

South Carolina Physical Education Assessment Program

High School



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South Carolina Physical Education Assessment Program

Chapter 1

Introduction

What is the Purpose of the South Carolina Physical Education Assessment Program?

The purpose of the South Carolina Physical Education Assessment Program (SCPEAP) is to assess a physical education school program on the extent to which students at a school are meeting the state standards. The purpose of physical education programs is to give students the skills, dispositions and knowledge for a physically active lifestyle.

Lack of physical activity is a major health problem. It is responsible for the level of increased obesity and a host of chronic diseases of children, youth, and adults. The state physical education content standards were developed with the overarching goal of developing a physically active lifestyle. Standards and the assessment of standards can:

- Create a shared vision of what students should know and be able to do
- Create policy that ensures that needed resources are provided to a program area
- Develop accountability for program quality
- Provide feedback to teachers, administrators, parents and policy makers on the status of a program and how to improve programs.

What Assumptions Does the Program Make About the Best Way to Assess Programs?

The physical education assessment program was designed to maintain the advantages of state wide assessment while trying to reduce the disadvantages. In designing the program several assumptions were made:

- Program effectiveness is best assessed on the extent to which students

achieve the standards (outcomes) while allowing programs to make the decision on how to best accomplish those outcomes.

- Standards and assessment should define minimum expectations for achievement. Most students should accomplish more.
- Assessment should be part of an ongoing process of planning, teaching and assessment. Both summative as well as formative assessment should be an integral part of the program.
- Every grade level does not have to be assessed. The program selected 2nd, 5th, 8th and 9th grade as the targets of assessment based on the developmental nature of these age groups. Two assessment points were established for the six year elementary program based on the idea that it is at the 2nd grade when mature fundamental skills that form the basis for a lifetime of physical activity should be established and assessed.
- Every student does not have to be assessed. Student outcomes can be sampled. If the program is good based upon a high percentage of students meeting the standards individual students will achieve.
- Every grade level objective identified by the state standards does not have to be assessed. Performance indicators were selected from the standards to be few in number and critical outcomes of the standards regardless of the curriculum selected by a school. Performance indicators should form the basis of the assessment.
- Programs do not have to be assessed every year. Schools should have time to improve their programs before subsequent assessments. A more comprehensive assessment of a program done less frequently is a better indication of program effectiveness than surface evaluations done more frequently. Teachers should be free to collect data anytime during the year their program is assessed.
- Teachers are encouraged to score their student's performance. Those who choose to do so have a source of immediate feedback and do not have to wait until scores are received from the state in a following year.

What Is The Law?

The assessment program is mandated by state law. In 2005 the legislature passed the Student Health and Fitness Act identifying assessment in physical education in the following sections:

Student Health and Fitness Act

Section 59-10-50. (A) Each public school in this State shall administer the South Carolina Physical Education Assessment. Assessment of students in second grade, fifth grade, eighth grade, and high school must be used to assess the effectiveness of the school's physical education program and its adherence to the South Carolina Physical Education Curriculum Standards. The State Department of Education shall develop a procedure for calculating a district and school physical education program effectiveness score. The district and school physical education effectiveness score must be reported to the education community through the district and school report card.

SC Act (A102, R129, H3499), 2005

How Were the Assessment Materials Developed?

The assessment materials were developed and revised over a long period of time with groups of teachers at each school level. The process began with identifying performance indicators of the standards for each grade level that could reasonably be developed in a two day a week program (60 minutes) with the expectation that programs that have more time will be able to accomplish more than the minimum expectations. All important program outcomes could not be realistically assessed. Teacher committees were asked to select those that were most critical to a particular age level. This selection process was based on a review of the literature and research available defining best practice. From the performance indicators teachers were asked to develop assessment tasks for those indicators and a way to evaluate that assessment task. The materials took several years to develop for each school level. They were continuously piloted and revised before their inclusion in the program and continuously revised with teacher experience using them over more than a ten year period.

How Does The Program Work?

All school districts in the state were randomly selected to be in one of three cycles which determines the assessment year of the district (see page 10). That means that each district formally assesses their school physical education programs once every three years. (Some districts may wish to engage in continuous assessment of their program).

Year before assessment: The year before an assessment year for a district, teachers are provided with data collection training by SCPEAP through the South Carolina Department of Education. Teachers who attend the training tend to do better on the administration of the assessment. The training prepares teachers with all the information they need on how to submit an assessment plan, how to collect data and how to submit it.

Beginning of the school year: A school submits an assessment plan to the grade level office of SCPEAP at the beginning of a school year identifying the classes and activities it would like to use for their assessment based on the policies established for sampling students. An assessment plan committee reviews the plans and approves them (See Chapter 3, p. 41).

During the school year: Teachers may collect data on student performance at any time during the school year using the protocols designated for each performance indicator.

Submitting data: All student data and original records of student performance (video, written tests, contracts) must be submitted to the SCPEAP office sometime between May 1st and the last day of school for a school.

Monitoring data: A monitoring committee of physical education teachers and college and university faculty meets during June to check the accuracy of teacher data submitted and/or score student performance if needed.

Reporting: Teachers, school principals, district superintendents and the SCDE receive a report in early fall on the results of the assessment for a school. The report includes state level, school level and teacher level total score data and scores for each performance indicator.

What Kind of Administrative Support Does the Program Require?

Since the assessment program was designed to be a part of the normal process of instruction, a minimum of administrative support is necessary to conduct a SCPEAP assessment. Motor skills are an essential part of the physical education standards and are assessed with video and scoring rubrics of performance. Media centers for all schools should have the video equipment necessary for conducting the Standard 1 assessments (motor skills).

Administrative Support: At the middle school and high school level, teachers should be able to manage the environment to provide students not being assessed with alternative activities but may need help setting up the video equipment and testing protocols. It is also possible for another teacher who is teaching at the same time to take the students not being assessed. At the elementary level most assessments can be conducted with good management skills on the part of the teacher without additional support. The teacher may need support for some assessments. That support can be provided by the classroom teacher, an older student or a volunteer parent.

Brief History of the Program

The South Carolina Physical Education Assessment Program (SCPEAP) began as a standing committee of the South Carolina Alliance for Health, Physical Education, Recreation and Dance and was originally fully supported by the SCDE to develop and conduct state assessment in physical education in 1999. Committees of teachers at each grade level were formed to identify the performance indicators of the state standards (the national standards) and to develop assessment tasks and assessment materials for those tasks. Over 100 professionals in the state were involved in this process.

In 1999 the decision was made by the Education Oversight Committee to put physical education assessment on the school report card. At that point the South Carolina State Department of Education (SCDE) made the decision to contract with the SCAHPERD to conduct the state assessment. A standing committee of SCAHPERD was formed (SCPEAP) to develop and conduct the program.

The established structure of SCPEAP has included an Advisory Board of teachers at each school level and an Executive Board including the directors of the program, school level directors, the SCDE physical education consultant, and representatives

from SCAHPERD. A Policy Board of teachers, school administrators and college and university faculty was also formed to recommend formal policy for the conduct of the program to be approved by the SCDE. This board met several times a year to determine policy and make revisions to the program.

The program has had a sporadic implementation depending on the resources available and support for implementation. High school data have been collected in 1999-2000, 2003-2004, and 2006-2007. Middle school and elementary data have been collected only in 2006-2007. A major revision of the program occurred in 2007-2010 and is reflected in these materials.

South Carolina Physical Education Assessment Program
Physical Education Assessment District Cycle
(Random drawing May 5, 2000)

Sample selection: This drawing was determined by dividing all districts in this state into three equal groups by school population and then randomly determining which of the three groups would be in which cycle.

CYCLE 1

**Elementary 2011-2012
 Middle School 2014-2015
 High School 2017-2018**

CYCLE 2

**Elementary 2012-2013
 Middle School 2015-2016
 High School 2018-2019**

CYCLE 3

**Elementary 2010-2011
 Middle School 2013-2014
 High School 2016-2017**

Abbeville
 Anderson 1
 Anderson 5
 Bamberg 2
 Barnwell 29
 Beaufort
 Charleston
 Chesterfield
 Clarendon 1
 Clarendon 3
 Dorchester 4
 Edgefield
 Florence 3
 Hampton 1
 Hampton 2
 Laurens 56
 Lexington/Richland 5
 Marion 7
 Oconee
 Richland 1
 Richland 2
 Saluda
 Spartanburg 3
 Spartanburg 4
 Spartanburg 6
 Sumter 17
 Union
 Williamsburg

Allendale
 Anderson 2
 Anderson 3
 Anderson 4
 Calhoun
 Cherokee
 Chester
 Colleton
 Darlington
 Dillon 1
 Dillon 3
 Dorchester 2
 Fairfield
 Florence 2
 Florence 4
 Florence 5
 Georgetown
 Greenville
 Greenwood 50
 Lee
 Lexington 1
 Lexington 4
 Orangeburg 3
 Orangeburg 4
 Spartanburg 1
 Spartanburg 5
 Spartanburg 7
 York 3, York 4

Aiken
 Bamberg 1
 Barnwell 19
 Barnwell 45
 Berkeley
 Clarendon 2
 Dillon 2
 Florence 1
 Greenwood 51
 Greenwood 52
 Horry
 Jasper
 Kershaw
 Lancaster
 Laurens 55
 Lexington 2
 Lexington 3
 Marion 1
 Marion 2
 Marlboro
 McCormick
 Newberry
 Orangeburg 5
 Pickens
 Spartanburg 2
 Sumter 2
 York 1
 York 2

South Carolina Physical Education Assessment Program

Chapter Two

K-12 Standards, Indicators and Performance Indicators of the Standards

This chapter identifies the state assessment Performance Indicators by grade level. The state academic standards and indicators are based on the National Physical Education Content Standards (NASPE, 2004) and are also provided in this chapter for your reference. Because it is not appropriate to assess every standard and every indicator of the standards, only particular grade levels and performance indicators deemed most critical for a grade level were selected to be assessed.

This chapter provides you with:

- A list of the SCPEAP Performance Indicators for each school level
- A list of the state standards and a description of each
- Grade level indicators for each of the standards

Materials are organized by grade level and provided K-12 so that teachers at each level can understand how the contributions of one school level contribute to the overall standards. Teachers are encouraged to read these materials and to use them in planning their curriculums.

I. SCPEAP Assessment Performance Indicators of the State Standards

Second Grade

Performance Indicator One:

Perform a dance.

Performance Indicator Two:

Combine educational gymnastics movements into a smooth sequence.

Performance Indicator Three:

Combine locomotor patterns into a continuous sequence.

Performance Indicator Four:

Toss and catch a hand-sized object.

Fifth Grade

Performance Indicator One:

Perform dance(s).

Performance Indicator Two:

Create and perform an educational gymnastics routine.

Performance Indicator Three:

Demonstrate an overhand throwing pattern.

Performance Indicator Four:

Demonstrate basic skills in different game categories.

Performance Indicator Five:

Meet the gender and age group health related physical fitness standards as published by the National Association of Sport and Physical Education.

Middle School Performance Indicators

Performance Indicator One:

Demonstrate competency in modified versions of activities in two movement forms.

Performance Indicator Two:

Demonstrate knowledge of the five components of fitness and the F.I.T.T principle on a written test.

Performance Indicator Three:

Participate regularly in health enhancing physical activity outside of the physical education class.

Performance Indicator Four:

Meet the gender and age group health related physical fitness standard as described by the National Association for Sport and Physical Education.

High School Performance Indicators

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Performance Indicator Two:

Design and develop an appropriate physical fitness program to achieve a desired level of personal fitness.

Performance Indicator Three:

Participate regularly in health enhancing physical activity outside the physical education class.

Performance Indicator Four:

Meet the gender and age group health related physical fitness standard as published by the National Association for Sport and Physical Education.

II. The South Carolina Physical Education Academic Standards

South Carolina's six standards for physical education are based on the current national physical education standards, which are set forth in the 2004 NASPE publication *Moving Into The Future: National Standards For Physical Education*. The descriptive paragraph that follows each of the standards is taken directly from that publication.

Standard 1

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities.

The intent of this standard is development of the physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis. In the primary years, students develop maturity and versatility in the use of fundamental motor skills (e.g., running, skipping, throwing, striking) that are further refined, combined, and varied during the middle school years. These motor skills, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove, or the use of a specific tactic), are used in increasingly complex movement environments through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which more advanced skills are mastered. In preparation for adulthood, students acquire the skills to participate in a wide variety of leisure and work-related physical activities. (NASPE, 2004, p. 15)

Standard 2

The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities.

The intent of this standard is facilitation of learners' ability to use cognitive information to understand and enhance motor skill acquisition and performance. It enhances the ability to use the mind to control or direct one's performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, and biomechanics and exercise physiology. It includes, for example, increasing force production through the summation of forces, knowing the effects of anxiety on performance, and understanding the principle of specificity of training. Knowledge of these concepts and principles and of how to apply them enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity. In the lower elementary grades, emphasis is placed on establishing a movement

vocabulary and applying introductory concepts. Through the upper elementary and middle school years, an emphasis is placed on applying and generalizing these concepts to real-life physical activity situations. In high school, emphasis is placed on students' independently and routinely using a wide variety of increasingly complex concepts. By graduation, the student has developed sufficient knowledge and ability to independently use his/her knowledge to acquire new skills while continuing to refine existing ones. (NASPE, 2004, p. 21)

Standard 3

The student will participate regularly in physical activity.

The intent of this standard is establishment of patterns of regular participation in meaningful physical activity. This standard connects what is done in the physical education class with the lives of students outside of the classroom. Although 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 that has the potential to help prevent a variety of health problems among future generations of adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside of the physical education class. They demonstrate effective self-management skills that enable them to participate in physical activity on a regular basis. Voluntary participation often develops from the initial enjoyment that is derived from the activity coupled with the requisite skills needed for participation. As students develop an awareness of the relationships between activity and its immediate and identifiable effects on the body, regular participation in physical activity enhances the physical and psychological health of the body, social opportunities and relationships, and quality of life. Students are more likely to participate if they have opportunities to develop interests that are personally meaningful to them. Young children learn to enjoy physical activity yet also learn that a certain level of personal commitment and earnest work is required to reap the benefits from their participation. They partake in developmentally appropriate activities that help them develop movement competence and should be encouraged to participate in moderate to vigorous physical activity 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 encourages participation commensurate with contemporary recommendations regarding the type of activity as well as the frequency, duration, and intensity of participation believed to support and sustain good health. (NASPE, 2004, p. 27)

Standard 4

The student will achieve and maintain a health-enhancing level of physical fitness.

The intent of this standard is development of students' knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy

lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardio respiratory endurance [i.e., aerobic capacity], muscular strength and endurance, flexibility, and body composition. Expectations for improvement of students' fitness levels should be established on a personal basis, taking into account variation in entry levels and the long-term goal of achieving health-related levels of fitness based on criterion-referenced standards. For elementary children, the emphasis is on 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, the ways 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 health-related levels of fitness. (NASPE, 2004, p. 33)

Standard 5

The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction. Key to this standard is developing 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, age, race, and socioeconomic status. Achievement of this standard in the lower elementary grades begins with recognition of classroom rules, procedures, and safety. In the upper elementary levels, children learn to work independently, with a partner, and in small groups. Throughout elementary school, students begin to recognize individual similarities and differences and participate cooperatively in physical activity. In middle school, adolescents identify the purpose of rules and procedures and become involved in decision-making processes to establish the rules and procedures that guide specific activity situations. They participate cooperatively in physical activity with persons of diverse characteristics and backgrounds. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings. They participate with all people, avoid and resolve conflicts, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. High school students begin to understand how adult work and family roles and responsibilities affect their decisions about physical activity and how physical activity, preferences, and opportunities change over time. (NASPE, 2004, p. 39)

Standard 6

The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction.

