless of differences.

**Benchmarks:**

6-P-1  Recognizes the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.  

6-P-2  Interacts with others regardless of personal differences (e.g., gender, ethnicity, disability).  

6-P-3  Demonstrates a willingness to help a fellow student who has difficulty completing a skill.

**Suggested Assessment Methods:**

- Written assessment  
- Oral assessment  
- Checklist  
- Student journal  
- Portfolio  
- Observational record  
- Interview  
- Role playing  
- Teacher observation  
- Group project

**Standard 7:** Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.
The intent of this standard is to encourage students to demonstrate cooperation with others in dyads and small groups and to express their feelings through activity.

**Benchmarks:**

7-P-1  Describes the feelings that result from challenges, successes, and failures in physical activity, alone or in groups.  

7-P-2  Distinguishes feelings about and during physical activity.  

7-P-3  Displays a willingness to participate in new activities.  

**Suggested Assessment Methods:**

- Written assessment  
- Oral assessment  
- Checklist  
- Student journal  
- Student portfolio  
- Role playing  
- Teacher observation  
- Interview  
- Group project  

Louisiana Physical Education Content Standards
GRADES 3-5: ELEMENTARY CLUSTER LEVEL

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

The intent of this standard is to demonstrate refined fundamental movement patterns. Attainment of mature motor patterns and variations of skills and skill combinations are performed. In addition, students should be able to acquire some specialized skills basic to a movement form and to use those skills with a partner.

Benchmarks:

1-E-1 Demonstrates mature forms in locomotor, non-locomotor, and manipulative skills (e.g., locomotor - run, jump, skip; non-locomotor - bend, stretch, lunge; manipulative - catching, throwing, kicking). (1,3,5)

1-E-2 Combines a variety of motor skills for specific sports (e.g., catches, dribbles, and passes basketball to a moving partner). (1,3,5)

1-E-3 Exhibits ability to manipulate objects with the skills necessary to participate in games and lead-up activities (e.g., engages in simple games requiring manipulative skills). (2,3,5)

1-E-4 Demonstrates the ability to create rhythmic movement patterns and dances (e.g., performs rhythmic body movements and communicates ideas and feelings with and without music). (1,4)

Suggested Assessment Methods:

- Teacher observation
- Event task
- Peer observation
- Student log
- Performance assessment
- Observational record

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

The intent of this standard is to enable students to use critical elements to refine personal performance of fundamentals and selected specialized motor skills. They should be able to identify and apply concepts that impact the quality of movement performance in increasingly complex movement situations.
Benchmarks:

2-E-1 Integrates movement concepts with other content areas (e.g., measuring distances and timing races or events). (2,4)

2-E-2 Applies critical elements to improve personal performance in fundamental and selected specialized motor skills (e.g., describes and demonstrates body positions for each part of an overhand throw). (1,4)

2-E-3 Recognizes and describes critical elements of more complex movement patterns (e.g., describes the use of the arms, as well as the legs, in performing the running long jump for maximum distance). (1,4)

2-E-4 Employs the concept of efficient and effective practice to improve skills in appropriate settings (e.g., repeating the skill of basketball lay-ups in a gym or playground setting). (2,5)

Suggested Assessment Methods:

- Teacher observation
- Student log
- Event task
- Peer observation
- Written test
- Observational record

Standard 3: Exhibits a physically active lifestyle.

The intent of this standard is to develop an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits.

Benchmarks:

3-E-1 Describes the physical, emotional, and psychological benefits of participation in health-related activities. (1,5)

3-E-2 Identifies several moderate to vigorous physical activities that provide personal pleasure (e.g., participates in youth league soccer after school, or joins in a pick-up game of basketball). (1,4,5)

3-E-3 Selects and participates regularly in physical activities for the purpose of improving skill and health (engages in activities that promote cardiovascular fitness). (2,4)
Suggested Assessment Methods:

- Student log
- Written test
- Group project
- Observational record
- Technology use

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

The intent of this standard is to match different types of physical activity with underlying physical fitness components including moderate to vigorous physical activities in a variety of settings.

Benchmarks:

4-E-1 Identifies several activities related to each component of health-related fitness. (1,4)

4-E-2 Participates in self-assessment for health-related fitness and meets the standards for that particular test for their appropriate age group. (1,2,4)

4-E-3 Selects an activity program that is designed to improve health-related fitness. (2)

4-E-4 Adopts personal goals based upon results of fitness assessments. (1,2,3,4,5)

4-E-5 Achieves reasonable levels in all components of health-related fitness. (1,2,3,4,5)

Suggested Assessment Methods:

- Student project
- Student log
- Student journal
- Written test

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.
The intent of this standard is to develop activity-specific safe practices, rules, procedures and etiquette.

**Benchmarks:**

5-E-1 Demonstrates good sportsmanship and fair play in a variety of settings. (1,2,5)  
5-E-2 Recognizes and avoids unsafe practices and situations. (2,4,5)  
5-E-3 Works cooperatively with teachers and peers to reach a common goal. (1,2,5)  
5-E-4 Exhibits independence and ability to succeed in groups. (1,2,5)  
5-E-5 Accepts and gives constructive feedback. (1,2,5)

**Suggested Assessment Methods:**

- Teacher observation  
- Event task  
- Group project  
- Student journals  
- Observational record

**Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.**

The intent of this standard is to build on the foundation laid in early grades that encourages students to develop cultural/ethnic self-awareness.

**Benchmarks:**

6-E-1 Displays positive attitudes toward self and others through physical activity. (1,5)  
6-E-2 Demonstrates tolerance for individual differences. (1,5)  
6-E-3 Explores the role of culture in physical activities of other countries. (1,4,5)

**Suggested Assessment Methods:**

- Group project  
- Portfolio
Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

The intent of this standard is to identify activities that will challenge, encourage and promote the enjoyment and commitment to engaging in regular physical activities.

Benchmarks:

7-E-1 Exhibits positive feelings about participation in physical activity. (1,5)

7-E-2 Engages in the challenge of new activities. (1,3,4)

7-E-3 Participates enthusiastically in independent and interactive physical activities. (1,2,3,5)

7-E-4 Participates in and designs games, gymnastics, and dance to increase skill competence. (1,2,3,4,5)

7-E-5 Acknowledges the role of games, sports, and dance in getting to know and understand self and others. (1,4,5)

Suggested Assessment Methods:

- Group project
- Student log
- Student project
- Portfolio
- Teacher observation
GRADES 6-8: MIDDLE SCHOOL CLUSTER LEVEL

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

The middle school student is expected to acquire competence in a variety of movement forms. As a result of an increased ability to vary skills, students are able to participate successfully in dance activities, outdoor pursuits, and modified versions of team and individual sports. In order to do this, students should have gained competence in the basic skills and their application to modified versions of these movement forms.

Benchmarks:

1-M-1  Demonstrates the ability to combine locomotor, non-locomotor, and manipulative skills (e.g., combines running, stopping, throwing, shooting and kicking). (3)

1-M-2  Exhibits basic strategies related to specific lead-up games (e.g., basic offense and defense; strategies related to cooperative activities). (1,2,4)

1-M-3  Demonstrates basic competency in more complex motor skills and more advanced specialized skills (e.g. hand dribble and foot dribble to prevent an opponent from stealing) related to specific sports activities (e.g., participates in modified versions of team sports such as basketball, volleyball, softball, soccer). (2,4)

1-M-4  Demonstrates the ability to create rhythmic movement patterns (e.g., performs movements and routines in activities such as square dance, line dance, modern dance, aerobics, kick boxing, Tai Chi, Yoga). (1,2,4,5)

1-M-5  Demonstrates strategies for net and invasion games (e.g., keeping object going with partner using striking pattern, placing ball away from opponent in a racket sport, hand and foot dribble while preventing an opponent from stealing the ball). (1,2,4,5)

Suggested Assessment Methods:

- Teacher observation
- Self assessment
- Written test
- Role playing
- Group project
- Student project
Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

Middle school students’ increasing competence affords them opportunities to develop more advanced knowledge and understanding. This is exemplified through their growing understanding and application of more advanced movement and game strategies, critical elements of advanced movement skills, and the identification of characteristics representative of highly skilled performance. Concepts of practice in relation to performance can be understood and applied, and are indicative of the increasing complexity of discipline-specific knowledge that can be used (e.g., lengthening the lever increases linear velocity).

Benchmarks:

**2-M-1** Analyzes and applies basic concepts to improve movement, dance, fitness, game and sports skills being practiced (e.g., throws softball different distances using varied trajectories and amounts of force). (2,4)

**2-M-2** Demonstrates how practicing movement skills improves performance (e.g., maintains a log of practice attempts for throwing a softball at a target, compares differences in successful throws from first attempts to last attempts). (4)

**2-M-3** Analyzes and applies advanced movement and game strategies (e.g., guards another player who is dribbling a basketball, attempts to prevent a pass or shot; demonstrates game strategies involved in playing tennis, pickle ball, bounce ball). (2,4)

**2-M-4** Recognizes and applies principles necessary for safe and skilled physical performance (e.g., never shoot an arrow up into the air; always include a warm-up and cool-down component as part of the activity). (2, 4)

Suggested Assessment Methods:

- Teacher observation
- Self-assessment
- Role playing
- Student log

Standard 3: Exhibits a physically active lifestyle.

The middle school student should participate in at least one physical activity outside of the school setting on a regular basis. It is the intent of this standard to increase awareness of the opportunities for participation and interest in participating in different kinds of
physical activity experiences. Students should be able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based on the results of fitness assessments, personal fitness goals, and interest. Greater and more specific understanding of long-term health benefits and understanding the relationship of health maintenance to the quality of lifelong health is expected.