The intent of this standard is development of an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits develop self-confidence and promote a positive self-image, thereby enticing people to continue participation in activity throughout the life span. Elementary 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 life-long physical activities that meet their own needs. (NASPE, 2004, p. 45)

Standards Learning Domains

Standard 1	Psychomotor
Standard 2	Cognitive
Standard 3	Psychomotor
Standard 4	Psychomotor
Standard 5	Affective
Standard 6	Affective

III. Grade Level Indicators of the South Carolina Academic Physical Education Standards

KINDERGARTEN

Standard 1: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

The student should develop fundamental movement patterns (for example, throwing, receiving, jumping, striking) to a level of mature form in simple conditions and gain control of the varied use of these patterns.

Indicators

- K-1.1 Travel with control forward and sideways using a variety of locomotor skills (including run, jump, hop, gallop, and slide) and change directions in response to a signal or obstacle.
- K-1.2 Move in general space in a controlled manner to avoid contact with people and objects and be able to stop in control on command.
- K-1.3 Demonstrate beat awareness by moving to even and uneven rhythms (for example, galloping or sliding to the uneven rhythm of a drum beat or music).
- K-1.4 Support body weight on a variety of body parts while maintaining stillness (for example, balancing on two hands and a foot).
- K-1.5 Demonstrate controlled traveling, rolling, and balancing actions with or without equipment.
- K-1.6 Throw, catch, kick, and strike objects under simple conditions (for example, tossing and catching in personal space, kicking and striking a stationary ball).

KINDERGARTEN

Standard 2: The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)

The student should develop an awareness of basic cognitive concepts associated with movement and learn how to use them to guide his or her performance in game skills, body management, dance, and locomotion. The student should begin to recognize and apply some characteristics of mature fundamental motor patterns.

Indicators

- K-2.1 Identify fundamental movement skills (for example, hop, jump, gallop, slide, catch, throw, strike).
- K-2.2 Identify basic body and space awareness movement concepts (for example, body parts, body shapes, nonlocomotor movements such as bend and twist, personal and general space, high and low levels, directions, and pathways).
- K-2.3 Identify a variety of spatial relationships with objects (for example, over, under, behind, beside, through).
- K-2.4 Identify the physiological effects of moderate physical activity (for example, fast heart rate, rapid breathing).

KINDERGARTEN

Standard 3: The student will participate regularly in physical activity. (Psychomotor Domain)

The student should develop a positive attitude toward participating in physical activity and act on the general awareness that physical activity is both fun and good for him or her.

Indicator

- K-3.1 Engage in a variety of physical activities during leisure time (for example, t-ball, riding a bicycle, tag, hide-and-seek).

KINDERGARTEN

Standard 4: The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

The student should develop the ability to sustain physical activity intermittently for short periods of time, to enjoy being physically active, and to recognize the physiological signs associated with engagement in vigorous physical activity.

Indicators

- K-4.1 Sustain moderate-to-vigorous physical activity for short periods of time.
- K-4.2 Engage in sustained physical activity that causes an increased heart rate and rapid breathing.
- K-4.3 Demonstrate muscular strength by supporting body weight for climbing, hanging, and momentarily supporting weight on hands (for example, maintaining a push-up position).

KINDERGARTEN

Standard 5: The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

The student should learn acceptable physical-activity behaviors and safe practices and develop the ability to apply them in a variety of settings. The student should begin to learn the concept of cooperation by participating in physical activities that require him or her to share space and equipment with others.

Indicators

- K-5.1 Share physical-activity space and equipment willingly with others.
- K-5.2 Interact positively with others in physical-activity settings (for example, treating others with respect during physical activity regardless of personal differences, including gender, skill level, or ethnicity).
- K-5.3 Work independently and with others on physical-activity tasks.
- K-5.4 Participate appropriately as a member of the class by following directions and classroom rules and using safe physical-activity practices.

KINDERGARTEN

Standard 6: The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

The student should learn to enjoy the challenge of experiencing new movements and learning new skills. The student should come to associate positive feelings with participation in physical activity and should acquire a growing sense of confidence in his or her movement abilities.

Indicators

- K-6.1 Participate willingly in individual and group physical activities.
- K-6.2 Identify feelings resulting from participation in physical activities (for example, sense of excitement after running a 25 meter dash or completing the fun run).
- K-6.3 Demonstrate a willingness to learn new fundamental movement skills and try new games.
- K-6.4 Continue to participate in physical activities after being unsuccessful in initial attempts.
- K-6.5 Identify his or her likes and dislikes with regard to participating in physical activities.

GRADES 1–2

Standard 1: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

The student should learn to vary the ways in which he or she applies motor skills and begin to develop the ability to use motor skills in combination with one another. The student should gain the ability to adapt and adjust movement skills to uncomplicated yet changing environmental conditions and expectations and should learn to use mature forms of basic locomotor patterns. The student should begin to acquire abilities that demonstrate aesthetic performance in weight-bearing, balance, and dance activities.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the first grade through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

Indicators

- 2-1.1 Demonstrate mature form in locomotor skills (including walking, running, jumping, hopping, galloping, sliding, skipping, and leaping).
- 2-1.2 Use smooth transitions between combinations of locomotor skills and combinations of manipulative patterns (for example, from walking to running, galloping to skipping, catching to throwing).
- 2-1.3 Jump and land in various combinations (for example, one-foot takeoff to two-foot landing, two-foot takeoff to two-foot landing).
- 2-1.4 Perform simple dances and/or movement sequences to music.
- 2-1.5 Combine balance, weight transfer, and rolling movements into a sequence with a clear beginning and ending (for example, stork-stand balance, to a forward roll, to a donkey kick, to a knee scale balance finish).
- 2-1.6 Adapt kicking and striking to simple, changing environments (for example, kicking a moving ball, striking a friendly toss).
- 2-1.7 Toss a ball underhand using mature form (including places feet together and shoulders square to target, swings throwing arm straight back, shifts weight forward by stepping forward onto opposite foot, ball rolls off fingers, and finishes with throwing arm outstretched toward target).
- 2-1.8 Throw a hand-sized ball overhand with force to hit a wall 30 feet away.
- 2-1.9 Catch a self-tossed and partner-tossed object.
- 2-1.10 Use movement concepts to move in expressive ways (for example, traveling in a curved or zigzag pathway, moving body parts from one level to another, contrasting the speed or force of movement).

GRADES 1–2

Standard 2: The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)

The student should develop the ability to identify and use critical elements/learning cues in applying fundamental movement skills. The student should gain the ability to identify and perform the movement concepts of space, effort, and relationships.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the first grade through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

Indicators

- 2-2.1 Identify the critical elements/learning cues of fundamental locomotor and manipulative skills (for example, bend knees when landing, steps with opposition when throwing, reach and give when catching).
- 2-2.2 Identify movement concepts and principles of movement to a variety of fundamental movement skills (for example, catching at different levels, skipping in different pathways, “giving” to receive force).
- 2-2.3 Use feedback to improve performance (for example, changing the hand position after recognizing an error).
- 2-2.4 Identify dominant hand and lead foot for performing fundamental movement skills.
- 2-2.5 Attribute differences in improved physical performance to appropriate practice and experience (for example, student recognizes that he or she is improving in the skill of throwing and catching a ball as a result of practicing in physical education class and playing on a t-ball team).
- 2-2.6 Identify physiological responses as a result of moderate-to-vigorous physical activity (for example, breathing rate, heart rate, amount of perspiration).

GRADES 1–2

Standard 3: The student will participate regularly in physical activity. (Psychomotor Domain)

The student should develop a positive attitude toward regular physical activity and its effect on health. The student should acquire the ability to identify the social and psychological benefits of physical activity.

The indicator that supports this standard is intended to be taught in a

developmentally appropriate manner from the beginning of the first grade through the end of the second grade. This indicator specifies what students should know and be able to do by the end of grade two.

Indicator

- 2-3.1 Participate regularly in moderate-to-vigorous physical activity in and outside of physical education class (for example, climbing on the rock wall or playground equipment during recess, riding a bicycle, playing little league baseball, playing in the park).

GRADES 1–2

Standard 4: The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

The student should learn to perform a variety of activities that promote cardiovascular, musculoskeletal, and body-composition fitness. The student should develop the ability to sustain moderate-to-vigorous physical activity for progressively longer periods of time and should learn to recognize the physiological effects of physical activity.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the first grade through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

Indicators

- 2-4.1 Engage in warm-up to prepare the body for physical activity.
- 2-4.2 Participate in physical activity to increase aerobic capacity (for example, engages in a series of timed segments of locomotor activities without tiring easily or plays in a variety of games that increase breathing and heart rate).
- 2-4.3 Participate in physical activity to increase muscular strength and endurance (for example, moves transversely along a rock wall with little teacher assistance or travels hand-over-hand along horizontal ladder as in the monkey bars).
- 2-4.4 Participate in physical activity to improve and/or maintain flexibility.

GRADES 1–2

Standard 5: The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

The student should learn safe physical-activity practices and physical education class rules and procedures and should learn to apply them with little or no reinforcement. Students should gain the ability not only to identify concepts such as cooperating, sharing, and being considerate of others but also to apply these concepts successfully in physical activity environments.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the first grade through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

Indicators

- 2-5.1 Support and work cooperatively with another to complete an assigned physical education task (for example, tossing easily caught passes to a partner).
- 2-5.2 Treat others with respect during physical activities.
- 2-5.3 Play and cooperate with others during physical activities regardless of personal differences such as gender, skill level, race, or ethnicity (for example, demonstrate a willingness to share equipment with everyone in the group as opposed to a select few).
- 2-5.4 Apply rules, procedures, and safe practices during physical education class with few or no reminders.

GRADES 1-2

Standard 6: The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

The student should learn that new activities provide challenge and that an individual can express his or her feelings through activity. The student should acquire the ability to work cooperatively with others in physical-activity settings and the ability to identify the particular physical activities that he or she likes and dislikes.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the first grade through the end of the second grade. These indicators specify what students should know

and be able to do by the end of grade two.

Indicators

- 2-6.1 Identify several physical activities that are personally enjoyable.
- 2-6.2 Try new physical activities alone or with peers.
- 2-6.3 Acknowledge the feelings resulting from the challenges, successes, and failures that physical activity can offer.
- 2-6.4 Express personal feelings on progress made while learning a new movement skill (for example, communicating to the teacher his or her excitement when making the Wall-of-Fame during the physical education class).
- 2-6.5 Use physical activity as a means of self-expression.

GRADES 3–5

Standard 1: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

The student should gain the ability to demonstrate refined fundamental patterns, to perform variations and combinations of motor skills, and to apply basic offensive and defensive strategies in increasingly dynamic and complex environments. The student should learn to apply some specialized skills that are basic to particular movement forms (for example, basketball chest pass, soccer dribble) and learn to use those skills with a partner.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the third grade through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Indicators

- 5-1.1 Demonstrate mature form for all fundamental manipulative skills (for example, catching, striking, kicking).
- 5-1.2 Demonstrate mature form for combinations of fundamental locomotor skills (for example, running, walking, skipping, galloping).
- 5-1.3 Use basic motor skills during invasion games, net/wall activities, striking/fielding activities, and target activities in increasingly complex situations (for example, dodging and evading an opponent, traveling at different levels, speeds or directions).
- 5-1.4 Execute basic offensive and defensive strategies for an invasion game or net/wall activity (for example, travel and maintain control of an object in

- a two-on-one situation, receive and pass an object with a partner against a defender, place the ball away from an opponent in 4-square).
- 5-1.5 Demonstrate extension and control by supporting body weight on the hands (for example, cartwheels, handstands).
 - 5-1.6 Apply movement concepts to sequenced gymnastics actions with smooth transitions both alone and with others (for example, perform a routine that includes balance-roll-balance with a change in direction).
 - 5-1.7 Perform age-appropriate dances with given steps and sequences in rhythm to music.
 - 5-1.8 Jump rope continuously, without error, for 30 seconds.

GRADES 3–5

Standard 2: The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)

The student should learn to use critical elements/learning cues to refine his or her application of fundamental and selected specialized motor skills in increasingly complex environments as well as to provide feedback to others. The student should become aware of basic offensive and defensive strategies.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the third grade through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Indicators

- 5-2.1 Identify critical elements/learning cues of a skill to improve personal performance and provide feedback to others in fundamental movement skills and specialized game skills (for example, making a triangle to set the volleyball).
- 5-2.2 Identify basic offensive and defensive strategies in modified game situations (for example, moving to open space while in a three-on-two situation).
- 5-2.3 Recognize movement concepts that have an effect on the quality of complex movement performance (for example, the absorption and production of force, the transfer of weight, the relationship between practice and improvement of performance, the importance of warm-up and cool-down).
- 5-2.4 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and describe activities that correspond to each component.
- 5-2.5 Design goals based upon personal strengths and weaknesses as determined by fitness test results.

5-2.6 Describe how heart rate is used to monitor exercise intensity.

GRADES 3–5

Standard 3: The student will participate regularly in physical activity. (Psychomotor Domain)

The student should begin to develop an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits. The student should acquire the ability to reflect this knowledge in his or her personal decisions regarding physical activities outside of physical education class.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the third grade through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Indicators

- 5-3.1 Monitor his or her own participation in physical activity (for example, using a pedometer to count number of steps taken/distance traveled, using a heart rate monitor to check his or hers exercising heart rate, maintaining a physical activity log).
- 5-3.2 Identify opportunities available in the school and community for regular participation in physical activity (for example, Fun Runs or school wide walks, youth sports, county recreation programs, church leagues).

GRADES 3–5

Standard 4: The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

The student should develop the ability to match different types of physical activities with their underlying physical fitness components and to participate in moderate-to-vigorous physical activity in a variety of settings. The student should begin to acquire the ability to interpret the information provided by formal measures of physical fitness and to use this information to increase his or her current level of fitness.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the third grade through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Indicators

- 5-4.1 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment (including FitnessGram).
- 5-4.2 Implement strategies to achieve health-related physical fitness goals (for example, maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity).
- 5-4.3 Select and participate in physical activities that develop and appropriately maintain each of the five components of health-related physical fitness (for example, jogging to increase aerobic capacity).

GRADES 3–5

Standard 5: The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

The student should learn to identify the purpose for activity-specific rules, safe practices, procedures, and etiquette, and—with few reminders—should acquire the ability to follow these principles. The student should continue to develop cooperation skills to achieve a common goal while working with a partner or a small group. The student should continue to develop a respect for the strength as well as the limitations of others.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the third grade through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Indicators

- 5-5.1 Work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive physical activities.
- 5-5.2 Identify and demonstrate the characteristics of good sportsmanship (for example, accept the teacher’s decision regarding a personal rule infraction without displaying negative reactions toward others).
- 5-5.3 Recognize the positive attributes that individuals of varying gender, race, ethnicity, and/or skill levels bring to physical activity in a group setting.
- 5-5.4 Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations.
- 5-5.5 Take responsibility for his or her own actions without blaming others.
- 5-5.6 Participate willingly in physical activities with others who may be different in gender, race, ethnicity, and/or skill level.

GRADES 3–5

Standard 6: The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

The student should develop the ability to choose an appropriate level of challenge for him- or herself in physical activities and to realize that improvement in skills is achieved by effort and practice. The student should learn to enjoy participating in physical activities with peers whose skill levels are both different from and similar to his or her own and thereby to recognize that physical activity is an important avenue to many personal rewards.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the third grade through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

Indicators

- 5-6.1 Seek to engage in physical activities that are personally enjoyable.
- 5-6.2 Recognize that effort and practice contribute to improvement and success.
- 5-6.3 Seek to engage in physical activities that are personally challenging.
- 5-6.4 Celebrate personal physical-activity successes and achievements along with those of others.
- 5-6.5 Recognize that physical activity is an opportunity for positive social interaction.
- 5-6.6 Explain why individuals are attracted to certain physical activities.
- 5-6.7 Recognize that skill competency leads to enjoyment of movement and physical activity.

GRADES 6–8

Standard 1: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

The student should develop mature form for all basic manipulative, locomotor, and nonlocomotor skills and should gain an increased ability to use these skills in varying and complex situations. The student should demonstrate basic skills in modified versions of aquatics, dance, individual activities, dual activities, team sports, and outdoor pursuits.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the sixth grade through

the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

Indicators

- 8-1.1 Demonstrate basic skills and tactics during a three-on-two modified team sport (for example, passing to open space during a three-on-two soccer game).
- 8-1.2 Use good technique in performing two different types of dances (for example, demonstrating correct steps with balance and control when performing a line dance and a folk dance).
- 8-1.3 Demonstrate in a modified situation the basic skills and tactics used for an individual activity and a dual activity (for example, demonstrate the four-step delivery skill without the bowling ball, demonstrate the tennis forehand from a tossed ball).
- 8-1.4 Demonstrate the basic skills that one uses in an outdoor pursuit (for example, reading a compass for orienteering, adjusting the seat height for biking, launching a canoe).
- 8-1.5 Demonstrate basic skills in aquatics (if access to facilities permits) (for example, bobbing, treading water, extension rescues).

GRADES 6–8

Standard 2: The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)

The student should come to understand and be able to apply more advanced movement and game strategies, to understand the critical elements/learning cues of advanced movement skills, and to identify characteristics representative of highly skilled performance. The student should develop the ability to identify and use basic offensive and defensive strategies.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the sixth grade through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

Indicators

- 8-2.1 Identify critical elements/learning cues of movement forms that characterize a skilled performance in a particular physical activity or sport (for example, recognize “balance, eyes, elbows and follow through” as learning cues for performing a free throw).

- 8-2.2 Design a sequence of progressive rhythmic movement patterns (for example, create a repeatable aerobic sequence of four, eight count steps, with coordinated arm movements).
- 8-2.3 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and, with limited teacher assistance, use them to design a personal health-related physical fitness plan based on F.I.T.T. (**frequency, intensity, type, and time**) training principles.
- 8-2.4 Integrate prior knowledge of movement concepts into new learning experiences in the physical-activity setting (for example, state the similarities between the overhand throwing pattern and the overhand volleyball serve).
- 8-2.5 Identify selected physical-activity experiences for social, emotional, and health benefits (for example, jogging to reduce stress, walking with a friend for social interaction).
- 8-2.6 Identify tactics within movement forms and explain how to use them effectively in modified situations (for example, explain why hitting the ball away from the opponent when playing tennis is an offensive strategy).

GRADES 6–8

Standard 3: The student will participate regularly in physical activity.
(Psychomotor Domain)

The student should develop an interest in a broad range of physical-activity experiences and increase his or her ability to find opportunities for participating in these activities. The student should learn to set and pursue physical-activity goals for him or herself, understanding and appreciating the long-term health benefits.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the sixth grade through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

Indicators

- 8-3.1 Monitor his or her own participation in physical activity (for example, maintains an activity log for a seven-day period, documenting progress toward achievement of personal goals).
- 8-3.2 Identify community resources to support varied opportunities for participation in physical activity outside of physical education class (for example, YMCA programs, city recreation programs, biking paths, walking trails).

GRADES 6–8

Standard 4: The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

The student should begin to develop knowledge of physical fitness training principles and the ways these principles can be utilized to improve health. The student should develop the ability to interpret the results of physical fitness assessments and, with little assistance from the teacher, to use this information to pursue his or her individual fitness goals.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the sixth grade through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

Indicators

- 8-4.1 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment (for example, scoring within the healthy fitness zone on Fitnessgram).
- 8-4.2 Implement a plan, with limited teacher assistance, to improve or maintain desired levels of health-related physical fitness (for example, when flexibility criteria is not achieved, select and perform appropriate exercises until the goal is achieved).
- 8-4.3 Participate in health-related physical fitness activities outside of the physical education class (for example, rollerblading after school, taking swim lessons, playing in a softball league).

GRADES 6–8

Standard 5: The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

The student should practice appropriate problem-solving techniques to resolve conflicts. The student should cooperate with others to accomplish group goals in both cooperative and competitive settings. The student should respect the contributions of others, in physical activity settings made by those whose skill levels are dissimilar to their own. The student should understand the concept of physical activity as a microcosm of modern culture and society and should recognize the role of physical activity in understanding the diversity in modern culture.

The indicators that support this standard are intended to be taught in a

developmentally appropriate manner from the beginning of the sixth grade through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

Indicators

- 8-5.1 Work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical-activity settings (for example, consider ideas from all group members when creating an aerobic dance routine).
- 8-5.2 Recognize and resolve potential conflicts in physical-activity settings (for example, shows self-control by accepting a controversial decision of an official).
- 8-5.3 Accept differences among people and make an effort to include a diversity of participants in physical-activity events (for example, seeks out, participates with, and shows respect for peers with different ability levels).
- 8-5.4 Accept responsibility for behaving in a safe and productive manner in physical-activity settings (for example, without teacher prompting, use equipment as intended).

GRADES 6–8

Standard 6: The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

The student should learn that risk-taking, adventure, and competitive physical activities provide the opportunity for challenge, enjoyment, and positive social interaction. The student should gain a greater awareness of the aesthetic values, feelings, and avenues for self-expression that dance, gymnastics, and various sports activities can offer an individual.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the sixth grade through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

Indicators

- 8-6.1 Seek and explore physical-activity opportunities that provide personal meaning and enjoyment (for example, participate in organized sports for the joy of competition, ride a mountain bike to enjoy nature trails).
- 8-6.2 Seek and explore health-enhancing physical activities that provide challenge and offer opportunities for problem solving, decision making,

- and appropriate risk-taking (for example, participate in physically challenging team building games).
- 8-6.3 Use movement to express personal feelings (for example, use appropriate movement qualities to express emotion such as demonstrating anger through forceful and strong bodily movements).

HIGH SCHOOL

Standard 1: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

The student should develop competence in at least two different movement forms. The student should come to recognize the movement form competencies as establishing a foundation for continued motor skill acquisition and maintaining a physically active lifestyle.

Indicator

HS-1.1 Use basic and advanced skills and tactics to participate competently in two of the following movement forms: aquatics, dance, individual activities, dual activities, team sports, and outdoor pursuits.

HIGH SCHOOL

Standard 2: The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)

The student should learn to analyze motor performance and to use that information to improve his or her own performance. The student should use cognitive information to understand and enhance his or her motor skill acquisition and performance and to design a personal fitness program.

Indicators

- HS-2.1 Analyze and evaluate his or her movement skills as well as those of others in selected activities (for example, using video analysis, personal inventory, survey data).
- HS-2.2 Design a long-term plan for self-improvement in a movement form to achieve a desired level of skill (for example, develops an appropriate conditioning program for a self-selected movement form to engage in for life).
- HS-2.3 Collect, analyze, and assess his or her own health-related physical fitness data as well as those of others (for example, collects data using Fitnessgram, explains the impact of participation in tennis on various components of fitness).
- HS-2.4 Design a long-term personal fitness plan based on F.I.T.T. (**frequency, intensity, type, and time**) training principles to improve or maintain

health-related physical fitness. For example, plans a summer personal conditioning program.

HIGH SCHOOL

Standard 3: The student will participate regularly in physical activity.
(Psychomotor Domain)

The student should come to recognize and understand the significance of physical activity with regard to the quality of life and should develop skills, interests, and desires to maintain an active, healthy lifestyle. The student should develop the ability to connect what is done in the physical education class with his or her life outside of that class. The student should come to feel empowered to assume an active role in managing his or her participation in physical activity now and throughout the future years.

Indicators

- HS-3.1 Monitor his or her own participation in physical activity (for example, measures through the use of a pedometer, heart-rate monitor, and physical activity log).
- HS-3.2 Identify community resources to support varied opportunities for participating in physical activity outside of physical education class (for example, researching community resources and presenting the information to class).

HIGH SCHOOL

Standard 4: The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

The student should learn to choose—and, on a regular basis, to participate in—physical activities that enable him or her to achieve and maintain a health-enhancing level of physical fitness.

Indicators

- HS-4.1 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment (including Fitnessgram).
- HS-4.2 Implement a long-term personal fitness plan to improve or maintain health-related physical fitness based on F.I.T.T. (**frequency, intensity, type, and time**) training principles.

HIGH SCHOOL

Standard 5: The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

The student should learn to demonstrate leadership by holding him or herself as well as others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings. The student should gain the ability to synthesize and evaluate his or her knowledge regarding the role of physical activity in a culturally diverse society.

Indicators

- HS-5.1 Apply leadership skills by holding him or herself as well as others responsible for resolving conflicts in a positive way; modeling proper etiquette; and following safe practices, rules, and procedures in all physical-activity settings (for example, shows leadership by diffusing conflict during competition).
- HS-5.2 Evaluate his or her own ability to work cooperatively within a group to establish and achieve group goals in competitive and cooperative settings (for example, a student rates themselves according to Hellison's model of Teaching Responsibility through Physical Activity levels).
- HS-5.3 Design and apply strategies for including persons of diverse backgrounds and abilities in group physical-activity settings (for example, invites less-skilled students to participate in a warm-up activity prior to class).

HIGH SCHOOL

Standard 6: The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

The student should acquire the ability to experience satisfaction and enjoyment while pursuing personal physical activity goals and to recognize that physical activity can provide a positive environment for social interaction.

Indicators

- HS-6.1 Identify the potential benefits of various physical activities (for example, creates a pamphlet on the health benefits of pickleball).
- HS-6.2 Identify physical activities that provide personal meaning and explain why they provide such meaning (for example, class presentations on working with others in a sport to achieve a common goal).

HS-6.3 Extrapolate how personal meanings derived from various physical activities may change and influence an individual's choices across the life span (for example, reflects on possible reasons for choosing to participate in a lifetime sport after high school).

Works Cited

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- Satcher, D. (2000, March 15). "Getting physical: Exercising our demons: Sedentary lifestyles and fatty foods leave Americans overweight and unhealthy." *Atlanta Journal Constitution*.
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Chapter 3

South Carolina Physical Education Assessment Program High School Physical Education Program Assessment Plan

1. Each school will submit a High School Physical Education Program Assessment Plan that indicates how all performance indicators and all teachers will be sampled for the year that a school is to be assessed. Guidelines for developing an assessment plan are included in this chapter (Form HS-1 and HS-2).
2. The assessment plan will follow the guidelines listed below:
 - A. The assessment plan will include a description of how the program facilitates student performance in the four performance indicators.
 - B. Only classes of required physical education will be assessed.
 - C. Performance Indicator One: (video recorded movement forms data)
 - Each teacher of a required physical education class will submit data on two different movement forms (for two different classes, if possible) for Performance Indicator 1 and may if desired submit data on an additional third class. Classes must have a minimum of 16 students who are assessed. Classes with fewer than 16 students must be "supplemented" with any other students from any other required physical education classes. If teachers choose to include additional data (e.g., for a third class for PI-1), they must also include data on all classes identified in the approved assessment plan.
 - As many different movement forms as possible should be included in the overall assessment plan per school program.
 - D. Performance Indicator Two: (written fitness test)
 - Each teacher of personal fitness will submit written tests and graded results on one complete class.
 - **Classes that are submitted for Performance Indicator two should be different from classes submitted for Performance Indicator 1, if possible.**
 - E. Performance Indicator Three: (outside of PE class activity confirmation)
 - Each teacher of required physical education will submit data on one class for Performance Indicator 3. Classes must have a minimum of 16 students who are assessed. Classes with fewer than 16 students must be "supplemented" with any other students from any other required physical education classes.
 - Classes that are submitted for Performance Indicator 3 should be different from classes submitted for Performance Indicator 1, if possible.
 - F. Performance Indicator Four: (fitness test data)
 - Each teacher of required physical education will submit data on one

class for Performance Indicator 4. Classes must have a minimum of 16 students who are assessed. Classes with fewer than 16 students must be "supplemented" with any other students from any other required physical education classes.

- Classes that are submitted for Performance Indicator 4 should be different from classes submitted for Performance Indicator 1, if possible.
3. By a designated date in fall semester of each school year (see SCPEAP website: <http://www.scahperd.org/SCPEAP.html>) schools will submit an assessment plan to the SCPEAP office.
 4. A training session will be established during the early fall semester for any teacher interested in updating or refreshing information on assessment requirements.
 5. If an acceptable assessment plan is not received by the due date, the chairperson of the Assessment Plan Review Committee will notify the lead teacher of the school.
 6. Assessment plans will be judged in terms of the following decisions:
 - A. Plan is acceptable: school may proceed according to plan
 - B. Plan is unacceptable in its present form needs revisions
 7. Each school will receive a decision and an analysis of their assessment plan (Form HS-2) within six weeks of receipt of the plan.
 8. Schools will be given two weeks to revise and resubmit their assessment plans. If plans are not resubmitted within that time period the following procedures will be followed in order at the discretion of the chairperson:
 - A. Call and FAX the lead teacher
 - B. Call and FAX the principal
 - C. Call and FAX the assessment director/superintendent
 9. **Once the assessment plan is approved, changes may be made only with prior approval from the SCPEAP office.**

The guidelines on the following page are intended to serve as a summary of requirements for designing assessment plans. A proposed assessment plan is presented on page 45 and in the Appendix on page 240. An alternative display format is presented on page 48 and in the Appendix on page 243.

SCPEAP Assessment Plan Guidelines

Required of all plans:

1. A title page signed by the Department Chair and an administrator (preferably the Principal).
2. A brief description of how the program is delivered (e.g., 4x4 block, A/B block, traditional, or mixed—explain). Pay particular attention to anything that is unique or different about this program that someone not in Physical Education would benefit from learning about how your program is delivered.
3. A master teaching schedule accounting for everyone in the Physical Education department. Include a description of a full day (including non-Physical Education classes, administrative release, planning, etc.) for all faculty associated with the Physical Education program. This includes department chairs who may not even teach any required or elective Physical Education classes.
4. Clearly designate all required Physical Education classes. For each required Physical Education class, identify all the content that will be covered—this is where the fact that at least two movement forms and health related fitness content will be covered, in every required class, will be verified.
5. Overall, the movement forms to be submitted represent a broad characterization of the whole program (e.g., everyone cannot turn in basketball if nobody is turning in data on several other activities taught in the program).

Assessment rules for class sampling depends on the number of required classes taught by any given teacher across the entire academic year.

1. For teachers who **teach no required Physical Education classes**, no assessment data must be submitted.
2. For teachers who **teach only 1 class** in which there are students receiving credit for their Physical Education requirement, teachers must submit the following:
 - 2 different movement forms from that one class
 - PI-2, 3, & 4 from that one class
3. For teachers who **teach only 2 classes** in which there are students receiving credit for their Physical Education requirement, teachers must submit the following:
 - Data on 2 different movement forms—one from each class
 - PI-2, 3, & 4 from either class

4. For teachers who **teach 3 classes** in which there are students receiving credit for their Physical Education requirement, teachers must submit the following:
 - Data on 2 different movement forms—one each from 2 of the 3 classes
 - PI-2, 3, & 4 must come from the 3rd class

5. For teachers who **teach 4 or more classes** in which there are students receiving credit for their Physical Education requirement, teachers must submit the following:
 - Data on 2 different movement forms—one from each of any 2 of the classes
 - One class of data for PI-2, 3, & 4 must come from classes not used in PI-1

Sample Only
**Use as a guide in
creating your plan.**

**A Proposed Assessment Plan
Form HS-1**

Lake Murray High School
Principal: I.M. Incharge, Ph.D.
Department Chair: Buck Stopshere
Department Chair Office Phone: (803) 777-3816
Department Chair Office Fax: (803) 777-3816
Department Chair Email: peap@mailbox.sc.edu

We are aware of the fact that the physical education program in this school will be assessed during the academic year 20XX-20XX (Cycle 1). We are also aware of the assessment plan that is attached.