Benchmarks:

3-M-1 Identifies opportunities in the school and community for regular participation in physical activity (e.g., rollerblading, bicycling, hiking, intramural activities, and extracurricular activities). (2,3,4)

3-M-2 Explores a variety of new physical activities for personal interest in and out of physical education class (e.g., participates in games, sports, dance, and outdoor pursuits both in and out of school based on individual interests and capabilities; explores new activities on the Internet). (2,3,4)

3-M-3 Establishes and pursues personal physical activity goals through regular physical activity (e.g., participates in an individualized physical activity program designed with the help of the teacher). (1,2,3,4)

3-M-4 Describes the elements of a healthy lifestyle (e.g., explains the health-related and skill-related components of a healthy lifestyle; uses heart rate monitors to discuss cardiovascular health). (1,2,3,4)

Suggested Assessment Methods:

- Teacher observation
- Self-assessment
- Portfolio
- Student log
- Interview
- Student project
- Parental Report

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

Students at this level should participate in physical activities that address each component of health-related fitness, including muscular strength and endurance, flexibility, body composition, as well as cardiorespiratory endurance. They can assess their personal fitness status for each component. Students are introduced to the various principles of training (e.g., threshold, overload, specificity) and how they can be utilized in improving physical fitness. At this level, students should be able to interpret the results of physical fitness assessments and use this information to assist in the development of individualized physical fitness goals with little assistance from the teacher.
Benchmarks:

4-M-1 Participates in and sustains moderate to vigorous physical activity in a variety of settings (e.g., activity should elevate heart rate to target heart rate zone). (4)

4-M-2 Develops individual goals for each of the health-related fitness components (e.g., assess individual fitness levels and set individual goals based on fitness results). (2,4)

4-M-3 Participates in self-assessment for health-related fitness and meets the standards for that particular test for their appropriate age group. (3,4)

4-M-4 Analyzes and applies basic principles of training to improve health-related fitness [e.g., addresses development of a workout plan, warm-up, cool-down, and includes such principles as FITT (frequency, intensity time and type), overload, specificity]. (2,4)

Suggested Assessment Methods:

- Teacher observation
- Observational record
- Peer Observation
- Written test
- Student project

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

Students are beginning to seek greater independence from adults. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers and to follow pertinent practices, rules and procedures necessary for successful performance. They practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities. Students reflect on the benefits of the role of rules, procedures, safe practices, ethical behavior, and positive social interaction in physical activity settings.
Benchmarks:

5-M-1 Participates in cooperative activities in both leadership and follower roles. (1,2,4,5)

5-M-2 Utilizes time effectively to complete assigned tasks. (3,4)

5-M-3 Participates in establishing and following rules, procedures and etiquette that are safe and effective for specific activity situations. (1,2,4)

Suggested Assessment Methods:

- Teacher assessment
- Peer observation
- Self-assessment
- Written test
- Group project
- Student log
- Student project
- Event task

Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.

At the middle school level, the concept of physical activity as a microcosm of modern culture and society is introduced. Students should be able to recognize the role of physical activity in understanding diversity in modern culture. Students continue to include and support each other and respect the limitations and strengths of group members.

Benchmarks:

6-M-1 Analyzes, describes and participates in simple forms of dances and games of various cultures from around the world (e.g., incorporate the history of individual sports or discuss the history of the Olympics). (3,4)

6-M-2 Recognizes commonalities and differences in people of different genders, cultures, ethnicity, abilities and skill levels, and seeks to learn more about both. (2,4,5)

6-M-3 Recognizes the role of sport, games and dance in getting to know and understand others of like and different backgrounds (e.g., write a report on the history and their impact today). (3,5)
Suggested Assessment Methods:

- Teacher observation
- Self-assessment
- Portfolio
- Role playing
- Group project
- Student log
- Interview
- Student project
- Event task

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

A primary reason middle school students seek physical activity is for group membership and positive social interaction. Physical activities provide a positive outlet for competition with peers and serve as a means of gaining the respect and recognition of others. Skill expertise is increasingly valued. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment of participation. Feelings of independence are beginning to be important as well. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found in both high levels of competition as well as in new or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by dance, gymnastics and various sport activities become increasingly more important.

Benchmarks:

7-M-1 Participation in challenging activities and in activities requiring the utilization of newly acquired skills (e.g., participates in recreational opportunities outside of school according to their abilities). (2,4)

7-M-2 Identifies the social, emotional and physical benefits of participation in physical activities (e.g., students explain the benefits of physical activity). (1,4)

7-M-3 Demonstrates enjoyment from participation in physical activities. (5)

Suggested Assessment Methods:

- Teacher observation
- Self-assessment
- Portfolio
- Student log
- Student project
- Event task
Grades 9-12: High School Cluster Level

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

Students in grades 9 and above have reached a high level of competency in movement forms and are ready to attempt mastery in some chosen activities. Through observation, analysis and practice, they develop movement skills to the highest level possible for them at this developmental stage. They participate in a variety of individual, dual and team sports as well as in recreational games, dance and challenge activities.

Benchmarks:

1-H-1 Demonstrates proficiency in applying advanced skills, strategies and rules for specific activities (e.g., plays games such as racquet, field, and court sports that require advanced eye/body coordination and high levels of strategy. (1,2,3,4,5)

1-H-2 Develops outdoor and lifelong leisure pursuits. (1,3,4,5)

Suggested Assessment Methods:

- Teacher observation
- Observational record
- Performance assessment
- Portfolio
- Written test

Standard 2: Applies movement and principles to the learning and development of motor skills.

Students at this grade level are beginning to specialize in a few movement forms leading toward proficiency. They bring together many disciplines such as physics and anatomy to gain a better understanding of how and why they move as they do. They predict performance outcomes based on movement principles and plan their goals accordingly.

Benchmarks:

2-H-1 Synthesizes previously learned skills and incorporates them into dynamic physical activity settings. (1,2,3,4)
2-H-2  Identifies and applies critical elements to enable the development of movement competence/proficiency (e.g., applies biomechanical concepts and principles to analyze and improve performance of self and others). (1,2,3,4)

Suggested Assessment Methods:

- Teacher observation
- Observational record
- Group project
- Student project
- Peer observation

Standard 3: Exhibits a physically active lifestyle.

Students participate in a variety of physical activities that can be continued for a lifetime. Students at this level should be able to develop sound strategies for incorporating physical activity into a comprehensive lifetime activity plan.

Benchmarks:

3-H-1  Utilizes available community resources to promote an active lifestyle (e.g., develop strategies to deal with participation that will occur over their life span). (1,2,3,4,5)

3-H-2  Participates in lifetime recreational activities specific to fitness components (e.g., rock climbing, backpacking, power walking, rollerblading, orienteering). (1,2,3,4,5)

3-H-3  Participates regularly in physical activities that contribute to improved physical fitness and wellness. (3,4,5)

Suggested Assessment Methods:

- Teacher observation
- Observational record
- Student journal
- Group project
- Student report
- Portfolio
- Interview
Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Students should begin to choose and participate on a regular basis in physical activities that enable them to achieve and maintain health-related fitness. Students should be able to interpret information from fitness tests and begin to design, with teacher guidance, a health-related fitness plan.

Benchmarks:

4-H-1 Participates in a variety of health-enhancing physical activities in both school and non-school settings. (3,4,5)

4-H-2 Identifies and evaluates personal physiological response to exercise (e.g., monitor body responses before, during, and after exercise by checking such factors as heart rate, perceived exertion, recovery time and adequate fluid intake). (2,3,4)

4-H-3 Designs health-related fitness programs based on accurately assessed fitness profiles. (1,2,3,4,5)

Suggested Assessment Methods:

- Teacher observation
- Written test
- Observational record
- Student project
- Peer observation

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

Students demonstrate responsible personal and social behavior through following safe practices, rules, procedures and etiquette in all physical activity settings. Students do so with an understanding of their responsibility as a positive influence on the behavior of others. They anticipate potential conflicts and strive to prevent them from happening or quickly resolve conflicts that do occur in socially accepted ways.

Benchmarks:

5-H-1 Demonstrates safe and appropriate use and care of equipment and facilities (e.g., anticipated potentially dangerous situations related to physical activity). (1,3,4)
5-H-2 Identifies the inherent risks associated with physical activity in extreme environments (e.g., describe safety techniques to use to avoid dehydration, over-exertion, heat exhaustion and hypothermia during physical activity in extreme environments). (1,2,4,5)

5-H-3 Initiates and models independent and interdependent personal behaviors in physical activity settings. (1,2,5)

Suggested Assessment Methods:

- Teacher observation
- Observational record
- Self-assessment
- Written tests
- Student project
- Student report
- Peer observation

Standard 6: Demonstrates understanding and respect for differences in physical activity settings.

Students recognize the influence of sport on society. They analyze the effects of cultural differences on the various types of sports activities seen in different parts of the world. They explore the history and purposes of international competitions. They compare games and physical activities in different countries and describe how multiculturalism influences these games. Students begin to develop their own feelings about inclusion of people with physical, cultural and emotional differences in the physical activities in which they participate.

Benchmarks:

6-H-1 Explores how age, gender, ethnicity, culture and economic status affects physical activity selection and participation. (1,2,3,4,5)

6-H-2 Develops and integrates strategies for inclusion of all in physical activities. (1,2,3,4,5)

Suggested Assessment Methods:

- Teacher observation
- Observational record
- Portfolio
- Student report
- Group project
Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Students enjoy expressing their feelings through play and other physical activities. Student members of competitive teams or activity groups experience positive feelings associated with individual and group successes and learn how to control feelings of disappointment in losing situations. Students seek out challenging activities without fear. They recognize and discuss the value of participation in physical activities and the social interaction it provides.