The physical education staff have been informed about the assessment plan attached. All faculty are aware of the rules and regulations regarding security of state tests. Furthermore, it is understood that this assessment plan must be approved by the SCPEAP High School Advisory Committee and, once approved, this plan becomes a contract for assessment during academic year 20XX-20XX (Cycle 1).

Principal

Date

Department Chair

Date

Program Description

The following teachers have instructional responsibilities for one or more sections of physical education. The program described below is an A/B block schedule with 90-minute periods. "LEAP" is a part of a collaborative research project for girls only. This class is not used by students to meet their high school physical education requirement—this is an elective course. "PF" refers to Personal Fitness or the cognitive component of the curriculum and it is taught in every required Physical Education class.

<u>Teachers</u>	<u>Content</u>	<u>Semester/Period</u>	<u>Required/Not</u>
Hewitt	Aerobic Dance, Gymnastics	1A & 1B	R
	Badminton, & PF	2A & 2B	N
	LEAP		
	Line Dance, Basketball	3A	R
	Badminton, & PF	3B	N
	LEAP	4A & 4B	N
Hickman	Admin Release*	1A & 1B	N
	Table Tennis, Volleyball,	2A	R
	Golf, & PF		
	Softball, Volleyball,	2B	R
	Golf, & PF		
	Basketball, Wt. Training,	3A	R
	Aerobic Dance, & PF	3B	N
	Strength Training	4A	N
	Driver's Ed.	4B	R
Ultimate, Archery,			
Golf, & PF			
Hohn	Freshman Focus	1A & 1B	N
	Freshman Focus	2A & 2B	N
	Soccer, Ultimate, Archery, & PF	3A	R
	Driver's Ed.	3B	N
	Weight Training	4A & 4B	N
Mitchell	Basketball, Badminton,	1A	R
	Archery, & PF		
	Badminton, Archery,	1B	R
	Flag Football, & PF		
	Soccer, Tennis, Badminton,	2A & 2B	R
	and PF		
	Country Western Dance,	3A & 3B	R
Ultimate, Archery, & PF			
Basketball, Volleyball,	4A	R	
Badminton, & PF	4B	N	
Weight Training			

***NOTE:** The Department Chair is B. Stopshire, but does not teach in the department. Hickman gets release time as the assistant chair.

Performance Indicator 1 - Sampling Plan

All required physical education classes will be sampled for assessment. To best represent the program, each teacher will be assessed in two different movement forms, for two different classes where possible.

Hewitt - Aerobic Dance (1A), Gymnastics (1B)

Hickman - Table Tennis (2A), Softball (2B)

Hohn - Soccer (3A), Archery (3A) (Note: Only teaches 1 required class.)

Mitchell - Basketball (1A), Badminton (1B)

Performance Indicator 2 - Sampling Plan

Each teacher of "Personal Fitness" classes will submit data on two complete classes; different from classes selected for PI-1 (where possible).

Hewitt - 3A (Note: Only teaches 3 required classes.)

Hickman - 3A (Note: Only teaches 3 required classes.)

Hohn - 3A (Note: Only teaches 1 required class.)

Mitchell - 2A

Performance Indicator 3 - Sampling Plan

Each teacher of required physical education will submit data on two classes (different from the movement form classes where possible).

Hewitt - 3A (Note: Only teaches 3 required classes.)

Hickman - 3A (Note: Only teaches 3 required classes.)

Hohn - 3A (Note: Only teaches 1 required class.)

Mitchell - 2A

Performance Indicator 4 - Sampling Plan

Each teacher of required physical education will submit data on two classes (different from the movement form classes).

Hewitt - 3A (Note: Only teaches 3 required classes.)

Hickman - 3A (Note: Only teaches 3 required classes.)

Hohn - 3A (Note: Only teaches 1 required class.)

Mitchell - 2B

An Assessment Plan - Alternative Display Format

Program Description

The following teachers have instructional responsibilities for one or more sections of physical education. The program described below is an A/B block schedule with 90-minute periods. "LEAP" is a part of a collaborative research project for girls only. This class is not used by students to meet their high school physical education requirement—this is an elective course. "PF" refers to Personal Fitness or the cognitive component of the curriculum and it is taught in every required Physical Education class.

Teacher	1A	1B	2A	2B	3A	3B	4A	4B
Hewitt	Aerobic Dance, Gymnastics, Badminton, & PF	Aerobic Dance, Gymnastics, Badminton, & PF	LEAP	LEAP	Line Dance, Basketball, Badminton & PF	LEAP	LEAP	LEAP
Hickman	Administrative Release	Administrative Release	Table Tennis, Volleyball, Golf & PF	Softball, Volleyball, Golf, & PF	Basketball, Weightlifting, Aerobic Dance, & PF	Strength Training	Driver's Ed.	Ultimate, Archery, Golf & PF
Hohn	Freshman Focus	Freshman Focus	Freshman Focus	Freshman Focus	Soccer, Ultimate, Archery, & PF	Driver's Ed.	Weightlifting	Weightlifting
Mitchell	Basketball, Badminton, Archery & PF	Basketball, Badminton, Archery & PF	Soccer, Tennis, Badminton & PF	Soccer, Tennis, Badminton & PF	Country Western Dance, Ultimate, Archery & PF	Country Western Dance, Ultimate, Archery & PF	Basketball, Volleyball, Badminton & PF	Basketball, Volleyball, Badminton & PF

Assessment Plan Proposal

Teacher	Performance Indicator 1	Performance Indicator 2	Performance Indicator 3	Performance Indicator 4
Hewitt (Only teaches 3 required PE classes)	1A: Aerobic Dance 1B: Gymnastics	3A	3A	3A
Hickman (Only teaches 3 required PE classes)	2A: Table Tennis 2B: Softball	3A	3A	3A
Hohn (Only teaches 1 required PE class)	3A: Soccer 3A: Archery	3A	3A	3A
Mitchell	1A: Basketball 1B: Badminton	2A	2A	2B

**South Carolina Physical Education Assessment Program
High School Physical Education Assessment Plan Evaluation
Criteria
Form HS-2**

Date: _____ School: _____

- _____ 1. Title page with accurate information, signed by the principal and department chair.

- _____ 2. The program description is sufficient to explain how this program is delivered.
 - ___ A. It is clear who teaches what movement forms (not just PI-1)
 - ___ B. It is clear who teaches Personal Fitness (PI-2)
 - ___ C. It is clear how PI-3 (homework) is handled and by whom at this school
 - ___ D. It is clear who is responsible for PI-4 (Fitnessgram)

- _____ 3. All physical education teachers are listed and required and non-required classes are identified.

- _____ 4. Each teacher of required PE has identified two different movement forms for assessment (where possible).

- _____ 5. The movement forms proposed show a sufficient representation of the entire program (e.g., no specific content is duplicated where it would otherwise be possible to sample another movement form).

- _____ 6. Each teacher responsible for the "personal fitness" (PI-2) portion of the program is designated to sample cognitive tests from at least one class different from PI-1 (where possible).

- _____ 7. Each teacher responsible for the out of class participation (PI-3) portion of the program is designated to sample student performances from at least one class different from PI-1 (where possible).

- _____ 8. Each teacher responsible for the Fitnessgram (PI-4) portion of the program is designated to sample performance results from at least one class different from PI-1 (where possible).

**South Carolina Physical Education Assessment Program
High School Physical Education Data Submission Checklist
Form HS-3**

Date: _____ Name of School: _____

Name of School District: _____

Principal: _____
(Please Print) Signature

Teacher(s): _____
(Please Print) Signature

(Please Print) Signature

(Please Print) Signature

(Please Print) Signature

(Please Print) Signature

Name of School/District PE Test Coordinator: _____
(Please Print)

Signature of School/District PE Test Coordinator: _____

Phone Number: _____ FAX: _____ E-mail: _____

Chapter Four

Performance Indicator One: Demonstrate competency in at least two movement forms.

The purpose of this chapter is to provide you with all of the information you need to collect and report assessment data for Performance Indicator One: Demonstrate Competency in at least two movement forms. Performance Indicator One assesses student performance in an activity using observational scoring rubrics. The chapter is organized with a brief description of the performance indicator, the general protocols for data collection and submission, the terminology used in the assessment rubrics and a table that describes the activities that fall under each movement form.

Scoring rubrics protocols and score sheets for 23 different activities follow this general information.

South Carolina Physical Education Program Assessment
High School Performance Indicators

Performance Indicator One: Demonstrate competency in at least two movement forms.

Description of the performance indicator:

The intent of this performance indicator is movement competence. The student who has the competence to participate in activities that involve movement skills is more likely to lead an active lifestyle as a youth and into adulthood. Movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation to facilitate continued motor skill acquisition. Several factors are related to the potential of a student to attain movement competence. The first is that there must be sufficient variety of movement activities in the program from which the student can choose to accommodate his/her interest and ability level. People choose to participate in physical activity for a variety of reasons including opportunities for enjoyment and pleasure, challenge, self-expression, health related and physical development concerns, and social interaction. Different activities have varying potential to contribute to each of these reasons. What is important is that a program develops active participants. The second factor is that students must have sufficient time to develop competence. Although a student may not have the potential to develop high levels of competence in all activities, with sufficient time and quality instruction each student can develop competence in some activities. The level of movement competence should give the student a level of confidence that would encourage the student to use the activity in a physically active lifestyle.

Definitions:

Competence: Competence implies the ability to independently and safely participate in an activity and maintain a level of continuity in that activity that would make participation enjoyable.

Movement Forms: Movement forms imply the following categories of activities: aquatics, dance, outdoor pursuits (e.g., backpacking, canoeing), individual activities (e.g., golf, archery), dual activities (e.g., tennis, badminton) and team sports.

Critical Aspects of Performance:

1. The student has the ability to participate in the activity safely, enjoyably and independently.
2. The student has acquired all the basic physical skills, strategies and rules of the activity to a level of consistency in simple conditions.
3. The student has acquired the basic physical skills of the activity in the context of the activity (game play, independent weight training program, canoe trip etc.).
4. The student has acquired the knowledge of how to safely perform the physical skills of the activity.

How Measured:

Assessment tasks, criterion and scoring rubrics have been established for a wide variety of activities covering a variety of movement forms. Most movement forms require teachers to video record students participating in the activity and then to score each student to determine their level of performance.

General Protocols for Data Collection and Submission of Video Recorded Data

1. All students on a class list should appear on the video recording unless there is an IEP, OHI or 504 (Form G-1) for that student not to participate in that activity. Students absent or sick on the day of taping must do a "make up" test at another time.
2. All video recording should be VHS-C videotape, DVD, or digital format. Do not record directly into the sun or light.
3. All students on camera should wear pinnies/jerseys with large white numbers that are at least 10 inches long and 2 inches wide. Dark colored pinnies work best. You will need enough pinnies and enough numbers for the number of students in each class. Do not put two students with the same number and color on the same video recording for an activity. Make sure that students keep the same number and color pinnie if you video record on two different days.
4. Have each student introduce themselves (first and last name), and identify pinnie color and number immediately before their performance. Have the camera operator focus on the full body of each student and repeat student information before the student moves away from the camera.
5. Do not permit students to be an audience for the performance of other students. Teachers need to make arrangements for students not being tested to do other things. At the high school level teachers can make arrangements for students not being tested to be with another teacher or give students a task to practice that they have done before.
6. A camera set up and testing situation for each activity is specifically described. Make sure you follow the directions explicitly for each assessment. The object is to get as close to the students performing as you can and still see the entire activity area needed for an assessment. This may require moving some cameras back if they do not have a wide angle lens. If a video recording does not "come out clearly" (e.g., students are not identifiable), the test must be redone at another time.
7. Before students begin the assessment, identify the school, class and teacher name. Read the directions to students on camera. You may clarify the directions but they should get no further coaching from you on how to do the activity, once the filming of activity begins.
8. It is helpful, and in some activities essential, to have one person running the video recording. Students can do this if they receive clear training on how to follow the action and what the field of view should be for an activity. If possible, have the camera operator repeat verbal comments made by students, appropriate to the criteria.

9. It is okay to keep the camera running for some activities even though there is dead time on the recording. It is not necessary to record warm-ups.
10. Make sure to label each recording with the teacher's name, the name of the activity, the date, and the class name/number as it appears on the computer printout of the class being assessed.
11. Student names should appear on the summary score sheet in the order in which they appear on the video recording.

South Carolina Physical Education Program Assessment

General Protocol for Scoring Rubrics:

1. Assume criteria for lower levels have been met at a higher level of the rubric.
2. If an opportunity is not there for a skill to be shown, do not count that against a student – just leave it blank. This should not count against the student's score.

Definition of Terms Used in All Observational Rubrics:

Consistency of Performance:

No observable errors/instances:	Observer cannot detect any instances/errors in performance
Few observable errors/instances:	Observer can detect no more than two instances/errors in performance
Consistently:	75% of the time or more
Inconsistent:	Anything less than 75% of the time
Usually:	50% - 74% of the time
Sometimes/Some:	More than 15% less than 50% of the time
Rarely/Little:	Less than 15% of the time

Appropriate Technique/Form:

Proficient:	No observable errors in technique
Near proficient:	Few observable errors in technique
Good technique:	Most of the characteristics of good technique
Some technique:	Some evidence of appropriate technique but many errors
Poor technique:	Little evidence of appropriate technique

South Carolina Physical Education Program Assessment High School

Movement Form Chart

Team Activities

- Basketball
- Flag Football
- Soccer
- Softball *
- Team Handball *
- Volleyball
- Ultimate

Outdoor Pursuits

- Adventure
- Backpacking *
- Canoeing *
- Orienteering *

Dance

- African Dance
- Aerobic Dance
- Ballroom/Social Dance
- Country Western & Line
- Creative/Modern Dance
- Folk Dance
- Square/Contra Dance

Aquatics *

Dual Activities

- Badminton
- Racquetball *
- Table Tennis
- Tennis

Individual Activities

- Archery
- Bowling
- Golf
- Gymnastics
- Horseshoes*
- Self Defense *
- Track & Field
- Weight Training
- Wrestling *
- Yoga

* No rubrics available at this time. Schools may submit a protocol and rubric for approval, before any data are collected for any activity noted above for which no rubric is available.

South Carolina Physical Education Assessment Program High School Adventure Initiatives

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Demonstrate positive group interaction skills in a low element new task

Criteria for competency:

1. With few exceptions, students: Participate in a manner safe for themselves and others.
2. With few exceptions, students: Make an effort to include everyone in the activity.
3. With few exceptions, students: Participate in a cooperative manner to achieve group goals.
4. With few exceptions, students: Respond positively to the ideas of others.
5. With few exceptions, students: Contribute to group effort through encouragement and/or physical support.

Note: Unlike other assessments for performance indicator one, this assessment is a group assessment. No individual scores will be reported.

One of the following low element initiative tasks that students have not seen before should be used for the assessment:

Alternative Ropes Elements

T.P. Shuffle

Equipment Needed:

A telephone pole or log 20-30 feet long, either lying on the ground or raised about 1½ feet off the ground. A low balance beam may be used with a smaller number of people.

Objective:

For a group of 10-20 students, standing balanced on a horizontal telephone pole, to change ends of the pole without touching the ground.

Task:

Starting position for a group is to have half the group stand facing the center at one end of the pole, and the other half of the group at the opposite end facing

the center. Standing balanced on the log and facing towards the center of the pole, each group must move to the opposite end of the pole without anyone touching the ground.