Benchmarks:

7-H-1 Participates for enjoyment in a variety of physical activities in competitive and recreational settings (e.g., identifies participation factors that contribute to enjoyment and achievement of a team). (1,2,4,5)

7-H-2 Identifies positive aspects of participation in several different physical and social activities with others (e.g., jogging, dancing, walking, recreational activities). (1,2,4,5)

7-H-3 Illustrates benefits of physical education on social and emotional well-being (e.g., participates in physical activities to relax and relieve stress). (1,2,5)

Suggested Assessment Methods:

- Written report
- Student journal
- Student projects
- Portfolio
- Event task
CLUSTER

LEVEL

CHARTS
## Physical Education Standards by Levels

**Standard I: Demonstrates competency in many movement forms and proficiency in a few movement forms.**

<table>
<thead>
<tr>
<th>Level P: Primary (K-2)</th>
<th>Level E: Elementary (Grades 3-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1-P-1</strong> Performs locomotor and non-locomotor skills at a basic level progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges.</td>
<td><strong>1-E-1</strong> Demonstrates mature forms in locomotor, non-locomotor, and manipulative skills.</td>
</tr>
<tr>
<td><strong>1-P-2</strong> Demonstrates ways to manage body weight in a variety of situations alone or within a group.</td>
<td><strong>1-E-2</strong> Combines a variety of motor skills for specific sports.</td>
</tr>
<tr>
<td><strong>1-P-3</strong> Performs manipulative skills using a variety of equipment in different environmental conditions.</td>
<td><strong>1-E-3</strong> Exhibits ability to manipulate objects with the skills necessary to participate in games and lead-up activities.</td>
</tr>
<tr>
<td><strong>1-P-4</strong> Performs basic rhythmic skills, alone, with a partner or within a group.</td>
<td><strong>1-E-4</strong> Demonstrates the ability to create rhythmic movement patterns and dances.</td>
</tr>
</tbody>
</table>
## Physical Education Standards by Levels

### Standard I: Demonstrate competency in many movement forms and proficiency in a few movement forms.

<table>
<thead>
<tr>
<th>Level M: Middle School (Grades 6-8)</th>
<th>Level H: High School (Grades 9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1-M-1</strong> Demonstrates ability to combine skills.</td>
<td><strong>1-H-1</strong> Demonstrates proficiency in applying advanced skills, strategies, and rules for specific activities.</td>
</tr>
<tr>
<td><strong>1-M-2</strong> Exhibits basic strategies related to specific lead-up games.</td>
<td><strong>1-H-2</strong> Develops outdoor and lifelong leisure pursuits.</td>
</tr>
<tr>
<td><strong>1-M-3</strong> Demonstrates basic competency in more complex motor and advanced specialized skills related to specific sports activities.</td>
<td></td>
</tr>
<tr>
<td><strong>1-M-4</strong> Demonstrates the ability to create rhythmic movement patterns.</td>
<td></td>
</tr>
<tr>
<td><strong>1-M-5</strong> Demonstrates strategies for net and invasion games.</td>
<td></td>
</tr>
</tbody>
</table>
### Physical Education Standards by Levels

**Standard II: Applies movement concepts and principals to the learning and development of motor skills.**

<table>
<thead>
<tr>
<th>Level P: Primary (K-2)</th>
<th>Level E: Elementary (Grades 3-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2-P-1</strong>  Integrates other content areas through movement.</td>
<td><strong>2-E-1</strong>  Integrates movement concepts with other content areas.</td>
</tr>
<tr>
<td><strong>2-P-2</strong>  Demonstrates and uses a variety of relationships with objects.</td>
<td><strong>2-E-2</strong>  Applies critical elements to improve personal performance in fundamental and selected specialized motor skills.</td>
</tr>
<tr>
<td><strong>2-P-3</strong>  Identifies fundamental movement patterns.</td>
<td><strong>2-E-3</strong>  Recognizes and describes critical elements of more complex movement patterns.</td>
</tr>
<tr>
<td><strong>2-P-4</strong>  Establishes a beginning movement vocabulary.</td>
<td><strong>2-E-4</strong>  Employs the concept of efficient and effective practice to improve skills in appropriate settings.</td>
</tr>
<tr>
<td><strong>2-P-5</strong>  Applies appropriate concepts to performance.</td>
<td></td>
</tr>
</tbody>
</table>
# Physical Education Standards by Levels

**Standard II: Applies movement concepts and principals to the learning and development of motor skills.**

<table>
<thead>
<tr>
<th>Level M: Middle School (Grades 6-8)</th>
<th>Level H: High School (Grades 9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-M-1 Analyzes and applies basic concepts to improve movement, dance, fitness, game and sports skills being practiced.</td>
<td>2-H-1 Synthesizes previously learned skills and incorporates them into dynamic physical activity settings.</td>
</tr>
<tr>
<td>2-M-2 Demonstrates how practicing movement skills improves performance.</td>
<td>2-H-2 Identifies and applies critical elements to enable the development of movement competence/proficiency.</td>
</tr>
<tr>
<td>2-M-3 Analyzes and applies advanced movement and game strategies.</td>
<td></td>
</tr>
<tr>
<td>2-M-4 Recognizes and applies principles necessary for safe and skilled physical performance.</td>
<td></td>
</tr>
<tr>
<td>Physical Education Standards by Levels</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Standard III: Exhibits a physically active lifestyle.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level P: Primary (K-2)</th>
<th>Level E: Elementary (Grades 3-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3-P-1</strong> Participates regularly in vigorous activities outside of physical education class.</td>
<td><strong>3-E-1</strong> Describes the physical, emotional, and psychological benefits of participation in health-related activities.</td>
</tr>
<tr>
<td><strong>3-P-2</strong> Acknowledges that physical activity is good for personal well being.</td>
<td><strong>2-E-2</strong> Identifies several moderate to vigorous physical activities that provide personal pleasure.</td>
</tr>
<tr>
<td><strong>3-P-4</strong> Experiences and expressed satisfaction from participation in physical activity.</td>
<td><strong>3-E-3</strong> Selects and participates regularly in physical activities for the purpose of improving skills and health.</td>
</tr>
</tbody>
</table>
## Physical Education Standards by Levels

### Standard III: Exhibits a physically active lifestyle.

<table>
<thead>
<tr>
<th>Level M: Middle School (Grades 6-8)</th>
<th>Level H: High School (Grades 9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3-M-1</strong> Identifies opportunities in the school and community for regular participation in physical activity.</td>
<td><strong>3-H-1</strong> Utilizes available community resources to promote an active lifestyle.</td>
</tr>
<tr>
<td><strong>3-M-2</strong> Explores a variety of new physical activities for personal interest in and out of physical education class.</td>
<td><strong>3-H-2</strong> Participates in lifetime recreational activities specific to fitness components.</td>
</tr>
<tr>
<td><strong>3-M-3</strong> Establishes and pursues personal physical activity goals through regular physical activity.</td>
<td><strong>3-H-3</strong> Participates regularly in physical activities that contribute to improved physical fitness and wellness.</td>
</tr>
<tr>
<td><strong>3-M-4</strong> Describes the elements of a healthy lifestyle.</td>
<td></td>
</tr>
<tr>
<td>Physical Education Standards by Levels</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Standard IV: Achieves and maintains a health-enhancing level of physical fitness.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Level P: Primary (K-2)</strong></td>
<td><strong>Level E: Elementary (Grades 3-6)</strong></td>
</tr>
<tr>
<td>4-P-1 Sustains activity from moderate to vigorous intensity levels while participating in physical activity.</td>
<td>4-E-1 Identifies several activities related to each component of health-related fitness.</td>
</tr>
<tr>
<td>4-P-2 Identifies physiological signs of moderate physical activity.</td>
<td>4-E-2 Participates in self-assessment for health-related fitness and meets the standards for that particular test for their appropriate fitness.</td>
</tr>
<tr>
<td>4-P-3 Demonstrates activities that increase muscular strength and endurance.</td>
<td>4-E-3 Selects an activity program designed to improve health-related fitness.</td>
</tr>
<tr>
<td>4-P-4 Demonstrates moving each joint through a full range of motion.</td>
<td>4-E-4 Adopts personal goals based upon results of fitness assessments.</td>
</tr>
<tr>
<td>Physical Education Standards by Levels</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Standard IV: Achieves and maintains a health-enhancing level of physical fitness.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level M: Middle School (Grades 6-8)</th>
<th>Level H: High School (Grades 9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4-M-1</strong> Participates in and sustains moderate to vigorous physical activity in a variety of settings.</td>
<td><strong>4-H-1</strong> Participates in a variety of health-enhancing physical activities in both school and non-school settings.</td>
</tr>
<tr>
<td><strong>4-M-2</strong> Develops individual goals for each of the health-related fitness components.</td>
<td><strong>4-H-2</strong> Identifies and evaluates personal physiological response to exercise.</td>
</tr>
<tr>
<td><strong>4-M-3</strong> Participates in self-assessment for health-related fitness and meets the standards of that age group.</td>
<td><strong>4-H-3</strong> Designs health-related fitness programs based on accurately assessed fitness profiles.</td>
</tr>
<tr>
<td><strong>4-M-4</strong> Analyzes and applies basic principles of training to improve health-related fitness.</td>
<td></td>
</tr>
<tr>
<td>Physical Education Standards by Levels</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Standard V:</strong> Demonstrates responsible personal and social behavior in physical activity settings.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level P: Primary (K-2)</th>
<th>Level E: Elementary (Grades 3-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5-P-1</strong> Demonstrates established protocols with little reinforcement.</td>
<td><strong>5-E-1</strong> Demonstrates good sportsmanship and fair play in a variety of settings</td>
</tr>
<tr>
<td><strong>5-P-2</strong> Acknowledges the importance of being aware of one’s surroundings and acting in a safe manner in physical activity settings.</td>
<td><strong>5-E-2</strong> Recognizes and avoids unsafe practices and situations.</td>
</tr>
<tr>
<td><strong>5-P-3</strong> Works cooperatively with another to complete an assigned task.</td>
<td><strong>5-E-3</strong> Works cooperatively with teachers and peers to reach a common goal.</td>
</tr>
<tr>
<td><strong>5-P-4</strong> Applies the elements of socially acceptable conflict resolution in physical activity settings.</td>
<td><strong>5-E-4</strong> Accepts and gives constructive feedback.</td>
</tr>
</tbody>
</table>
### Physical Education Standards by Levels

**Standard V: Demonstrates responsible personal and social behavior in physical activity settings.**

<table>
<thead>
<tr>
<th>Level M: Middle School (Grades 6-8)</th>
<th>Level H: High School (Grades 9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5-M-1</strong> Participates in cooperative activities in both leadership and follower roles.</td>
<td><strong>5-H-1</strong> Demonstrates safe and appropriate use and care of equipment and facilities.</td>
</tr>
<tr>
<td><strong>5-M-2</strong> Utilizes time effectively to complete assigned tasks.</td>
<td><strong>5-H-2</strong> Identifies the inherent risks associated with physical activity in extreme environments.</td>
</tr>
<tr>
<td><strong>5-M-3</strong> Participates in establishing and following rules, procedures and etiquette that are safe and effective for specific activity situations.</td>
<td><strong>5-H-3</strong> Initiates and models independent and interdependent personal behaviors in physical activity settings.</td>
</tr>
</tbody>
</table>
### Physical Education Standards by Levels

<table>
<thead>
<tr>
<th>Standard VI: Demonstrates an understanding for differences among people.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level P: Primary (K-2)</strong></td>
</tr>
<tr>
<td><strong>6-P-1</strong> Recognizes the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.</td>
</tr>
<tr>
<td><strong>6-P-2</strong> Interacts with others regardless of personal differences.</td>
</tr>
<tr>
<td><strong>6-P-3</strong> Demonstrates a willingness to help a fellow student who has difficulty completing a skill.</td>
</tr>
</tbody>
</table>
### Physical Education Standards by Levels

**Standard VI: Demonstrates an understanding for differences among people.**

<table>
<thead>
<tr>
<th>Level M: Middle School (Grades 6-8)</th>
<th>Level H: High School (Grades 9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6-M-1</strong> Analyzes, describes, and participates in simple forms of dances and games of various cultures from around the world.</td>
<td><strong>6-H-1</strong> Explores how age, ethnicity, culture and economic status affect physical activity selection and participation.</td>
</tr>
<tr>
<td><strong>6-M-2</strong> Recognizes commonalities and differences in people of different genders, cultures, ethnicity, abilities and skill levels and seeks to learn more about them.</td>
<td><strong>6-H-2</strong> Develops and integrates strategies for inclusion of all in physical activities.</td>
</tr>
</tbody>
</table>
# Physical Education Standards by Levels

## Standard VII: Understands that physical activity provides opportunity for enjoyment, challenges, etc.

<table>
<thead>
<tr>
<th>Level P: Primary (K-2)</th>
<th>Level E: Elementary (Grades 3-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7-P-1</strong> Describes the feelings that result from challenges, successes, and failures in physical activity, alone or in groups.</td>
<td><strong>7-E-1</strong> Exhibits positive feelings about participation in physical activity.</td>
</tr>
<tr>
<td><strong>7-P-2</strong> Distinguishes feelings about and during physical activity.</td>
<td><strong>7-E-2</strong> Engages in the challenge of new activities.</td>
</tr>
<tr>
<td><strong>7-P-3</strong> Displays a willingness to participate in new activities.</td>
<td><strong>7-E-3</strong> Participates enthusiastically in independent and interactive physical activities.</td>
</tr>
<tr>
<td></td>
<td><strong>7-E-4</strong> Participates in and designs games, gymnastics, and dance to increase skill competence.</td>
</tr>
<tr>
<td></td>
<td><strong>7-E-5</strong> Acknowledges the roles of games, sports, and dance in getting to know and understand self and others.</td>
</tr>
<tr>
<td>Level M: Middle School (Grades 6-8)</td>
<td>Level H: High School (Grades 9-12)</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>7-M-1</strong> Participates in challenging activities and in activities requiring the utilization of newly acquired skills.</td>
<td><strong>7-H-1</strong> Participates for enjoyment in a variety of physical activities in competitive and recreational settings.</td>
</tr>
<tr>
<td><strong>7-M-2</strong> Identifies the social, emotional and physical benefits of participation in physical activities.</td>
<td><strong>7-H-2</strong> Identifies positive aspects of participation in several different physical and social activities with others.</td>
</tr>
<tr>
<td><strong>7-M-3</strong> Demonstrates enjoyment from participation in physical activities.</td>
<td><strong>7-H-3</strong> Illustrates benefits of physical education on social and emotional well-being.</td>
</tr>
</tbody>
</table>
ASSESSMENT

INTRODUCTION

Traditionally, assessment specialists have advocated the use of standardized tests for assessing physical fitness, sport skills, knowledge, and psychosocial characteristics. Such tests have a high degree of validity and reliability and are accompanied by tables of norm or criterion-referenced standards. From the field-based professional’s point of view, however, such tests tend to be impractical and often fail to measure the instructional objectives of interest to teachers. Riding the current wave of educational reform with its emphasis on outcomes-based education, integrated learning, and critical thinking skills, a number of alternative assessment strategies have captured the attention of teachers and administrators. They are eager to develop accountability systems to serve both the needs of students in a changing world and the demands of parents for responsibility in the classroom.

Alternative assessment can take many forms such as portfolios, discussions and debates, event tasks, case studies, student logs, and role-playing. Such assessments are characterized by the following:

- Tasks that directly examine the behavior the teacher wishes to measure.
- Focus on product and quality of performance.
- Criterion-referenced scoring.
- Assessment of higher levels of learning.
- Student participation in development of the assessment and ownership of the final product.
- Assessment criteria that are given to students in advance (Bartz, Anderson-Robinson & Hillman, 1994).

Student performance is judged using scoring criteria called rubrics. Rubrics are used most often with alternative assessments such as portfolios, event tasks, and student performance, but can actually be used for other types of assessment as well. The teacher writes them before instruction begins and shares with students as the unit or project is explained. Because students have the criteria very early, they have a standard by which they can judge their own performance, thus providing feedback during instruction.

When writing a rubric (see the following sample), all important criteria should be addressed. If teachers are evaluating a project with several components, they may choose to write a single scoring rubric that addresses all the components (holistic) or several rubrics to address each topic or goal (analytic). Although the former is easier to score, the reliability is generally better with the latter. Either format is acceptable.

Start by writing down the components for the top level. There are different philosophies concerning the top level. One method is to write the ideal or optimal criteria so that very
few, maybe only 1-2%, of your students will ever reach this. The reasoning behind this is that students will not have a ceiling effect and can always be striving to improve. Alternatively, write the top criteria at a level that better or “A” students would be able to achieve.

Most alternative assessments use rubrics with four to six levels. Each level is somewhat easier to achieve than the previous level, as the standards are lower. The teacher must decide what is the least acceptable level of performance. The levels of the rubric should be graduated between the upper and lower level.

**Scoring Rubrics**

Example of a scoring rubric:

*Score 4 points if the student:*

- Follows all directions and finishes all parts of the question.
- Clearly answers the question so that others can understand.
- Demonstrates an understanding of the information that is asked about and is not merely giving related facts. In other words, the information is applied in some manner.
- Answers the question concisely, giving the best way to solve the problem presented.
- Applies the knowledge by showing connections between ideas and the real world, by comparing different ideas and showing how the ideas work together.

*Score 3 points if the student:*

- Follows the directions and finishes most of the parts of the question.
- Clearly answers the question so that others can understand.
- Demonstrates an understanding of the “big picture” related to the question, but there may be a few little mistakes or wrong ideas.

*Score 2 points if the student:*

- Follows some of the directions and finishes some parts of the question.
- Answers the question clearly so that others can understand, but the answer is not complete.
- Demonstrates only a partial understanding of the knowledge and concepts necessary to complete the question.
Score 1 point if the student:

- Understands only a small part of the information asked for in the question.
- Answers only a small part of the question.

Score 0 points if the student:

- Answers the question completely wrong or response has nothing to do with the question.
- Gives no answer at all: blank.

The level at which the rubric is written will depend upon several things: the length of time spent on the unit, age and ability level of student, and amount of equipment available. Also, some of these assessments can be used for multiple purposes, depending on the teacher’s goals. A teacher should start with a list of goals and concepts that students should know and then give fewer points for answers that are not complete or do not meet teacher expectations.

Alternative assessment is labeled “authentic” when the tasks are conducted in real-life contexts (Meyer, 1992). For example, to assess student learning in a physical fitness unit, traditional assessment involving written tests of knowledge and understanding or projects such as essays can be delivered. In contrast, an alternative assessment might consist of a group project to: (a) assess the fitness needs of teachers and staff at the school; (b) design a custom physical fitness program for these individuals; (c) provide instruction on how to safely and effectively participate in fitness activities; and (d) monitor the individuals as they progress through the program. The teacher assumes the role of facilitator to help students formulate appropriate questions and as a guide to finding appropriate answers. At each stage of the process, students present written and/or oral synopses and reflections of their challenges and successes, culminating in a portfolio that reflects both the products and process of student learning. Moreover, unlike more traditional types of assessment, feedback is given to students during the process so that learning takes place during the assessment. This type of assessment can be described as “alternative” to more traditional forms of assessment and as “authentic” because it assesses performance in real-life rather than a contrived context.

The Louisiana State Physical Education Standards and Assessment, following the NASPE Content Standards and Assessment Guide for School Physical Education (1995), focuses on alternative assessment options because these types of assessment devices are not as common or as well articulated in physical education settings. A balanced assessment strategy should employ assessment devices that best assess the instructional objectives of the physical education program.
Alternative assessments provide an exciting assessment option for physical educators. Worthen (1993) provides 10 conditions important to a school’s readiness to implement alternative assessment strategies:

- Desire for better assessment information.
- Indications that current assessment is creating negative side effects.
- Staff openness to innovations.
- Conceptual clarity about alternative assessment and its advantages and disadvantages.
- Assessment literacy.
- Clarity about desired student outcomes.
- Content or curricula ill-suited to traditional tests.
- School examples of alternative assessment.
- Willingness to critique assessment methods.
- Patron’s and policy maker’s openness to new forms of assessments.
ASSESSMENT OPTIONS

The following assessment options have been developed and printed in the National Association for Sport and Physical Education (NASPE) *Moving into the Future – National Standards for Physical Education: A Guide to Content and Assessment* (1995). Some of the assessment options described in this document may not be familiar. To assist those interested in using various assessment options, the following descriptions, examples, and hints for effective use are presented.

STUDENT PROJECT

**Definition/Description:**

Students engage in building a scenario, determining goals, planning a program of participation to achieve outcomes, and implementing the plan to the completion of the goals. Student projects provide for a range of strategies and results including the following: the application of the processes of data collection, goal-setting, planning, analysis, decision-making, problem-solving, and the development and application of skill and knowledge to real-life situations to solve problems or create “new” interventions to reach personal goals. These may include:

- Multiple objectives or outcomes.
- Combine multiple assessment options (e.g., logs, journals, and reports).
- Student autonomy in choosing procedures and reaching conclusions.
- Solo or multiple students.
- Multiple resources.
- Changes in status, behaviors or conditions.
- Authenticity.
- Performance products.
- Flexibility of time (complexity of task determines time).
- Integration of multiple content areas, concepts and applications.