Rules:

If any group member touches, that group member returns to the start.

Specific Protocols - Directions to Student:

Half of the group should line up on one end of the pole and stand facing the center of the pole. The other half of the group should line up on the opposite end of the pole and stand facing the center of the pole. From the starting position facing the center of the pole, each group should exchange ends of the pole by moving to the opposite end without anyone touching the ground. As you exchange ends of the pole, you do not have to assume any particular sequence at the end of the task; just get your group positioned at the opposite end of the pole. If anyone touches the ground, the person who touched the ground must return to his or her starting position.

Nitro Crossing

Equipment Needed:

A spliced loop swing rope is suspended from a limb or cable. "Trip wires" are positioned at the beginning and end of the problem, usually about a foot off the ground. Set up trip wires by placing a bamboo pole on top of two 12 inch cones directly in front of the take off spot, approximately five feet from the swing rope.

Objective:

To move a group of people and a container of "nitro" from one safe area to another over the area bordered by trip wires by means of a swing rope.

Task:

The group has to obtain the rope and cross the area bordered by the trip wires without touching the ground. At some point during the activity the group must carry water in a #10 can filled 7/8 full of water (nitro), without spilling a drop. Once across, participants can only spot, they cannot return to give assistance.

Rules:

- If a trip wire is knocked down, the whole group must return.
- If any water spills, the whole group must return.
- If a group member touches the ground while swinging, only that person must return.

Specific Protocols - Directions To Students:

You must use the swing rope to move your group across the area bordered by the trip wires without touching the ground and without knocking the trip wire off the supports. At some point during the crossing, a can of "nitro" must be transported in such a way that no water is spilled. If a group member touches the ground while swinging across, only that person must return to the starting

position. If a trip wire is knocked down or if any spillage takes place, the entire group must return to the starting position. The swing rope must initially be obtained without stepping in the area bordered by the two trip wires. You are allowed to use only yourselves or your clothing to gain the swing rope.

Disc Jockeys

Equipment Needed:

A spliced loop swing rope is suspended from a limb or cable. "Trip wires" are positioned at the beginning and end of the problem, usually about a foot off the ground. Set up trip wires by placing a bamboo pole on top of two tennis ball cans directly in front of the take off spot, approximately five feet from the swing rope. Arrange the discs (hoops or carpet squares) in a pyramidal fashion with the pyramid base located about 5 feet from the swing rope. Discs (hoops or carpet squares) should be set about 14 inches apart.

Objective:

For each individual in the group to swing over a trip wire onto a series of pyramidally arranged 2 feet diameter wooden discs (hula-hoops, carpet squares), so that eventually one person occupies each disc.

Task:

This activity is essentially the same as the Nitro Crossing except instead of landing in the safe area, participants land on a series of wooden discs (hula hoops, carpet squares). Arrange the same number of discs (hoops, carpet squares) as there are students in a pyramidal fashion with the pyramid base located about 8 feet from the swing rope. Discs (hoops, carpet) are set about 14 inches apart. A solution requires one participant standing on or within each disc.

Rules:

- Two feet on a disc is the limit. If three feet end up on a disc, both participants must return to the start.
- A group member can step to only one more disc beyond the one they initially make contact with, if only one foot makes contact with the first disc. As soon as both feet are located on a disc, that is where the participant must stay.
- A group member may be physically passed onto any disc within the pyramid, if he/she is initially caught.
- If a group member touches the ground at any time, only that person must return to the start.
- If the trip wire is knocked off its supports at any time, all participants must return to the start.

Specific Protocols - Directions To Students:

You must use the swing rope to move your group across the area bordered by the trip wires and onto a disc, so that eventually one person occupies each disc. You can step to only one more disc beyond the one you initially made contact with, **if** only one foot makes contact with the first disc. As soon as both feet contact a disc, that is where you must stay. Two feet on a disc is the limit. If

three feet end up on a disc, both group members must return to the start. A group member may be physically passed onto any disc within the pyramid, **if** he or she is initially caught. If a group member touches the ground at any time, only that person must return to the starting position. If a trip wire is knocked off its supports at any time, everyone must return to the start and begin again. The swing rope must initially be obtained without stepping in the area bordered by the two trip wires. You are allowed to use only yourselves or your clothing to gain the swing rope.

Plymouth's Landing

Equipment:

A spliced loop swing rope is suspended from a limb or cable. "Trip wires" are positioned at the beginning and end of the problem, usually about a foot off the ground. Set up trip wires by placing a bamboo pole on top of two tennis ball cans directly in front of the take off spot, approximately five feet from the swing rope. A landing platform approximately 3' x 3' should be positioned about 8 feet from the swing rope.

Objective:

To swing the group from a safe area over an area bordered by trip wires and onto a Plymouth's Landing platform (approximately 3' x 3'), where all swingers must remain balanced for a five-second span.

Task:

This activity is essentially the same as the Nitro Crossing except instead of landing in the safe area, participants land on a 3' x 3' platform (Plymouth's Landing).

Rules:

- If a trip wire is knocked down, everyone on the platform must return to the start and begin again.
- If a group member touches the ground while swinging, only that person must return.
- Each person must try to land on the platform and stay there until the entire group is on the platform together. Once everyone is on the platform, they must remain balanced there for a minimum of five seconds. A group member stepping or slipping off the platform must return to the start.

Specific Protocols – Directions to Students:

You must use the swing rope to move your group across the area bordered by the trip wires and onto the Plymouth's platform landing. Each of you must try to land on the platform and stay there until the entire group is on the platform together and remain balanced there for a minimum of five seconds. If a group member touches the ground while swinging or steps off the platform, only that person must return to the starting position. If a trip wire is knocked down, everyone on the platform must return to the start and begin again. The swing rope must initially be obtained without stepping in the area bordered by the two

trip wires. You are allowed to use only yourselves or your clothing to gain the swing rope.

Camera Location and Operation:

The camera should be set up close enough to the activity that the camera microphone can pick up the conversations of students. However, the camera should be set up far enough away so the viewfinder includes all active participants. The camera lens should be adjusted to the wide-angle setting to facilitate placing the camcorder at the appropriate distance from activity. The video recording should include the introduction and definition of the initiative problem to be solved and the entire activity itself.

South Carolina Physical Education Program Assessment High School Adventure Initiatives Assessment Task Scoring Rubric

Level	Safety	Inclusion	Cooperation	Response to Others	Group Effort
4	<i>No observable evidence to contrary that students:</i> Participate in a manner safe for themselves and others	<i>No observable evidence to contrary that students:</i> Make an effort to include everyone in the activity	<i>No observable evidence to contrary that students:</i> Participate in a cooperative manner to achieve group goals	<i>No observable evidence to contrary that students:</i> Respond positively to the ideas of others	<i>No observable evidence to contrary that students:</i> Contribute to group effort through encouragement and/or physical support
3	<i>With few exceptions, students:</i> Participate in a manner safe for themselves and others	<i>With few exceptions, students:</i> Make an effort to include everyone in the activity	<i>With few exceptions, students:</i> Participate in a cooperative manner to achieve group goals	<i>With few exceptions, students:</i> Respond positively to the ideas of others	<i>With few exceptions, students:</i> Contribute to group effort through encouragement and/or physical support
2	<i>More than a few incidences to the contrary that students:</i> Participate in a manner safe for themselves and others	<i>More than a few incidences to the contrary that students:</i> Make an effort to include everyone in the activity	<i>More than a few incidences to the contrary that students:</i> Participate in a cooperative manner to achieve group goals	<i>More than a few incidences to the contrary that students:</i> Respond positively to the ideas of others	<i>More than a few incidences to the contrary that students:</i> Contribute to group effort through encouragement and/or physical support
1	<i>There is little evidence that students:</i> Participate in a manner safe for themselves and others	<i>There is little evidence that students:</i> Make an effort to include everyone in the activity	<i>There is little evidence that students:</i> Participate in a cooperative manner to achieve group goals	<i>There is little evidence that students:</i> Respond positively to the ideas of others	<i>There is little evidence that students:</i> Contribute to group effort through encouragement and/or physical support
0	Violates safety procedures and/or does not complete the assessment task				

South Carolina Physical Education Assessment Program High School Aerobic Dance

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

In an aerobic dance of at least 15 minutes demonstrate competent technique and stamina.

Criteria for Competence (Level 3):

1. Consistent use of safe movements done correctly (75% of the time)
2. Demonstrates rhythm/timing, rarely steps off beat (less than 15% of the time)
3. Transitions from one move to the next with little error (less than 15% of the time)
4. Follows demonstrations/instructions with few errors (less than 15% of the time)
5. Demonstrates ability to complete routine at appropriate intensity (does not show signs of fatigue, or adjusts intensity to their fitness level)

Specific Protocol - Directions to Student:

You will be asked to perform an aerobic dance of at least 15 minutes that you have previously performed in your physical education class. You will be given enough time prior to video recording to review the steps and warm-up. You will be assessed on your ability to perform movements to the rhythm of the music, change from one movement to the next smoothly without hesitation and follow the commands or demonstrations of the leader without hesitation, execute movements accurately, perform the entire routine with evidence of stamina, and demonstrate knowledge and use of safe and correct movement principles.

Equipment Needed:

Tape measure and tape to mark lines on floor to indicate camera shooting positions, extension cord at least 25 feet long, clipboard, video camera and all necessary equipment, and stereo with music for selected dance.

Camera Location and Operation:

The camera will be zoomed in so that the entire body of the students in the first line just fits in the vertical space of the viewfinder. Camera should be about 10 feet in front of the students.

Testing Situation:

All students should be visible on camera for 15 minutes. Start the music and dance over if necessary. Record only as many students as can be clearly seen on the camera. Teachers may have the whole class perform and have students rotate within best camera view for at least 5 minutes. If taping groups of students, be sure that each student wears a different pinnie number, even if they are being filmed at a different time.

South Carolina Physical Education Program Assessment High School Aerobic Dance Assessment Task Scoring Rubric

Level	Quality of Movement	Rhythm/timing	Transitions	Follows Demos	Intensity
4	Use of anatomically and kinesiology sound movements throughout routine	Few observable errors in rhythm/timing, does not step off beat	No observable errors in transition from one move to the next without hesitation	No observable errors in following demonstrations/instructions, correct steps throughout routine	Demonstrates enthusiasm and high intensity consistently
3	Consistent use of safe movements done correctly (75% of the time)	Demonstrates rhythm/timing, rarely steps off beat (less than 15% of the time)	Transitions from one move to the next with little error (less than 15% of the time)	Follows demonstrations/instructions with few errors (less than 15% of the time)	Demonstrates ability to complete routine at appropriate intensity (does not show signs of fatigue, or adjusts intensity to their fitness level)
2	Usually demonstrates incorrect form or unsafe moves (50% of the time)	Usually demonstrates lack of rhythm/timing, often off beat (50% of the time)	Hesitates during transitions, usually makes errors (50% of the time)	Usually follows demonstrations/instructions (50% of the time)	Appears to have difficulty with intensity and does not adjust (shows signs of fatigue without adjusting intensity)
1	Uses incorrect and unsafe movements consistently (75% of the time or more)	No evidence of rhythm and time, off beat consistently (75% of the time or more)	Cannot make transitions, errors consistently (75% of the time or more)	Cannot follow demonstrations/instructions, incorrect steps consistently (75% of the time or more)	Cannot complete routine at level of intensity and does not adjust (must stop due to fatigue or exhaustion)
0	Violates safety procedures and/or does not complete the assessment task				

South Carolina Physical Education Assessment Program High School African Dance

Standard: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Demonstrate competency in performing two selected African dances.

Criteria:

1. Usually performs movements to the rhythm of the music
2. Few observable errors in performing the appropriate steps and moves for each dance
3. Uses dynamic fluency and changes from one movement to the next with only occasional hesitation
4. Usually demonstrates energetic, whole body movements
5. Usually performs the dances with coordination

Specific Protocol - Directions to Student:

You will be asked to perform 2 dances that you have done before. You will be assessed on your ability to perform movements to the rhythm of the music, perform the correct steps, use dynamic fluency and confidently change from one step to the next as you perform energetic, whole body movements. You will be asked to perform each dance, one following the other. The dances with the music will be video recorded.

Equipment Needed:

African drum and/or African CD's, CD player.

Camera Location and Operation:

Students are divided into small groups of 3-6. The camera should be brought in close enough to see the students, yet also see the space they will cover with each dance. The camera should be about 15 feet in front of the students.

Testing Situation:

Students should be able to demonstrate two African dances, preferably from 2 different areas of Africa. The second dance should be done immediately following the first dance. Students not being tested should not be allowed to view the taping of each group. Students not being tested should stay warmed up and loose until it is their turn to dance. Students should be recorded through the end of each dance.

**South Carolina Physical Education Program Assessment
High School African Dance Assessment Task Scoring Rubric**

Level	Rhythm/ Timing	Steps	Transitions	Intensity	Coordination
4	Consistently performs movements to the rhythm of the music	No observable errors in performing the appropriate steps and moves for each dance	Uses dynamic fluency and changes from one movement to the next with little or no hesitation	Consistently demonstrates energetic, whole body movements	Consistently performs the dances with coordination and balance
3	Usually performs movements to the rhythm of the music	Few observable errors in performing the appropriate steps and moves for each dance	Uses dynamic fluency and changes from one movement to the next with only occasional hesitation	Usually demonstrates energetic, whole body movements	Usually performs the dances with coordination and balance
2	Sometimes performs movements to the rhythm of the music	Some evidence of performing the appropriate steps and moves for each dance	Uses dynamic fluency and changes from one movement to the next with frequent hesitation	Sometimes demonstrates energetic, whole body movements	Sometimes performs the dances with coordination and balance
1	Rarely performs movements to the rhythm of the music	Little evidence of performing the appropriate steps and moves for each dance	Uses dynamic fluency and changes from one movement to the next with frequent hesitation	Rarely demonstrates energetic, whole body movements	Rarely performs the dances with coordination and balance
0	Violates safety procedures and/or does not complete the assessment task				

South Carolina Physical Education Assessment Program High School Archery

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Shoot an end of arrows to a target with good technique and a minimum of two (2) arrows in the target.

Criteria for competency:

1. Near proficient technique in using the push-up or bow stringing method of stringing the bow
2. Consistent performance in the application of rules
3. No observable errors in safety
4. Good shooting technique (side to target, consistent anchor point, bow string fingers in the same place on the face, smooth release)
5. Few errors in scoring (single arrows and total score)
6. Few errors drawing arrows out of ground or target
7. Hits target with 2 or more arrows

Specific Protocol - Directions to Student:

You will be asked to string your bow and then shoot one end (six arrows) from 20 yards at a 48-inch target (from 15 yards at a 36-inch target). You will get two practice arrows before scoring. You will be assessed on your ability to string your bow correctly, follow all safety and etiquette for archery, your shooting technique, the manner in which you retrieve your arrows and your score.

Equipment Needed:

Enough bows (including left handed bows) and arrows (one end and two practice shots per student) for three students and a 48-inch or 36-inch standard target hung so that the gold is 36 inches from the floor, scoring sheets and pencils, tape to mark floor.

Camera Location and Operation:

Left handed subjects should be tested after right handed subjects are finished so that the camera may be moved to the other side of the shooting line. Line the camera up facing and just forward of the subjects. The camera should be 10 feet from the mark of the first student, five feet in front of that point and five feet high. The camera will be zoomed in so that the entire body of the first student in a set of 3 just fits in the vertical space of the viewfinder.