Projects are assigned at the beginning of student learning sequences (e.g., units, courses) and are integrated with instruction. Criteria for assessment projects are presented at the initiation of the assignment.

**Suggested Application Clusters/Standards:**

E 4,6,7  
M 1,2,3,4,5,6,7  
H 2,4,5,7

Student analyzes interests, desires, capabilities and commitment for engaging in a physical activity of his or her choice. Using personal data about health and motor fitness...
status, the student creates a plan for developing skills and fitness necessary for participation in a series of episodes in the chosen activity. Also included is a plan for skill improvement, practice, fitness conditioning, securing equipment, time, facilities, instruction, finances and other people with whom to participate. The teacher may be used as a resource for planning and locating appropriate opportunities for participation. The project may be used to assess achievement of several other outcomes. The student will provide the following evidence of completion: a videotape of one episode in the series; a log of participation throughout the series; and a written summary of the experience reflecting feelings about success, benefits, enjoyment, and potential for lifelong participation.

Criteria for Assessment:

1. Uses resources to solve problems that enhance or limit participation.
2. Analyzes personal fitness status to plan skill and fitness development.
3. Applies basic skills and movement concepts to perform proficiently and creatively.
4. Applies principles of training to improve skill and fitness.
5. Reflects on the benefits, enjoyment, and challenges that result from participation in physical activity.

Scoring:

- **Exemplary**: successfully completes the series of episodes, demonstrating synthesis of skill, knowledge and attitudes to plan and perform proficiently and creatively, and assumes all the responsibilities of reporting the results.
- **Acceptable**: completes the series of episodes, demonstrating application of skills, concepts and attitudes to perform basic skills with competence required for the pleasurable performance and assumes all the responsibilities of reporting the results.
- **Needs improvement**: planning, participation, and reporting reflect insufficient skills and knowledge.
- **Unacceptable**: planning, participation, and reporting are incomplete.

Report Form:

- Checklist of multiple forms
- Written participation plan
- Records of fitness assessment (that is, health and motor)
- Log of participation
- Videotape of performance
- Summary report
Hints for Development and Use:

- Experience with a variety of teaching styles will increase the successful direction and completion of student projects.
- Small projects that give students increasing amounts of responsibility for their own learning should be given in the early grades to prepare them for the complexity of this assessment.
- Criteria for assessment and scoring procedures are explained to the student at the beginning of the project.
- Multiple scorers that include community experts; cross-disciplinary and multiple grade levels might be used.
- Pilot field testing of this option should be completed before results of this assessment are used for purposes of promotion or graduation.
- Student projects permit a high degree of individuality.
- Scoring rubrics will be necessary for each component of the project.
- Before assigning project, evidence should be available which indicates mastery of basic concepts and skills necessary for successful completion.
- Element of choice provided by projects enables acceptance of learning of essential skills, concepts, and practices in a way that is important to the student.

STUDENT LOG

Definition/Description:

Students record performance of specific behaviors over a period of time that identifies products, time intervals, decisions/choices, and reflections. Recorded items should indicate critical factors relative to expected results. Information may show performance changes, sequence of behaviors, choices, feelings, documentation of conditions, progress, process, and/or regularity of participation. Logs may be kept by individual students, small groups, or whole classes. Information can be used in combination with other assessment options to justify program changes and to make predictions.

Suggested Application Clusters/Standards:

P 4
E 1,2,3,4
M 2,3,4,5,6,7

Students are asked to share their involvement in physical activities during nonschool times. Entries are made on a collective class wall chart to indicate what, when, and where activities are performed and the number of students who participated. Anecdotal records are made by the teacher for individual students indicating what influences the
student’s participation including the level of success/enjoyment expressed, student likes or dislikes, and involvement with family and friends.

WALL CHART:

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
<th># of PARTICIPANTS</th>
<th>WHERE</th>
<th>TIME</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/1</td>
<td>rope jump</td>
<td>6</td>
<td>yard</td>
<td>30 min</td>
<td>double dutch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I don’t like when the rope</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>is too fast</td>
</tr>
</tbody>
</table>

Criteria for Assessment:

1. Activities selected have potential for vigorous physical activity.
2. Students use available opportunities to be involved in physical activity at least three times a week.

Scoring:

- **Exemplary**: participates more than three times a week
- **Acceptable**: participates at least three times a week
- **Needs improvement**: participates less than three times a week
- **Unacceptable**: no participation in vigorous activity

Report Form:

- Oral report to teacher

Hints for Development and Use:

- Critical factors about information to be collected determine the data to be recorded on the log. Reporting forms must be simple for quick recording.
- Data collected provides information that may be used for other assessment options or instructional strategies (learning curve).
- Keeping a log as a motivational tool.
- A log provides a tangible record of progress for both the student and the teacher.
- Individual logs promote student responsibility for personal learning.
STUDENT JOURNAL

Definition/Description:
Student record of participation, results, responses to, feelings, perception, or reflections about actual happenings or results. Entries, made at regular intervals over time, may serve as indicators of success, failure, benefits, or other intangible products of participation. Entries are not viewed as right or wrong since they are reflections about personal performance including social and psychological perspectives. Students may describe both positive and negative behavior. Journal entries are used to summarize, compare and contrast like and unlike experiences; provide opportunity for self-analysis of personal meaning and quality of participation; record behavior adjustments; compare results of other assessment options including conditions which contribute, enhance, or limit participation; and as a resource of suggestions for change. Journal entries can be reviewed to determine how a student processes both internal and external information about his or her performance.

Suggested Application Clusters/Standards:

P 3,5,6,7
E 4,5
H 7

During an adventure education experience (e.g., ropes course, climbing a wall, nature hikes, camping, canoeing), record in a journal the feelings and thoughts experienced throughout.

Criteria for Assessment:

1. Analyzes and expresses feelings about physical activity.
2. Identifies evidence of success, challenge, and enjoyment present in the activity.
3. Explains challenge that adventure activities provide.
4. Describes the positive effects friends and companions bring to this experience.

Scoring:

- Exemplary: expresses feelings of personal participation and feelings about sharing these experiences with friends.
- Acceptable: identifies feelings of personal participation
- Needs improvement: has difficulty expressing feelings about participation
- Unacceptable: does not make journal entries

Reporting Form:
• Composition notebook

Hints for Development and Use:

• Writings should be used in simple episodes at first.
• Writings should not be judged as right or wrong.
• Writings should be protected as private information to be shared only by the student or with student permission.
• Students might be given a choice to determine who may read the journal.
• Students may be asked to use the criteria for assessment to summarize the journal for scoring and reporting purposes.
• Summary reports might be used as an interdisciplinary assessment including communication arts and social studies.

PARENTAL SUPPORT

Definition/Description:

Record of student regularity, progress, process or product of participation that has been verified by the parent(s). The report may include verification by signature of a student’s recorded report or by anecdotal comments of the parent or person who has observed the out-of-class performance.

Suggested Application Clusters/Standards:

P 4,5
M 3

An anecdotal record of observations is kept over a period of time about the physical activities of children while under the supervision of parents or guardians and during non-school time. The report should include play choices, purposeful practice, formal activities (e.g., sports clubs, dance lessons), or family activities. The report may be in the form of a log or a journal.

Criteria for Assessment:

1. Participates in a variety of physical activities.
2. Participates regularly in health-enhancing activities.
Scoring:

- **Exemplary**: participates in a variety of activities more than three times per week.
- **Acceptable**: participates in health-enhancing activities at least three times a week.
- **Needs improvement**: participates in health-enhancing physical activities less than three times a week.
- **Unacceptable**: does not participate in physical activities outside of the school program.

**Reporting Form:**

(NAME OF SCHOOL)

PHYSICAL EDUCATION – PARENTAL REPORT FORM

Student Name

___________________________________________________________

Parent Name

___________________________________________________________

Describe the involvement of the student named above in physical activities each day during the week of _________. Include formal/informal, family/individual activities, the length of time spent, and any comments that indicate the level of performance.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Hints for Development and Use:

- Directions for parents should be written on a trial basis and reviewed by a small group of parents before involving parents of all students.
- Results may indicate special individual needs, weaknesses, or interests.
- Results may identify parents with special interests who may be a useful resource.
- Results may indicate a need for instructional emphasis to enhance special community interests that are attractive to students.
- Parental involvement may help to stimulate more interest in planning physical activities in which the whole family can participate.
INTERVIEW

Definition/Description:

One-to-one discussion with a planned sequence of questions designed to obtain information (e.g., cognitive, affective, statistical). They are often regarded as teacher-to-student interviews for the purposes of obtaining information on student thoughts, feelings and understandings. Student-to-student or student-to-persons in the community interviews, however, may be used for such purposes as analyzing activity patterns or computing frequency of exercise.

Suggested Application Clusters/Standards:

P 3,6,7  
M 3,6  
H 3

Interview two persons from each of the following age groups: 20 to 30 years, 40 to 50 years, and 65+ years. Plan your interview questions in order to determine the physical activity for each individual. Use the information obtained from the interview to evaluate physical activity patterns to determine if each person is taking advantage of the physiological, psychological, and social benefits of physical activity.

Hints for Development and Use:

• Questions for the interview should be planned and sequential.  
• Interviews should be planned with a clear purpose in mind.  
• Teacher-to-student interviews offer excellent opportunities for encouragement as well as feedback information.  
• When asking questions of students, be patient in waiting for the student to articulate his or her response.  
• Remember, the purpose of the interview is to obtain information, not to impose your opinions.  
• Student-to-others interviews are typically used to obtain information. Teacher-to-student interviews provide insight into the student’s personal feelings and perceptions of strengths as well as student comprehension.

PEER OBSERVATION

Definition/Description:

The observation of students by other students to assess competence in performance of skill and demonstration of selected critical elements of skill. It is most often used for the
observation of critical elements that lead to a mature execution of a particular skill. Informal peer observation is used throughout teaching to help students evaluate progress toward the goal (inclusion of all components for a gymnastics routine or creative dance, correct pathway of travel in response to task). Peer observation feedback includes verbal discussion, verbal response, thumbs up or thumbs down, and written feedback. Videotape is a helpful support technology for peer observation.

**Suggested Application Clusters/Standards:**

- P 2,3,4
- E 1,2,6
- M 5
- H 4,5

Students observe for critical elements in the preparatory phase of a designated skill. For example, student “A” throws a ball toward a target five times using the overhand throw. Student “B” (the observer) focuses on the critical element stated by the teacher as the focus of the exercise: opposite foot forward, side to the target. The peer observer signals thumbs up if the critical element is correctly executed.

**Hints for Development and Use:**

- Criteria for assessment must be clear to the observer (clearly stated and understood). Teachers could provide students with explicit diagrams or written descriptions of the correct tasks.
- Students will need practice in observing. Being able to focus on a component rather than watching the total action is a learned skill. Students should not be expected to observe more than one criterion at a time.
- Feedback system should be simple for the observer (e.g., plus or minus, thumbs up or thumbs down).
- Peer observation is a valuable tool if criteria for assessment are understood by both the observer and the performer.
- Reminder: the purpose of peer observation is to assist with student learning, not to degrade students on their performance.

**SELF-ASSESSMENT**

**Definition/Description:**

The student assesses personal progress as opposed to being assessed by the teacher or by other students. Self-assessments include rating scales for levels of performance, participation, recording performance scores (e.g., distance, accuracy), summary reports after a series of assessment tasks (e.g., dribbling, throwing for accuracy and distance, jump shooting, physical fitness profiles) and questionnaires of likes and dislikes in
activities. Self-assessment is a part of logs, journals and portfolios as students evaluate personal performance or progress toward goals.

**Suggested Application Clusters/Standards:**

- P 1,2,3,4
- M 1,2,3,4,5,6,7
- H 5

Students are involved in a ropes course activity unit in which they are asked to work together to accomplish group goals. At the completion of the day’s activity, each student rates personal progress toward the following: assuming a leadership or follower role, assisting someone in the group and working cooperatively with the total group.

**Hints for Development and Use:**

- Trust your students; they likely will be very honest in their assessments of themselves.
- Self-assessments provide teachers with insight into students’ perceptions and self-concepts as they write summary statements and comments regarding personal performance.
- Students may need guidance in assessing themselves based on past performance and personal goals as opposed to comparisons with standards or others.
- Self-assessment can be valuable tool in helping students accept responsibility for personal activity and fitness, as well as in setting goals for the development of healthy lifestyle patterns.

**WRITTEN TEST**

**Definition/Description:**

Written tests encompass multiple choice, true/false, matching, essay, short answer, and fill-in-the-blank test formats traditionally used to examine knowledge, comprehension, application, analysis, synthesis, and evaluation of the knowledge base in physical education. Broadly speaking, such tests could include other test formats such as oral examinations and examinations that use drawings or pictures to elicit student responses. Written tests are commonly used for short quizzes or for longer formal examinations.

**Suggested Application Clusters/Standards:**

- P 2,4,5
- E 2,3,4
- M 1,4,5
- H 1,4,5
Physical fitness is a recurring theme throughout public school physical education. The following questions are provided as examples of the various types of questions that might be included on written tests at various grade levels:

**K – Primary Grades:** Teacher develops a pictorial display of people engaged in various activities ranging from jogging to watching television. Students are examined orally by asking such questions as:

- Teacher points to two pictures, one with a physically active person (jogger) and one with an inactive person (someone reading) and asks the student to choose the picture that shows the person with the fastest beating heart.
- Teacher points to a weight lifter and a jogger and asks which activity is best for building strong muscles.

**Middle School to High School:** Multiple choice, true/false, matching, and essay questions can be employed when students are able to read at an appropriate level.

- Sue decided to develop her own personal exercise program. Knowing that you were enrolled in PE 101 Physical Fitness Training, she asked your advice in developing her program. Referring to the five steps that should be considered in developing personal exercise programs that we discussed in class, what advice would you give to Sue?
- Distinguish between health-related and athletic-related physical fitness. In addition, provide examples of the types of fitness tests used to measure each.
- Which of the equations listed below is commonly used to estimate maximum heart rate?
  a. 220 – weight
  b. 220 – age
  c. 220 – resting heart rate
  d. 220 + resting heart rate
- T/F The optimal training program for developing muscular strength is light weights over many repetitions.
- To improve the physical fitness component known as ____________, you should practice stretching exercises.

**Hints for Development and Use:**

- Written tests should represent a comprehensive sample of the content and behaviors outlined in the instructional objectives. Before writing test questions, a table of specifications or test blue-print, outlining the content and behaviors to be elicited by the test, can be developed to ensure that the test measures appropriate content and behaviors.
• Construction of meaningful test questions that reflect appropriate content and elicit appropriate levels of cognition requires practice. Rules for developing test questions can be found in measurement texts such as those by Safrit and Wood (1995) and Baumgartner and Jackson (1995).
• Students should be made aware of the general content areas covered by a test and the types of questions (multiple choice or essay) that will be presented.
• Written tests should be developed for the reading and comprehension level of students. Oral presentation of test questions for students in the lower grades or for students with reading difficulties can facilitate students in the test-taking process.
• Detailed scoring keys are required for essay and short answer tests to increase fairness and objectivity in scoring.

GROUP PROJECT

Definition/Description:
An assessment project completed by several students working cooperatively. As opposed to an event task that can be completed in a single class period, the group project usually takes more than one class period to complete and may include time spent outside of class. Group projects may be performance-based (e.g., presentation of dance, creation of a new game) or involve class presentation of results, displays, or wall charts.

Suggested Application Clusters/Standards:

P 1,2,3,4,5,7  
E 3,5,7  
M 1,5,6  
H 2,3,6

Students are placed in groups of five to six members and are asked to role-play the following scenario: The City Little League coach has asked your group to serve as assistant coaches this season. Specifically, the coach asks you to do a presentation of throwing varying distances. Each group is instructed to prepare a presentation to include: oral presentation of skills, demonstration of skills, and audiovisuals. Each group member must be part of the presentation. Presentations will be made to the class.

Hints for Development and Use:

• Keep the groups small (four may be the maximum number for some classes).
• Provide guidelines for items that must be included in the project. In particular, performance skills must be noted.
• Within a class, some groups will require assistance to move beyond discussion of detail; others will require assistance with attending to detail.
• Project or game must be complete in itself (e.g., final form).
• Scoring rubric should be shared with students in advance so they are aware of the assessment criteria.
• Keep the project as simple as possible.

PORTFOLIO

Definition/Description:

Portfolios are collections of a student’s work assembled over time (Feuer and Fulton, 1993). They include various pieces of evidence documenting student achievement of a goal. Portfolios have been used by artists and models for many years to demonstrate their best work. The focus in student portfolios is on:

• Student thinking
• Growth over time
• Views of oneself as a learner
• Problem-solving

Suggested Application Clusters/Standards:

P 3,4,5,6,7  
E 6,7  
M 3,4,6,7  
H 1,3,6,7
(Note: Not all of these would be included in one portfolio)

Goal: Learn to play soccer:

• Evidence of playing on a recreational team (e.g., certificate)  
• Journal of student successes as skill improved  
• Videotape of game play  
• List of the drills practiced three times a week  
• Letter from a soccer coach  
• Brief review of key rules  
• Critique of a soccer game watched discussing various offensive and defensive strategies observed  
• Practice log (e.g., footwork skills) to show improvement in the number that can be done in 30 second time frames  
• Chart on skills
Goal: Fitness Development:

- Research paper on training components
- Training log to document distances
- Student diary that describes how student felt after each training episode
- Chart that records resting heart rate over time
- Summary paper of the experience
- Log of strength and flexibility activities
- “Before and after” body fat assessments
- Outline of a training program created before the fitness unit began
- Participant’s number from a local road race competition
- Pictures
- Journal excerpts
- Graphs of improvement
- Original fitness plan and a corrected plan allowing adjustments for improvement

Examples of portfolio content in sport skill classes:

- Student-written self-evaluation of current skill level and individual goals
- Daily log of class activities and individual performance with suggestions for future work
- On-going self and peer analyses of skill performance and playing performance (e.g., checklist, rating scale, criteria-referenced tasks, videotape)
- Based on self-analysis, students select or design appropriate practice program and complete schedule
- Graphs that chart daily practice/play performance on major skills
- Documentation of practice, informal game play and/or organized competition outside of class time
- Set up, conduct, and participate in a tournament or meet, keep group and personal statistics
- Write a newspaper article reporting on the class tournament as if you were a sports reporter
- Complete and record a play-by-play commentary as if you were a radio or television sports announcer
- Design optional routines according to class rules and practice for competition
- Interview a successful competitor or coach about his or her development and write an article
- Read an autobiography about a successful competitor, then write a review
- Write a final analysis of your skill and playing or performing ability and assign your own grade and give rationale
• Write an essay entitled, “What I learned and accomplished in ________... and what I learned about myself in the process”
• Generate a reference list of instructional materials
• Attend a clinic, workshop, or presentation and write a review

Hints for Development and Use:

• First step in creating a portfolio involves a teacher decision – determining the desired student outcome or goal. Once this is established and clearly stated, the student can begin gathering evidence that will demonstrate that the goal has been met.
• Portfolios are gathered over time. They may cover 6 to 8 weeks of instruction. Therefore, students need to have adequate time to assemble their information as well as adequate resources. The portfolio is often considered to be assessment in progress. The student has the option of working on components, changing them in ways that students feel make the evidence stronger so that they have achieved the desired goal.
• If a student included every bit of evidence, the portfolio could become massive. Grading these unlimited portfolios would be a monumental, if not impossible task. Unlimited portfolios are referred to as working portfolios. For the assessment portfolio, a teacher may limit the portfolio to a certain number of pieces (seven) and then have the student write a cover letter explaining why the various items were included. Although a teacher may suggest portfolio components or areas to be addressed, the ultimate decision of what is to be included should be left to the student.
• One of the key components of alternative assessment is that the student has ownership and full choice about what is to be included. For instance, let’s say a student was learning a psychomotor skill or sport. The teacher thought that a practice log, listing time spent working on the skill was necessary to demonstrate the practice and learning. Instead, the student turns in a video showing early game play and game play following practice. The latter piece would also demonstrate skill practice, even though a log of practice time had not been kept. Another example might be if a swimmer included a certificate from the Red Cross documenting completion of a life saving class.
• Teacher must be prepared to accept some unusual forms of documentation in the portfolio. This is not to say that the student always makes the best choice of selection of what to include. A good rubric should explain clearly the intent of the teacher goal, without limiting student creativity to meet the criteria.
• Portfolios are best used when learning involves a complex idea or skill. When many facets and components of learning are involved, it is easier for students to create a portfolio.
• Contents of a portfolio could include the following:
  
  Report of a group project
  Excerpts from a student’s daily journal
ROLE PLAYING

Definition/Description:

Students are given a scenario and then asked to simulate the characters they portray, or act out the situation that has been set for them. These dialogues can be written or verbalized. Students have the opportunity to portray real world situations. Students are required to use reasoning and problem-solving to deal with the reality of the experience as it unfolds.