Testing Situation:

Place marks on the shooting line for three students. Students will be video recorded in a set of three for bracing their bow, shooting and retrieving. Record the first three students (Nos. 1, 2, and 3) bracing their bow. After all subjects have braced their bow, record the set of three students shooting one arrow, then the second practice arrow and one end. When all students have had two practice shots and have shot an end, turn the camera to the targets and pan the targets (zoom) to get a check on the score when they have completed shooting. Ask students to retrieve their arrows. Pan the targets as students retrieve their arrows. Continue the same procedures with the second group of three students.

South Carolina Physical Education Program Assessment High School Archery Assessment Task Scoring Rubric

Level	Stringing	Rules	Safety	Shooting Technique	Scoring	Withdrawing Arrows	# Arrows on Target
4	No observable errors in using push-up or bow stringing method of stringing the bow	No observable errors in the application of rules	No observable errors in safety	Near proficient shooting technique (side to target, consistent anchor point, bow string fingers in the same place on the face, smooth release)	Accurate scoring (single arrows and total score)	No observable errors in drawing arrows out of ground or target	Hits target with 3 or more arrows
3	Near proficient technique in using the push-up or bow stringing method of stringing the bow	Consistent performance in the application of rules	No observable errors in safety	Good shooting technique (side to target, consistent anchor point, bow string fingers in the same place on the face, smooth release)	Few errors in scoring (single arrows and total score)	Few errors drawing arrows out of ground or target	Hits target with 2 or more arrows
2	Some technique using the push-up or bow stringing method of stringing the bow	Consistent performance in the application of rules	No observable errors in safety	Some shooting technique (side to target, consistent anchor point, bow string fingers in the same place on the face, smooth release)	Some errors in scoring (single arrows and total score)	Some errors drawing arrows out of ground or target	Hits target with 1 or more arrows
1	Some/little technique using the push-up or bow stringing method of stringing the bow	Consistent performance in the application of rules	Observable errors in safety	Poor shooting technique (side to target, consistent anchor point, bow string fingers in the same place on the face, smooth release)	Some errors in scoring (single arrows and total score)	Some errors drawing arrows out of ground or target	Hits target with 1 arrow or less
0	Violates safety procedures and/or does not complete the assessment task						

South Carolina Physical Education Assessment Program High School Badminton

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Play a modified game of singles badminton with some evidence of offensive and defensive play and good technique.

Criteria for competency:

1. Consistently uses correct grip and ready position
2. Executes an effective short serve consistently
3. Returns to home base consistently
4. Uses offensive and defensive plays more than 30% of the time.
5. Few observable errors in applying rules to game play

Specific Protocol - Directions to Students:

You will be asked to play badminton for 10 minutes. At the end of one game or 5 minutes (whichever comes first) players will switch sides and begin a second game. You will play to the end of the second game or for 5 minutes (whichever comes first). You will be assessed on your ability to use the forehand, overhead, backhand, and serve effectively. You will also be assessed on your use of these skills in an offensive and defensive capacity, as well as your ability and willingness to follow appropriate rules, etiquette, and safety. All the rules of badminton will be used except for the addition of a time limit. You will be asked to call your own out of bounds and rules violations, as well as the score prior to each time you serve.

Equipment and Facilities:

You will need an official singles court for each two players. You will need a minimum of 4 rackets and 4 shuttlecocks, 2 for the players being filmed and 2 for those warming-up. If lines are not available on the court, please use floor tape or some such modification to create lines.

Camera Location and Operation:

One camera (preferably elevated) should be sufficient to capture play on each side of the court, filming from the side. Keep the camera stationary and recording once play has started. Keep the sound on. Each game should be recorded for 5 minutes. Switch sides and continue taping for the second game.

An alternative filming position may be directly in back of, or in back of and to one side of one player so you can see the full court.

Testing Situation:

Read the "Specific Protocol Directions to Students" and check for their understanding of what to do.

South Carolina Physical Education Program Assessment High School Badminton Assessment Task Scoring Rubric

Level	Grip/ Ready Position	Serve	Home Base	Offense and Defense	Rules
4	Consistently uses correct grip and ready position	Evidence of an effective short and long serve	Returns to home base with few exceptions	Executes offensive and defensive shots consistently and effectively*	No observable errors in applying rules to game play
3	Consistently uses correct grip and ready position	Executes an effective short serve consistently	Returns to home base consistently	Uses offensive and defensive plays more than 30% of the time*	Few observable errors in applying rules to game play
2	Uses correct grip and ready position most of the time	Executes an effective short serve some of the time	Returns to home base most of the time	Occasionally (less than 30%) uses an offensive or defensive play*	Several examples of errors in applying rules to game play
1	Occasionally uses correct grip and ready position	Rarely executes an effective short serve	Some of the time returns to home	Occasionally (less than 30%) uses an offensive or defensive play*	Several examples of errors in applying rules to game play
0	Violates safety procedures and/or does not complete the assessment task				

* Clears to back court, drop shots in front of service line and low to the net, and forceful smashes

South Carolina Physical Education Assessment Program High School Ballroom/Social Dance

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Perform two ballroom dances with near proficient form.

Criteria for competency:

1. Performs movements to the rhythm of the music more times than not
2. Performs the appropriate steps and moves for the dance with few observable errors
3. Performs figures with style and timing more times than not
4. Makes changes from one movement to the next with some hesitation but still transitions fairly consistently (more times than not)
5. Has minor problems synchronizing movements with partner or group
6. Demonstrates characteristics of posture and body positioning more times than not

Specific Protocol - Directions to Students:

You will be asked to perform two dances that you have done before. You will be given an opportunity to review the dances with the music and then will be asked to perform each dance, one following the other. The dances with the music will be video recorded. You will be assessed on your ability to perform to the rhythm of the music, perform the appropriate steps and moves for the dance, step with style and good timing, change smoothly from one movement to another, synchronize your movements with others where appropriate and position your body appropriately.

Equipment Needed:

Music and a player for the music.

Camera location:

The number of students that can be filmed at one time depends on the nature of the organization of the dance. Only those students who can be clearly viewed by the camera should dance at one time. This is usually about 6-8 students. If lines are used so that students are in front or in the back, these positions should be

rotated if possible. The camera should be no further than 15 feet from students.

Testing Situation:

At the basic program level the student should perform dances previously practiced and which are considered easy and moderate difficulty by professional folk dance educators and performers. Recommended dances include Waltz, Viennese Waltz, Foxtrot, Quickstep, Tango, Cha Cha, Polka, Samba, Rumba, Paso Doble, Jive, and other similar dances which may be popular at a particular time. It should also be realized that different locales may use specific variations that are unique to that area. These might also be included. Listings may be found in texts such as the latest edition of Harris, Pittman, & Waller. *Dance A While*, Macmillan Publishing.

The students who are being tested should have an opportunity to review the dances with the teacher only one time before testing. The second dance should be done immediately following the first dance. Other students should not be permitted to be spectators. Students should be recorded doing the dance through the completion of the music.

**South Carolina Physical Education Assessment Program
High School Ballroom/Social Dance Assessment Task Scoring Rubric**

See following page

Level	Movements	Steps	Style/timing	Transitions	Synchronizes with partner	Posture/ Body Positioning
4	Performs movements to the rhythm of the music most of the time	Performs the appropriate steps and moves for the dance with no observable errors	Performs figures with style and timing with a few flaws in steps	Uses dynamic fluency and changes from one movement to next with little or no hesitation	Synchronizes movements with partner or group most of the time.	Demonstrates characteristics of posture and body positioning most of the time
3	Performs movements to the rhythm of the music more times than not	Performs the appropriate steps and moves for the dance with few observable errors	Performs figures with style and timing more times than not	Makes changes from one movement to the next with some hesitation but still transitions fairly consistently (more times than not)	Has minor problems synchronizing movements with partner or group	Demonstrates characteristics of posture and body positioning more times than not
2	Cannot perform movement to the rhythm of the music with any consistency	Consistently performs the appropriate steps and moves for the dance with no observable errors	Cannot perform figures with style or timing with any consistency	Hesitates when making changes from one movement to the next more often than not	Has major problems synchronizing movements with a partner or group	Can demonstrate characteristics of posture and body positioning, but doesn't with any consistency
1	Has great difficulty performing to the rhythm of the music	Cannot perform figures	Inconsistent in performance of the appropriate steps and moves for the dance	Does not exhibit any dynamic fluency in changing from one movement to next. There is great hesitation in movements	No movement is in synch with partner or group	Does not exhibit characteristics of posture, and/or body position
0	Violates safety procedures and/or does not complete the assessment task					

South Carolina Physical Education Assessment Program High School Basketball

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Play half court basketball 3 vs. 3 competently.

Criteria for Competence (Level 3):

1. Usually maintains control of ball, dribbling and passing with proficient technique
2. Usually shoots with success and good technique
3. Usually demonstrates evidence of offensive strategies (runs patterns, avoids defenders, pass, catch, and pass/run decisions) with good technique
4. Usually demonstrates evidence of defensive strategies (defensive pressure, defensive positioning)
5. No observable errors in applying rules and exhibits few violations

Specific Protocol- Directions to Students:

You will be asked to play a modified game of basketball with three people on a side using a half court for 7 minutes. You will be assessed on your ability to dribble, pass and shoot, your ability to play offensively and defensively, and your ability to follow the rules, etiquette and safety of the game. All the rules of half court basketball will be used. The game will start and resume after each score by the non-scoring team putting the ball in play outside the circle. The ball must be "checked" outside the 3-point line after each change of possession. You will be asked to call your own out of bounds and rules violations and keep score. Each team will be given five minutes to warm up with a ball any way they would like.

Facilities. Equipment and Supplies:

One half court of a basketball court is necessary for each 3 on 3 game. One basketball per team is necessary for warm-up.

Camera Location and Operation:

The camera can be placed center court with the zoom closed so that the corners of the circle intersect the back line of the court at the edge of the bottom edge of the viewing screen. Once a game starts, the camera should be left on in the above position until the game is over.

Testing Situation:

Assign students to be tested to a team of three students. Assign teams to play each other. Read the testing protocol to students. Give students five minutes to warm up as a team.

South Carolina Physical Education Assessment Program High School Basketball Assessment Task Scoring Rubric

Level	Dribbling /Passing	Shooting	Offensive Strategies	Defensive Strategies	Rules
4	No observable errors in dribbling and passing	Shoots proficiently and consistently	Executes offensive strategies providently and consistently (runs patterns, avoids defenders, pass, catch, and pass/run decisions)	Consistently executes defensive strategies (defensive pressure, defensive positioning) with good technique	No observable errors in applying rules and rarely commits violations (e.g., walking, fouls).
3	Usually maintains control of ball, dribbling and passing with proficient technique	Usually shoots with success and good technique	Usually demonstrates evidence of offensive strategies (runs patterns, avoids defenders, pass, catch, and pass/run decisions) with good technique	Usually demonstrates evidence of defensive strategies (defensive pressure, defensive positioning)	No observable errors in applying rules and exhibits few violations
2	Usually loses control of the ball when dribbling and passing	Shows some evidence of shooting technique	Shows some evidence of offensive strategy.	Shows some evidence of defensive strategy	Shows some evidence of understanding of rules.
1	Rarely shows control of the ball when dribbling or passing	Rarely shows evidence of shooting technique	Rarely shows evidence of offensive strategy	Rarely shows evidence of defensive strategy	Rarely shows knowledge of rules
0	Violates safety procedures and/or does not complete the assessment task				

South Carolina Physical Education Assessment Program High School Bowling

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Bowl a game with consistent and good technique for a score of 70 or above.

Criteria for Competence (Level 3):

1. Uses appropriate grip, stance, and approach consistently with good technique
2. Releases ball low to ground consistently and with good technique
3. Controls ball path and placement consistently and with good technique
4. Usually uses strike and spare strategies
5. No observable errors in application of rules and equipment selection decisions
6. Bowls a game of 70 or above
7. Scores a game correctly and accurately

Specific Protocol- Directions to Students:

You will be asked to bowl a normal game, alternating between two lanes for each frame bowled. You will keep score for the person bowling before you on the scoring sheet provided. You will be assessed on scoring, etiquette, safety, interpretation of rules, basic skills, and tactics.

Facilities and Materials:

The local bowling alley used by the school, scoring sheets, and pencils. Filming should be done during a regularly scheduled class, so that the school may take care of equipment, transportation and cost. If electronic scoring is used at the alley, it should be turned off during filming. Indicate on scoring sheets who scored for each player.

Camera Location and Operation:

The camera should be placed to film the two inside lanes that are serving two different groups of four (or more) students. This will allow for the filming of two groups, at least eight (and possibly more) students. Film everyone bowling at least three frames.

Testing Situation:

Students from the random sample should be arranged in groups of four (possibly 5 or 6) in two adjacent lanes that are served by the same ball return.

Read the testing protocol to the students and provide them with scoring sheets and pencils. Scoring sheets are to be collected at the end of the game and should be graded and submitted with the video recording, roster and summary score sheet.

Please note: if it is permitted by the bowling alley, allow students to bowl a frame or two prior to the start of the game. Only bowlers should be in view of the camera.

South Carolina Physical Education Assessment Program High School Bowling Assessment Task Scoring Rubric

Level	Grip/ Stance/ Approach	Release of Ball	Ball Control	Strike/ Spare Strategies	Rules	Scores 70 or above	Ability to Score
4	Proficient technique in grip, stance, and approach	Proficient technique in release of ball (low to ground and aim leg opposition)	Consistently controls ball path and placement with good technique	Consistently executes strike and spare strategies	No observable errors in application of rules and equipment selection decisions	Bowls a game above 100	Scores a game correctly and accurately
3	Uses appropriate grip, stance, and approach consistently with good technique	Releases ball low to ground consistently and with good technique	Controls ball path and placement consistently and with good technique	Usually uses strike and spare strategies	No observable errors in application of rules and equipment selection decisions	Bowls a game of 70 or above *	Scores a game correctly and accurately
2	Uses incorrect grip, stance, (doesn't use finger holes) or approach with some technique	Releases ball from hand on same side as lead foot, or throws balls onto lane	Does not control ball path or placement	Does not demonstrate evidence of strike and spare strategies	Sometimes demonstrates rules and appropriate equipment choices, with poor technique	Bowls a game of 60 or above	Does not score a game correctly
1	Rarely demonstrates bowling skills, strategies, or rules and uses poor technique	Releases ball from hand on same side as lead foot, or throws balls onto lane	Does not control ball path or placement	Does not demonstrate evidence of strike and spare strategies	Consistently demonstrates incorrect knowledge of rules and poor equipment choices	Bowls a game below 60	Does not score a game correctly
0	Violates safety procedures and/or does not complete the assessment task						

* Student must have a score of 70 or above to be a level 3

South Carolina Physical Education Assessment Program High School Country Western and Line Dancing

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Perform any 2 dances, choosing among country, western, or line dance at near proficient form.

Criteria for Competence (Level 3):

1. Performs movements to the rhythm of the music more times than not
2. Performs figures with style and timing more times than not
3. Makes changes from one movement to the next with some hesitation but still transitions fairly consistently (more times than not)
4. Has minor problems synchronizing movements with partner or group
5. Demonstrates characteristics of posture and body positioning more times than not

Specific Protocol- Directions to Students:

You will be asked to perform two dances that you have done before. You will be given an opportunity to review the dance with the music and then will be asked to perform the dances with the music to be video recorded, one dance following the other. You will be assessed on your ability to perform to the rhythm of the music, step with style and good timing, change smoothly from one movement to another, synchronize your movements with others where appropriate and position your body appropriately.

Equipment Needed:

Music and a player for the music.

Camera location:

How many students that can be filmed at one time depends on the nature of the organization of the dance. Only those students who can be clearly viewed by the camera should dance at one time. This is usually about 6-8 students. If lines are used so that students are in front or in the back, these positions should be rotated if possible. Camera should be no further than 15 feet from students.