Suggested Application Clusters/Standards:

P 3,6,7
M 1,2,6

1. Following a wall climbing class, let a student assume the role of Sir Edmond Hillary and discuss how he or she felt as the summit of Mount Everest grew closer. Have a student “reporter” interview Sir Edmond.

Note: Rubrics have not been written for these role-play examples. The rubric would address the points the teacher felt were important and tried to address with students. The question could have been written differently, and the teacher could have looked at what a student had learned about wall climbing techniques. Another version of the same scenario could have Sir Edmond discussing his training program and conditioning before beginning the trip. Still another could have looked at safety issues. A teacher could have combined two or more of these scenarios into a much broader look at learning.

2. You are at a meeting of the Major League Baseball owners. The topic on the table is league mascots. Some owners want the Indians and Braves to change their symbols. Create the dialogue for the meeting.

3. You are at a local basketball game. Your best friend’s sister is on the opposing team. Whenever the team shoots free throws, another friend whistles and makes disruptive noises. Your friend also has been booing officials and is making derogatory remarks to the other team. What would you say to this friend? Create a dialogue for the conversation.
4. You are at a baseball game (Note: you could substitute tennis or racquetball) with a friend from France. This person knows a lot about soccer and basketball, but not much about baseball. How would you explain the rules so that your friend could enjoy the game?

Hints for Development and Use:

- Role playing lends itself easily to cognitive or affective domain assessment. The teacher must be careful to set the stage so students know what is expected.
- Performing role plays in front of peers may be embarrassing or very difficult for some students. Introduce this activity to students gradually, beginning in small groups without an audience and progressing gradually to performances for the class. Begin with issues that are familiar to or popular with students before progressing to more personal scenarios.
- The teacher should accept the responses of students in a nonjudgmental way. Students should reflect, paraphrase, and summarize responses that have been given verbally.

EVENT TASK

Definition/Description:

An event task is a performance task that can be completed within 50 minutes. The task is loosely structured and written broadly enough to allow for multiple solutions or many possible correct answers. It should be engaging so as to capture the interest of the students and replicate or simulate a real world experience.

Suggested Application Clusters/Standards:

E 4,5,6
M 5,6,7
H 7

Your group has been asked to organize a half-time show for the local basketball team using the various skills you have developed this year in physical education. Identify the skills you are going to present and create a routine to be performed. Make a list of equipment that you will need, if any. Choose your skills wisely so that everyone in the group is able to perform his or her part of the routine. You may include both individual and group stunts and skills. The performance will last 5 to 6 minutes.
Scoring Criteria:

Score the task a 4 if the students:

- Show variety in their choice of skills
- Choose skills from an appropriate level of difficulty for each member of the group
- Have sufficient skills to last the required time
- Demonstrate understanding of equipment needs (e.g., tumbling mats, items to juggle)
- Are continuously active throughout the routine

Score the task a 3 if the students:

- Show variety in their choice of skills
- Present skills of an appropriate level of difficulty, but not all members are proficient in everything
- Perform enough skills to last the required time
- Ensure equipment needs for the routine are complete and appropriate
- Are active throughout the routine, however, several stand without activity for brief periods

Score the task a 2 if the students:

- Show variety in their choice of skills
- Have errors in routines caused by some attempting too high a degree of difficulty
- Perform a routine lasting less than five minutes
- Utilize complete and appropriate equipment for the routine
- Present routine dominated by the most skilled performers

Score the task a 1 if the students:

- Use the same skills repeatedly
- Have frequent errors caused by doing things that are too difficult
- Perform routine less than four minutes
- Omit some necessary equipment
- Are active much of the time, but the whole group does little together
- Do not have a good flow to the routine

Score the task a 0 if the students:

- Do things individually instead of having designed a routine
Score the task blank if the students:

- Do not do a routine

Hints for Development and Use:

- Solicit responses representing all proficiency levels if possible.
- Require minimal to no interaction with the person administering the test.
- Perform routines where individual responses can be scored.
- Allow variable student grouping (e.g., two to four students).
- Be completed within 50 minutes.
- Have all materials necessary for successful completion readily available to students.

OBSERVATION – TEACHER/STUDENT

Definition/Description:

Teacher observation is the most utilized form of assessment in physical education. Teachers observe students on a regular basis as part of the instructional process. Teacher observation can also be used systematically to provide data on student performance, collect information on the instructional process or as a means of evaluation. All students or a sample of students representing different skill levels can be assessed. There are many tools teachers can use to record observational data including anecdotal records, checklists, rating scales, or scoring rubrics. All of these tools can be used whether in live observation or with video analysis by the teacher or by the students in peer assessment or self-assessment. The value of the information recorded in each of these cases is enhanced if teachers have a clear idea of what they are looking for in their observations and attend to issues related to the reliability and validity of the data they collect.

Suggested Application Clusters/Standards:

- P 1,2,3,4,5,7
- E 1,2,5,6,7
- M 1,2,3,4,5,6,7
- H 1,2,3,4,5,6,7

Anecdotal Record:

The teacher establishes broad categories of concern and then takes notes on everything that is observed in relation to those categories. Notes are usually kept in the form of a log or running description and are usually nonevaluative.
Example: The teacher is interested in observing how students integrate mainstreamed students into their group work. During a group assignment the teacher records the interaction of mainstreamed students in various groups.

Observational record: Xavia did not go the area of the gym with the rest of her group. One student from the group noticed that she was not part of the group and went over to get her. Thomas was included immediately in the group and assigned by the group to work with one of the more highly skilled students. Jose just wandered the gym until the teacher brought him to his assigned group.

**Checklist:**

Checklists are typically used to determine whether a student meets or does not meet particular criteria. The teacher checks off when a student meets the criteria.

Example: The teacher checks off when a student meets each of the criteria for an overhand throw.

Observational record:

- Steps with the opposite foot
- Sequential rotation
- Elbow out and back
- Forearm lag

**Rating Scale:**

Rating scales are used to determine the degree to which identified criteria have been met in an observation. The teacher designates the important components of behavior to be assessed and the levels of performance desired to be discriminated.

Example: The teacher has decided to systematically observe the degree to which students comply with class rules. Several students each class period are targeted for observation.

Observational record: For each class rule the teacher records one of the following levels of performance:

- 1 = no incidence of noncompliance is observed
- 2 = one incidence of noncompliance is observed
- 3 = more than one incidence of noncompliance is observed, but student is primarily compliant
- 4 = student is more often noncompliant than compliant
**Scoring Rubric:**

Scoring rubrics are, in one sense, rating scales that use multiple criteria simultaneously. The teacher establishes desired levels of performance and then defines the essential criteria for each of those levels of performance.

Example: The teacher wants to evaluate offensive game play in a three vs. three soccer game using a goalie.

**Observational record:**

**Level 1:**
- Passes ahead of receiver
- Moves into a logical empty space when receiving
- Maintains possession until defended

**Level 2:**
- Usually passes ahead of the receiver
- Moves into empty space to receive but not always logically positioned in relation to the defense
- Does not always wait for defense before getting rid of the ball

**Level 3:**
- Passes are more often not ahead of the receiver
- Does not move into an empty space to receive the ball
- Decision to pass is not made in relation to the defender

**Video analysis:**

All of the techniques for observation included above can be used either live or with the help of video analysis. Teachers and students can use video during or outside of class. Video analysis has the advantage of slow motion capability that is useful for many skills that are too fast to be accurately analyzed via live observation. Video analysis also has the advantage of being replayed to increase the reliability of the observation. Teachers who do not have the luxury of evaluating each student during class time can use video analysis to get very complete and accurate information of the performance of individuals. Video analysis is also extremely useful to assess the degree to which program objectives and goals have been accomplished. Often teachers who see their classes on videotape are able to see a great deal when the responsibility for instruction is removed.
Example 1: The teacher videotapes all of the final games of a sport unit and establishes a scoring rubric based on the degree to which students use the individual skills of the game, know and use the rules, and use the game strategies that have been taught.

Example 2: The teacher sets up a corner of the gym for videotaping of a skill that has been taught. Each student takes a turn videotaping his or her performance in this skill. The teacher goes through the tape to indicate the counter number associated with the location on the tape of each student’s performance. The teacher puts the tape in the school media center and requires each student to use a rating scale to assess his or her own performance and to determine what aspects of performance need improvement.

**Hints for Development and Use:**

- Establish specific criteria for observation ahead of time so that you know what you are looking for and how you are going to observe.
- Choose a method of recording and plan an observation record that is easy to use.
- Do not try to look at too many criteria at one time.
- Much useful information can be obtained by sampling students rather than trying to observe every student, every period. If all students need to be observed, choose several daily as your focus. If you are using observation for instructional feedback or program assessment, choose students who are likely to be at different levels of performance as what you are observing.
- To ensure a high degree of reliability and validity for your assessment, practice using the chosen criteria until you can use them consistently in a variety of contexts.
GLOSSARY

**Benchmark** – Behavior that indicates progress toward a content standard

**CTAPE** - Criterion referenced assessment tool available through the Louisiana Department of Education. This assessment measures basic motor competencies for children ages 6 and up. CTAPE will discriminate between children who have average motor skills and children who have significantly below average motor skills. CTAPE consists of six testing levels based on chronological age

**Daily Physical Education** – Minimum daily instructional period of at least 30 minutes in elementary education and 50 minutes in middle and high school

**Developmentally Appropriate** – Takes into account those aspects of teaching and learning that change with the age and experience of the learner

**Health-Enhancing Physical Activity** – Regular physical activity that results in maintaining physical fitness and improvement in health and well being across the lifespan

**Health Related Fitness** – Level of physiological functioning in cardiovascular endurance, strength, muscular endurance, flexibility and body composition

**Locomotor skill/movements** – Basic movements performed while moving the body from place to place (e.g., walk, run, hop, jump, skip, gallop, slide)

**Manipulative skill** – Movement done to or with objects with hands or involving the feet or other parts of the body

**Movement Concepts** – Movements that reinforce concepts such as time, space, effort, and relationships

**Non-locomotor skill** – Movement of the body around an axis or joint (e.g., bend, stretch, twist, reach)
**Observational Record** – Observational data includes anecdotal records, checklists, rating scales, or scoring rubrics either live or videotaped by teachers or students

**Performance Assessment** – Form of assessment in which students are asked to produce or create something demonstrating knowledge

**Rubric** – Rating scale and list of criteria by which student knowledge, skills or performance can be assessed

**Standard** – What students should know and be able to do

**Wellness** – Individual exercise programs based on health and healthy lifestyle issues including physical, intellectual, emotional, social, and spiritual dimensions
REFERENCES

The Louisiana Physical Education Content Standards are based on the following document:


PHYSICAL EDUCATION RESOURCES

Professional Organizations

Louisiana Association for Health, Physical Education, Recreation, and Dance (LAHPERD)
Kathy Hill, Executive Director
112 Long Field House, LSU
Baton Rouge, LA 70803
225-578-2924
[www.lahperd.org](http://www.lahperd.org)

American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)
1900 Association Drive
Reston, VA 22091
800-213-7193
[www.aahperd.org](http://www.aahperd.org)

Southern District AAHPERD
[www.sdaahperd.org](http://www.sdaahperd.org)

National Association for Sport and Physical Education
1900 Association Drive
Reston, VA 22091
800-213-7193
[www.aahperd.org](http://www.aahperd.org)

American Heart Association (AHA)
3968 North Blvd., Suite 200
Baton Rouge, LA 70806
225-381-2735
[www.amhrt.org](http://www.amhrt.org)
President’s Council on Physical Fitness and Sports
701 Pennsylvania Avenue
NW Suite 250
Washington, DC 20004
202-690-9000
www.pcpfs.org

Institute for Aerobics Research
12330 Preston Road
Dallas, TX 75230
972-341-3200

Special Olympics, Louisiana
200 Southwest Railroad Ave.
Hammond, LA 70403
985-345-6644
www.laso.org

Books


**Articles/Reports**


**Periodicals**

*Journal of Physical Education, Recreation and Dance (JOPERD)*. AHPERD.
*Journal of Teaching in Physical Education*. Champaign: Human Kinetics
*Journal of Elementary Physical Education*. Champaign: Human Kinetics
*Journal of Secondary Physical Education*. Champaign: Human Kinetics

**Activities and Curricular Materials**

*Physical Best Educational Kit*
AAHPERD
1900 Association Drive
Reston, VA 22091
1-800-213-7193 or 7190
www.aahperd.org
Success Oriented Physical Education Activities for Students
Turner, Prentice Hall
Paramus, NJ 10996
www.phdirect.com

Kid Fitness: A Complete Shape-Up Program
Bantam Books
666 Fifth Avenue
New York, NY 10103

K-12 Assessment Series by NASPE
- Elementary Heart Health: Lessons and Assessment
- Assessing and Improving Fitness in Elementary Physical Education
- Standards Based Assessment of Student Learning
- Creating Rubrics for Physical Education
- Assessment in Games Teaching
Available through www.aahperd.org

Academic Sportfolio
PO Box AS
Port Jefferson Station
New York, NY 11776

Fitnessgram
Institute for Aerobics Research
12330 Preston Road
Dallas, TX 75230
Available through http://humankinetics.com/products/software/FAQ/fgram.cfm

Useful Websites
American Fitness Alliance
http://www.americanfitness.net/

Physical Education Links
www.pelinks4u.org

P. E. Central
http://www.pe.central.org/

California Physical Education Resources
www.stan-co.k12.ca.us/calpe/
pe-talk-digest
http://www.lyris.sportime.com/pe-talk-index.html

Education World
http://www.education-world.com

Lesson Planning: The Web Puts "Fizz" Into Physical Fitness
http://www.education-world.com/a_lesson/lesson114.shtml
Fitness Lessons Online

The Navy Run, Jump and Throw Sports Guide
www.runjumpnthrow.org or USNAVYrjt@yahoo.com
1-800-213-7193

The Fitness Jumpsite! Calorie Counter Calculator, Fitness Equipment
and a Fitness Library
http://primusweb.com/fitnesspartner

Surgeon General’s Report on Physical Activity and Health
http://www.cdc.gov/nccdphp/sgr/sgr.htm

Physical Education Resources That You Can Use
http://www.k12.in.us.opd/physed/phyresources.html

Fitness Link
www.fitnesslink.com/govcouncil

National Clearinghouse for Alcohol and Drugs
www.health.org

Brain Research and the Importance of Movement
www.brainresearch.com

United States Olympic Committee (links to national governing bodies of sport)
www.usoc.org

Women’s Sports Foundation (grants available)
www.womenssportsfoundation.org
Physical Education Lesson Plan Format

School

Teacher ____________________ Grade(s) ______ Period(s) ______ Date __________

Lesson Title/Activity ____________________________________________________________

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Content Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrates competency in many movement forms and proficiency in a few movement forms</td>
</tr>
<tr>
<td>2.</td>
<td>Applies movement concepts and principles to the learning and development of motor skills</td>
</tr>
<tr>
<td>3.</td>
<td>Exhibits a physically active lifestyle</td>
</tr>
<tr>
<td>4.</td>
<td>Achieves and maintains a health-enhancing level of physical fitness</td>
</tr>
<tr>
<td>5.</td>
<td>Demonstrates responsible personal and social behavior in physical activity settings</td>
</tr>
<tr>
<td>6.</td>
<td>Demonstrates understanding and respect for differences among people in physical activity settings</td>
</tr>
<tr>
<td>7.</td>
<td>Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.</td>
</tr>
</tbody>
</table>

OBJECTIVE:

<table>
<thead>
<tr>
<th>Location</th>
<th>Equipment/ Materials</th>
<th>Teaching Aids</th>
<th>Procedures</th>
<th>Class Set-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymnasium</td>
<td>Footballs</td>
<td>PE Equipment</td>
<td>Roll Call</td>
<td>Stations</td>
</tr>
<tr>
<td>Tennis Courts</td>
<td>Assorted Balls</td>
<td>A/V Equipment</td>
<td>Record Dress Out</td>
<td>Obstacle Course</td>
</tr>
<tr>
<td>Auxiliary Gym</td>
<td>Softball Equip.</td>
<td>Measuring Tape</td>
<td>Participation</td>
<td>Grid Space</td>
</tr>
<tr>
<td>Hard Court</td>
<td>Scooters</td>
<td>Health/Drug Book</td>
<td>Exercise</td>
<td>General Space</td>
</tr>
<tr>
<td>Track</td>
<td>Bases or Cones</td>
<td>Handouts</td>
<td>Skill Building</td>
<td>Classroom</td>
</tr>
<tr>
<td>Classroom</td>
<td>Jump Ropes</td>
<td>Stopwatch</td>
<td>Discussion</td>
<td>Other</td>
</tr>
<tr>
<td>Soccer Field</td>
<td>Rhythmic</td>
<td>Charts/Posters</td>
<td>Explanation</td>
<td></td>
</tr>
<tr>
<td>Weight Room</td>
<td>Tennis Equip.</td>
<td>Other</td>
<td>Guided Practice</td>
<td></td>
</tr>
<tr>
<td>Football Field</td>
<td>Mats</td>
<td></td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>Softball Field</td>
<td>Basketballs</td>
<td></td>
<td>Demonstration</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Movement</td>
<td></td>
<td>Problem Solving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reference Books</td>
<td></td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volleyball Equip.</td>
<td></td>
<td>Teach Skill</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jump Ropes</td>
<td></td>
<td>Question/Answer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paper/Pencil</td>
<td></td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Soccer Balls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedures for Exercises/Lead up Games/Activities/Daily Lesson:
Accommodations for Individual Differences

<table>
<thead>
<tr>
<th>Extended Time</th>
<th>Preferential Seating</th>
<th>Peer Tutoring</th>
<th>Paired Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Study</td>
<td>Learning Styles</td>
<td>Repeated Instruction</td>
<td>504 Modifications</td>
</tr>
<tr>
<td>Positive Reinforcement</td>
<td>Redirect student interest</td>
<td>Decrease Distractions</td>
<td>Other</td>
</tr>
</tbody>
</table>

Integration of Skills with Core Area Subjects:

Assessment/Evaluation

<table>
<thead>
<tr>
<th>Dressing Out</th>
<th>Participation</th>
<th>Student Effort</th>
<th>Student Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Test</td>
<td>Skill Test</td>
<td>Homework</td>
<td>Written Work</td>
</tr>
</tbody>
</table>

Closure: [ ] Praise [ ] Review Question/Answer [ ] Other [ ]

Photos/Diagrams/Plays

Lesson Plans, Activities, Comments (continued):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
ACKNOWLEDGEMENTS

The team of educators who developed this document is to be commended for their dedicated work and generous contribution of time and talent. The collaborative efforts of these experienced and committed professionals made possible a content standards document that reflects contemporary thinking about physical education and that supports high quality physical education for all students.

We are grateful to local school districts that generously released teachers, curriculum specialists, and supervisors to participate in this project.

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The work for this project was coordinated by Ann Wilson, State Program Coordinator, Division of Student Standards and Assessments, Louisiana Department of Education. Special acknowledgement goes to Jennifer Falls, former Section Supervisor, Secondary Standards, Louisiana Department of Education, who initiated the project. Sincere appreciation for acting as co-coordinators goes to Kathy Hill and Helene Afeman, representing Louisiana Association for Health, Physical Education, Recreation, and Dance and Louisiana State University.