Testing Situation:

At the basic program level the student should perform dances previously practiced and which are considered easy and moderate difficulty by professional

dance educators and performers. Listings of appropriate dances may be found in texts such as Harris, Pittman, & Waller. *Dance A While*. Macmillan Publishing. Recommended dances include Texas Two-Step, Texas Two Step Swing, Country Western Swing, Ten-Step Shuffle, Achy Breaky, Cowboy Boogie, Electric Slide, Four Corners, Freeze, Slapping leather, Tush Push, California Hustle (Bus Stop), and other similar dances which may be popular at a particular time. It should also be realized that different locales use a variety of names (terminology) to refer to Country Western and Line dances and steps/formations/figures.

The students who are being tested should have an opportunity to review the dances with the teacher only one time before testing. The second dance should be done immediately following the first dance. Other students should not be permitted to be spectators. Students should be recorded doing the dance through the completion of the music.

**South Carolina Physical Education Program Assessment
High School Country Western and Line Dancing
Assessment Task Scoring Rubric**

Level	Movements	Style/Timing	Transitions	Synchronizes with partner	Posture/Coordination
4	Performs movements to the rhythm of the music most of the time	Performs figures with style and timing with a few flaws in steps	Uses dynamic fluency and changes from one movement to next with little or no hesitation	Synchronizes movements with partner or group most of the time.	Demonstrates characteristics of posture and coordination most of the time
3	Performs movements to the rhythm of the music more times than not	Performs figures with style and timing more times than not	Makes changes from one movement to the next with some hesitation but still transitions fairly consistently (more times than not)	Has minor problems synchronizing movements with partner or group	Demonstrates characteristics of posture and body positioning more times than not
2	Cannot perform movement to the rhythm of the music with any consistency	Cannot perform figures with style or timing with any consistency	Hesitates when making changes from one movement to the next more often than not	Has major problems synchronizing movements with a partner or group	Can demonstrate characteristics of posture and body positioning, but doesn't with any consistency
1	Has great difficulty performing to the rhythm of the music	Cannot perform figures	Does not exhibit any dynamic fluency in changing from one movement to next. There is great hesitation in movements	No movement is in synch with partner or group	Does not exhibit characteristics of posture, and/or body position
0	Violates safety procedures and/or does not complete the assessment task				

South Carolina Physical Education Assessment Program High School Flag Football

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator:

Demonstrate competency in at least two movement forms.

Assessment Task:

Play a game of 3 vs. 3 flag football demonstrating competency.

Criteria for Competence (Level 3):

1. Consistently throws and receives catchable passes with good technique
2. Usually demonstrates offensive skills and strategies with good technique (runs patterns, avoids defenders, and makes good pass/run decisions)
3. Usually demonstrates defensive skills and strategies with good technique (applies defensive pressure and appropriate defensive positioning)

Specific Protocol- Directions to Students:

You will be asked to play a modified game of flag football on a shorter and narrower field. There will be 3 players (a mix of girls and boys) on each team. A teacher will officiate or designate an official for the game. On offense, each team will complete 9 plays in an attempt to score as many touchdowns as possible. On defense the team will attempt to stop the offense for 9 plays. The offense will begin play on the 10-yard line. If the offense scores before 9 plays are completed, the remaining plays are completed beginning again on the 10-yard line. No extra points will be attempted. The defense is allowed to rush the quarterback after a 4-Mississippi count. The count will be performed by the official. If a defender rushed prior to the signal, the offense will choose between declining the penalty or playing the down over. Each player will have 3 consecutive opportunities to play quarterback. Each quarterback may choose to run only one play and must pass at least two plays. If the offense loses possession of the ball due to interception the play continues until the ball is dead. A dead ball occurs when an illegal procedure penalty is called by the official, a pass is incomplete, a fumble, a ball carrier touches a knee to the ground, a ball carrier crosses the sideline, a ball carrier has his/her flag pulled or a touchdown is scored. After a defensive touchdown, or an interception, the original offensive team completes the remaining plays beginning at their 10-yard line. After both teams have completed their 9 offensive plays the game is over. You will be assessed on your ability to identify and throw a spiral accurately to a moving receiver, catch a moderately thrown pass on the run, demonstrate a correct starting stance, run the ball against a moderately aggressive defender, select and defend a receiver effectively and block a pass.

Equipment needed:

12 flags of one color and 12 flags of another color (6 pairs of each color are needed for one game.), an intermediate size football, a whistle for officiating, 12 cones to mark off the field, and a marker that is flush with the ground (a hot spot marker).

Camera Location and Operation:

Play should be filmed from the back corner of the field. The camera should be high enough so that all players and at least half of the field are in view. The lens should be adjusted wide angle enough to include the movements of all players from both teams in the viewfinder. The camera should follow the action of all players involved on the team. Panning should be done in smooth movements. If including all players is not possible, at least be sure to include the ball handler in the viewfinder. The camera should be left running during testing. It is helpful to zoom in to players occasionally during dead balls to better identify players.

Testing Situation:

Marker cones should be set to mark off the end zones, midfield and the 10-yard line. The field should be 40 yards long (width of a regulation football field) and 30 yards wide (less than one third of the length of a regulation football field). There will be an end zone at each end of the field that is 10 yards deep. First possession is determined by a coin toss. The offensive team takes possession of the ball at the 10-yard line. A marker will be placed under the football at the beginning of each play to identify the original ball placement. With gain or loss of yardage the marker is moved. Teams that are equal as possible should be determined prior to assessment.

**South Carolina Physical Education Assessment Program
High School Flag Football Assessment Task Scoring Rubric**

Level	Throwing and Catching	Offensive Skills	Defensive Skills
4	No observable errors in throwing and receiving catchable passes	No observable errors in execution of offensive skills and strategies (runs patterns, avoids defenders, and makes good pass/run decisions), with good technique	Executes defensive skills and strategies without exception (applies defensive pressure and appropriate defensive positioning), with good technique
3	Consistently throws and receives catchable passes with good technique	Usually demonstrates offensive skills and strategies with good technique (runs patterns, avoids defenders, and makes good pass/run decisions)	Usually demonstrates defensive skills and strategies with good technique (applies defensive pressure and appropriate defensive positioning)
2	Cannot throw or receive a catchable pass consistently	Some or little evidence of offensive skills and strategies and/or poor technique (runs patterns, avoids defenders, and makes good pass/run decisions)	Some or little evidence of defensive skills and strategies and/or poor technique (applies defensive pressure and appropriate defensive positioning)
1	Rarely throws and receives catchable passes with good technique	Rarely demonstrates offensive skills and strategies and/or poor technique	Rarely demonstrates defensive skills and strategies and/or poor technique
0	Violates safety procedures and/or does not complete the assessment task		

South Carolina Physical Education Assessment Program High School Folk Dance

Standard: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Perform two folk dances with near proficient form.

Criteria for Competence (Level 3):

1. Performs movements to the rhythm of the music more times than not
2. Performs the appropriate steps and moves for the dance with few observable errors
3. Performs figures with style and timing more times than not
4. Makes changes from one movement to the next with some hesitation but still transitions fairly consistently (more times than not)
5. Has minor problems synchronizing movements with partner or group
6. Demonstrates characteristics of posture and body positioning more times than not

Specific Protocol - Directions to Students:

You will be asked to perform two dances that you have done before. You will be given an opportunity to review the dances with the music and then will be asked to perform each dance one following the other. The dances with the music will be video recorded. You will be assessed on your ability to perform to the rhythm of the music, perform the appropriate steps and moves for the dance, step with style and good timing, change smoothly from one movement to another, synchronize your movements with others where appropriate and position your body appropriately.

Equipment Needed:

Music and a player for the music.

Camera location:

The number of students that can be filmed at one time depends on the nature of the organization of the dance. Only those students who can be clearly viewed by the camera should dance at one time. This is usually about 6-8 students. If lines are used so that students are in front or in the back, these positions should be rotated if possible. The camera should be no further than 15 feet from students.

Testing Situation:

At the basic program level the student should perform dances previously practiced and which are considered easy and moderate difficulty by professional folk dance educators and performers. Listings may be found in texts such as the latest edition of Harris, Pittman, & Waller. *Dance A While*, Macmillan Publishing.

The students who are being tested should have an opportunity to review the dances with the teacher only one time before testing. The second dance should be done immediately following the first dance. Other students should not be permitted to be spectators. Students should be recorded doing the dance through the completion of the music.

**South Carolina Physical Education Program Assessment
High School Folk Dance Assessment Task Scoring Rubric**

See Rubric on the following page

Level	Movements	Steps	Style/timing	Transitions	Synchronizes with partner	Posture/ Body Positioning
4	Performs movements to the rhythm of the music most of the time	Performs the appropriate steps and moves for the dance with no observable errors	Performs figures with style and timing with a few flaws in steps	Uses dynamic fluency and changes from one movement to next with little or no hesitation	Synchronizes movements with partner or group most of the time.	Demonstrates characteristics of posture and coordination most of the time
3	Performs movements to the rhythm of the music more times than not	Performs the appropriate steps and moves for the dance with few observable errors	Performs figures with style and timing more times than not	Makes changes from one movement to the next with some hesitation but still transitions fairly consistently (more times than not)	Has minor problems synchronizing movements with partner or group	Demonstrates characteristics of posture and body positioning more times than not
2	Cannot perform movement to the rhythm of the music with any consistency	Consistently performs the appropriate steps and moves for the dance	Cannot perform figures with style or timing with any consistency	Hesitates when making changes from one movement to the next more often than not	Has major problems synchronizing movements with a partner or group	Can demonstrate characteristics of posture and body positioning, but doesn't with any consistency
1	Has great difficulty performing to the rhythm of the music	Inconsistent in performance of the appropriate steps and moves for the dance.	Cannot perform figures	Does not exhibit any dynamic fluency in changing from one movement to next. There is great hesitation in movements	No movement is in synch with partner or group	Does not exhibit characteristics of posture and/or body position
0	Violates safety procedures and/or does not complete the assessment task					

South Carolina Physical Education Assessment Program High School Golf

Standard: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Drive a golf ball to a 100-yard target and chip a ball to a 40-yard target with good form and good ball trajectory.

Criteria for Competence (Level 3):

1. Usually demonstrates an appropriate grip
2. Assumes an appropriate stance before swinging demonstrating good ball position and body alignment
3. Consistently contacts the ball with the club face
4. Demonstrates basic mechanics of a good swing with chest facing target on follow through
5. The ball usually follows an appropriate flight trajectory for the club used

Specific Protocol- Directions to Students:

You will be asked to hit a ball 100 yards with a full swing and hit a ball with a chip shot. You will get three tries at each shot, after 2 practice swings. You will be assessed on your ability to demonstrate proper club selection, grip, stance, swing, and correct trajectory of the ball.

Equipment and Facilities:

Equipment needed for set-up includes a tape measure and 22-24 cones. Two sets of right-handed clubs, one set of left-handed clubs, golf tees, a minimum of 20 and a maximum of 32 balls are needed. Set up tee area on grass without aids such as carpets or tees. Set up the fairway to be 20 yards wide with cones. Set up the drive to be 100 yards from the tee area with a 40x40 foot target area (cones) and the chip shot to be 40 yards from the tee area with a 40x40 foot target area (cones).

Camera Location and Operation:

Students should be filmed facing the camera; therefore the camera angle should be to the side and angled slightly back. (Camera operator will have to change positions for left-handed golfers.)

Testing Situation:

Prior to each student hitting they will select a club then: a) stand in front of the camera and state the # of the club being used (8 iron, 5 wood etc.), b)

demonstrate the grip from two positions, one with the club head on the ground and the other with the club head extended straight upward over their head so you can see the underside of the grip, and then tee up their first ball. The student will take three shots, then the next student in line will begin with the first step (a), described above.

SAFETY: Students should not go to their ball until everyone has hit.

After each student hits a ball the camera operator will state the following into the camera, as they are teeing up their next shot:

- 1st ball etc.
- where the ball went (fairway, out right, out left)
- trajectory of the ball (On ground, line drive, high arch)
- yardage of hit to the nearest 20-yard marker when hitting off tee

Students will only take 3 shots from the tee to the 100-yard target and three shots from the tee to the 40-yard target. Student performances on both sets of shots will be reduced to a single summary score sheet.

**South Carolina Physical Education Assessment Program
High School Golf Assessment Task Scoring Rubric**

Level	Grip	Position	Contact	Mechanics	Trajectory
4	Consistently demonstrates an appropriate grip	Consistently assumes an appropriate stance before swinging demonstrating proficient ball position and body alignment	Consistently contacts the ball with the clubface	Consistent demonstration of basic mechanics of a proficient swing with a balanced ending	Ball consistently follows an appropriate flight trajectory for the club used
3	Usually demonstrates an appropriate grip	Assumes an appropriate stance before swinging demonstrating good ball position and body alignment	Consistently contacts the ball with the club face	Demonstrates basic mechanics of a good swing with chest facing target on follow through	The ball usually follows an appropriate flight trajectory for the club used
2	Some evidence of an appropriate grip	Some evidence of an appropriate stance before swinging demonstrating some evidence of appropriate ball position and body alignment	More than one swing is usually taken before contact is made with the ball	Demonstrates a few basic mechanics of a functional swing	Ball sometimes travels in the intended direction
1	Demonstrates poor technique when gripping the club	Assumes a poor stance before swinging with little evidence of body alignment	Has difficulty contacting the ball	Rarely demonstrates basic mechanics of a functional swing	Ball rarely travels near target area
0	Violates safety procedures and/or does not complete the assessment task				

South Carolina Physical Education Assessment Program High School Gymnastics (Tumbling)

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Perform three passes of a tumbling routine with three different skills in each pass (9 skills)

Criteria for Competence (Level 3):

1. Consistently performs skills with good technical form
2. Consistently demonstrates good balance and controlled movements throughout the routine
3. Performs the routine demonstrating flow from one skill to the next with little hesitation

Specific Protocol- Directions to Students:

You will be asked to perform a tumbling routine of three different passes of at least three different skills each pass (a minimum of 9 different skills, not counting balances). One student at a time will perform their routine for the camera and then go to the end of the line until they have completed three passes. The mat will be three folding mats set end to end. You will be assessed on your ability to perform movements with correct technical form, control, strength and flexibility. You will also be assessed on your ability to flow from one skill to another without hesitation.

Equipment Needed:

Enough folding mats placed end to end to allow students to perform their tumbling routines safely.

Camera Location and Operation:

The camera will be set up to view the performers from the side so that the camera view will be perpendicular to the mats. The camera lens should be set at wide angle. The camera should be placed in a manner to facilitate an acceptable view of skills performed at both ends of the mat without requiring camera adjustment. The camera should be placed far enough way so the entire length of mat can be viewed, yet close enough to see the performance clearly. The entire group should have one opportunity to perform their routine in front of the camera.

Testing Situation:

Students should be tested in groups of no more than six students at a time. Each student will perform one pass, go to the end of the line and perform their next pass until they have completed three passes. Other students should not be permitted to be observers.

**South Carolina Physical Education Program Assessment
High School Gymnastics Assessment Task Scoring Rubric**

Level	Form	Balance and control	Transition
4	Performs skills with no observable errors in technical form.	Demonstrates proficient balance and controlled movements throughout the routine	Performs the routine demonstrating flow from one skill to the next without hesitation
3	Consistently performs skills with good technical form	Consistently demonstrates good balance and controlled movements throughout the routine	Performs the routine demonstrating flow from one skill to the next with little hesitation
2	Performs skills demonstrating some evidence of appropriate technical form	Demonstrates some movements with balance and control	Performs the routine with some hesitations
1	Performs skills demonstrating little evidence of appropriate technical form	Demonstrates poor balance and poor control of movements	Routine is performed with little flow and many hesitations
0	Violates safety procedures and/or does not complete the assessment task		

South Carolina Physical Education Assessment Program High School Soccer

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Demonstrate good basic skills and basic strategy in a 3 vs. 3 modified soccer game.

Criteria for Competence (Level 3):

1. No observable errors in safe play
2. Few observable errors in knowledge of the rules
3. Uses a controlled dribble with good technique
4. Uses an effective lead pass to a teammate consistently with good technique
5. Traps/controls a received ball with good technique consistently
6. Maintains an appropriate offensive/defensive position consistently
7. Usually maintains/obtains possession of the ball against another player

Specific Protocol- Directions to Students:

You will be asked to play a modified game of soccer with three people on a side, no goalkeeper, using a 40 x 30 yard field and goals for fourteen minutes. Change ends after 7 minutes. The three people on your team can choose the position they want to play. You may switch positions during game play. You will be expected to apply the rules of the game (use a coin toss to start from center), during safe and legal play. Throw-ins, corner kicks and goal kicks will be used. Goal kicks will be taken from the line and, like a center kick off, must be kicked to another player with only one touch. Defenders must be at least 5 yards from all dead balls. Use a kick off from center to begin the game, the half and after all goals. You will be assessed on your ability to perform a variety of basic skills such as shooting and dribbling using either foot, passing a variety of balls to a moving partner, and trapping and controlling a received ball. Offensive and defensive play such as how well you maintain control of the ball, pass to an open teammate, maintain correct defensive and offensive position on the field, and use a variety of moves and cuts will be assessed as well. You will have a five-minute warm up period with your teammates prior to testing. In order for a goal to count, it must pass through the goal area below the knees, without hitting the cone.

Equipment Needed:

A modified and marked 40 x 30 yard playing field is needed with two goals. Two cones placed five feet apart and knee high should mark the goal. Four game balls are needed to assure uninterrupted game play. A designated warm up area is advised with each team having a ball to use during their five minute warm up.

Camera Location:

Play should be filmed from the back corner of the field. The camera should be elevated with a wide angle view so that the majority of the playing field is in view at all times. The camera needs to follow the action with smooth movements staying ahead of the ball at all times and zooming in on play when the play becomes difficult to see.

Testing Situation:

Assign students to be tested to a team of 3 players. Assign teams to play against each other. Give the students allotted warm up time with their teams. Start and stop the camera and game at the same time.

South Carolina Physical Education Assessment Program High School Soccer Assessment Task Scoring Rubric

Level	Safety	Rules	Control	Pass	Receive	Position	Possession
4	No observable errors in safe play	No observable errors in knowledge of the rules	Uses a controlled dribble and shoots proficiently	Uses an effective lead pass to a teammate with few exceptions and proficient technique	Traps/controls a received ball proficiently and effectively	Maintains an appropriate offensive/defensive position with few exceptions	Consistently maintains/obtains possession of the ball against another player
3	No observable errors in safe play	Few observable errors in knowledge of the rules	Uses a controlled dribble with good technique	Uses an effective lead pass to a teammate consistently with good technique	Traps/controls a received ball with good technique consistently	Maintains an appropriate offensive/defensive position consistently	Usually maintains/obtains possession of the ball against another player
2	No observable errors in safe play	Few observable errors in knowledge of the rules	Uses a controlled dribble with good technique	Uses an effective lead pass to a teammate inconsistently with some technique	Traps/controls a received ball with some technique inconsistently	Maintains an appropriate offensive/defensive position inconsistently	Sometimes maintains/obtains possession of the ball against another player
1	May have observable errors in safe play	More than a few observable errors in knowledge of the rules	Some/poor dribbling technique	Little evidence of a lead pass to a teammate	Has difficulty controlling a received ball	Sometimes/rarely maintains an appropriate offensive/defensive position	Sometimes/rarely maintains/obtains possession of the ball against another player
0	Violates safety procedures and/or does not complete the assessment task						

South Carolina Physical Education Assessment Program High School Softball

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

There will be three separate tasks used to assess playing ability in softball:

Bat a friendly pitched ball and run to first base

Field and throw a batted ground ball

Field and throw a batted fly ball

Criteria for Competence (Level 3):

1. Bats with good technique and hits 3 or more pitched balls
2. No observable instances of safety releasing the bat
3. Consistently tracks and catches both grounders and fly balls
4. Consistently positions himself/herself in an appropriate position on defense
5. Consistently throws ball effectively (force and accuracy)

Task #1: Batting:

One batter at home plate will take 5 swings at "friendly" pitched balls. After the last swing, whether a hit (fair or foul) or a miss, the batter will legally ground the bat and run to first base, trying to beat the throw (run out a single). There will be no throw.

Hitting form:

- Uses correct grip (forward hand at bottom; hands touching)
- Uses correct stance (feet shoulder width apart; knees slightly bent)
- Swing is well timed and level
- Bat is legally grounded after hitting

Specific Protocol - Directions to Students:

You will be required to hit a pitched ball from 40 feet. Choose the best pitches to demonstrate your ability to hit. You will be asked to swing 5 times. On your fifth swing, regardless of what happens to the ball, ground your bat and run to first as if you have a chance to make it to first, but not to go for extra bases.

Equipment Needed:

At least one bat, home plate, first base, and softballs. (Note: If a "hard" softball is used, helmets should be used for batters and base runners).

Camera Location and Operation:

If the batter is on the third base side of the plate, the camera should be behind the backstop, toward the first base side of home (reverse for batters on the first base side of home). The full body of the batter must be in the camera viewfinder. On the fifth and final swing, the camera needs to follow the batter to first base or positioned to see the run-through at first base.

Testing Situation:

Using a marked softball field, have a basket of balls beside the pitcher with additional students available to field and return balls to the pitcher. Balls will be pitched to the hitter until 5 swings occur. On the fifth swing, regardless of where the ball goes, the batter will run to first base as if beating a throw. There will be no throw.

Task #2: Fielding and Throwing:

Player is positioned at shortstop and will field 5 batted ground balls and throw to first base. Reminder: A regulation softball field, the distance and accuracy of the throw is important in this evaluation.

Fielding Form:

- Knees bent; glove in front; body behind line of ball
- Absorbs force of ball with gloved hand
- Transitions smoothly to the throw

Throwing Form:

- Shows accuracy in throws (does not pull player on first base off of the bag)
- Shows appropriate force in throws (straight line to target)

Specific Protocol – Directions to Student:

You will be required to field 5 hit balls from the shortstop position. Your challenge is to catch the ball as quickly and cleanly as possible and to throw the ball to first base with the intention of the throw beating the runner to that base. You are to assume that the batter is trying to hit (not bunt) the ball.

Equipment Needed:

At least one bat, home plate, all bases, one glove for the shortstop and another player with a glove at first base, and several softballs.

Camera Location and Operation:

The camera should be positioned midway along the third base line and set back far enough from the field to capture the full body of the shortstop and to see the ball leave the bat. The ball needs to be tracked to first when the throw is made.

Testing Situation:

Using a marked softball field, have a basket of balls beside the hitter with additional students available to field and return balls to the hitter. Balls will be

hit to the shortstop until 5 ground balls have been fielded and thrown to first base. There will be no runner.

Task #3: Catching:

Player is positioned in center field (within a playing area marked by two cones at 145 feet from home and two cones at 175 feet from home) and will field 5 batted fly balls and throw to third base with accuracy and force.

Catching Form:

- Tracks and moves to catch the ball in the air
- Throwing shows accuracy in throws (does not pull player off of bag)
- Shows appropriate force in throws (straight line to target)
- Transitions smoothly from the catch to the throw

Specific Protocol – Directions to Student:

You will be required to attempt to catch 5 fly balls hit from the pitching rubber. Your challenge is to catch the ball as quickly and cleanly as possible and to make a throw to third base as quickly and accurately as possible.

Equipment Needed:

At least one bat, home plate, a third base, second base, four cones, one glove for the center fielder and another player with a glove at third base, and several softballs.

Camera Location and Operation:

The camera should be positioned midway along the third base line and set back far enough from the field to capture the full body of the center fielder and to see the ball leave the bat. The ball needs to be tracked to third when the throw is made.

Testing Situation:

Using a marked softball field, have a basket of balls beside the hitter with additional students available to field and return balls to the hitter. Balls will be hit to the center fielder from the pitching rubber until 5 attempts at catching a fly ball occur. Use cones to indicate the 145 to 175 foot distance.

South Carolina Physical Education Program Assessment High School Softball Assessment Task Scoring Rubric

Level	Hitting	Safety	Catching	Position	Throwing
4	Bats with near proficient form and hits 4 or more pitched balls	No observable instances of safety releasing the bat	Few observable errors in tracking and catching both grounders and fly balls	Consistently positions himself/herself in an appropriate position on defense and transitions smoothly to throw	Throws ball effectively with few exceptions (force and accuracy)
3	Bats with good technique and hits 3 or more pitched balls	No observable instances of safety releasing the bat	Consistently tracks and catches both grounders and fly balls	Consistently positions himself/herself in an appropriate position on defense and transitions smoothly to throw	Consistently throws ball effectively (force and accuracy)
2	Bats with poor technique and hits 2 or fewer pitched balls	No observable instances of safety releasing the bat	Inconsistently tracks and catches either grounders or fly balls	Inconsistently positions himself/herself in an appropriate position on defense and/or does not transition to throw smoothly	Sometimes throws the ball effectively (force and accuracy)
1	Bats with poor technique and hits only 1 or no pitched balls	No observable/few instances of safety releasing the bat	Inconsistently tracks and catches both grounders and fly balls	Usually does not position himself/herself in an appropriate position on defense and/or rarely transitions to throw smoothly	Sometimes/rarely throws ball effectively (force and accuracy)
0	Violates safety procedures and/or does not complete the assessment task				

South Carolina Physical Education Assessment Program High School Square Dancing

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Perform two square dances with near proficient form.

Criteria for Competence (Level 3):

1. Performs movements to the rhythm of the music more times than not
2. Performs the appropriate steps and moves for the dance with few observable errors
3. Performs figures with style and timing more times than not
4. Makes changes from one movement to the next with some hesitation but still transitions fairly consistently (more times than not)
5. Has minor problems synchronizing movements with partner or group
6. Demonstrates characteristics of posture and body positioning more times than not

Specific Protocol - Directions to Students:

You will be asked to perform two dances that you have done before. You will be given an opportunity to review the dances with the music and then will be asked to perform each dance, one following the other. The dances with the music will be video recorded. You will be assessed on your ability to perform to the rhythm of the music, perform the appropriate steps and moves for the dance, step with style and good timing, change smoothly from one movement to another, synchronize your movements with others where appropriate and position your body appropriately.

Equipment Needed:

Music and a player for the music.

Camera location:

The number of students that can be filmed at one time depends on the nature of the organization of the dance. Only those students who can be clearly viewed by the camera should dance at one time. This is usually about 6-8 students. If lines are used so that students are in front or in the back, these positions should be rotated if possible. The camera should be no further than 15 feet from students.

Testing Situation:

At the basic program level the student should perform dances previously practiced and which are considered easy and moderate difficulty by professional folk dance educators and performers. Listings may be found in texts such as the latest edition of Harris, Pittman, & Waller, *Dance A While*, Macmillan Publishing.

The students who are being tested should have an opportunity to review the dances with the teacher only one time before testing. The second dance should be done immediately following the first dance. Other students should not be permitted to be spectators. Students should be recorded doing the dance through the completion of the music.

**South Carolina Physical Education Program Assessment
High School Square Dance Assessment Task Scoring Rubric**

See Rubric on the next page

Level	Movements	Steps	Style/timing	Transitions	Synchronizes with partner	Posture/ Body Positioning
4	Performs movements to the rhythm of the music most of the time	Performs the appropriate steps and moves for the dance with no observable errors	Performs figures with style and timing with a few flaws in steps	Uses dynamic fluency and changes from one movement to next with little or no hesitation	Synchronizes movements with partner or group most of the time.	Demonstrates characteristics of posture and coordination most of the time
3	Performs movements to the rhythm of the music more times than not	Performs the appropriate steps and moves for the dance with few observable errors	Performs figures with style and timing more times than not	Makes changes from one movement to the next with some hesitation but still transitions fairly consistently (more times than not)	Has minor problems synchronizing movements with partner or group	Demonstrates characteristics of posture and body positioning more times than not
2	Cannot perform movement to the rhythm of the music with any consistency	Consistently performs the appropriate steps and moves for the dance	Cannot perform figures with style or timing with any consistency	Hesitates when making changes from one movement to the next more often than not	Has major problems synchronizing movements with a partner or group	Can demonstrate characteristics of posture and body positioning, but doesn't with any consistency
1	Has great difficulty performing to the rhythm of the music	Inconsistent in performance of the appropriate steps and moves for the dance.	Cannot perform figures	Does not exhibit any dynamic fluency in changing from one movement to next. There is great hesitation in movements	No movement is in synch with partner or group	Does not exhibit characteristics of balance, coordination, posture, and/or body position
0	Violates safety procedures and/or does not complete the assessment task					

South Carolina Physical Education Assessment Program High School Table Tennis

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Demonstrate competency in a five-minute game of table tennis.

Criteria for Competence (Level 3):

1. Consistently observes rules and keeps accurate score with few observable errors
2. Consistently executes and performs the forehand, the backhand, the smash and the serve with good technique
3. Usually uses offensive and defensive tactics with good technique

Specific Protocol - Directions to Students:

You will be asked to play singles table tennis for 5 minutes. You will be assessed on your interpretation of the rules, scoring accuracy, how well you execute the forehand and backhand strokes, the smash and the serve, how well you use the appropriate technique, and how well you use both offensive and defensive strategy. After 2.5 minutes players will switch sides. You will be given a two-minute warm-up with your opponent.

Equipment Needed:

Two regulation size table tennis tables are preferable with regulation size nets and enough table tennis balls so that each player can have at least five balls to warm up.

Camera and Operation:

It will take one camcorder for each table. Place the camera far enough away to be able to view both sides of court with as large a picture as possible. Keep the camera stationary and recording once play has started. Record game play for 5 minutes. Lens should be set on wide angle so that both players can be seen in the viewfinder. (A dark background will enhance ball visibility.)

Testing Situation:

Students should be paired according to ability by the physical education teacher. Students will play a game of one-on one for five minutes. The first serve is determined by volleying for the serve.

**South Carolina Physical Education Assessment Program
High School Table Tennis Assessment Task Scoring Rubric**

Level	Rules and scoring	Strokes	Defensive and Offensive Skills
4	Observes rules and keeps accurate score	Consistently executes and performs forehand, the backhand, the smash and the serve with proficient technique	Uses offensive and defensive tactics (placement, forceful shots, spin, varied shots) at a proficient and consistent level of performance.
3	Consistently observes rules and keeps accurate score with few observable errors	Consistently executes and performs the forehand, the backhand, the smash and the serve with good technique	Usually uses offensive and defensive tactics with good technique.
2	Inconsistently observes rules and keeps score	Performs the forehand, the backhand, the smash and the serve with some technique	Usually uses offensive and defensive tactics with some technique
1	Inconsistently observes rules or keeps accurate score	Rarely performs the forehand, backhand, the smash and serve with good technique	Sometimes or rarely uses offensive or defensive tactics
0	Violates safety procedures and/or does not complete the assessment task		

South Carolina Physical Education Assessment Program High School Tennis

Standard: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Demonstrate competence in two 3-minute games of singles tennis.

Criteria for Competence (Level 3):

1. Consistently applies game rules and etiquette
2. Most of the time uses a forehand with good technique
3. Most of the time uses a backhand with good technique
4. Most of the time places a serve into the opponent's correct service court
5. Most of the time uses offensive tactics (uses force, moves opponent)
6. Most of the time uses defensive tactics (returns to home base, chooses strokes appropriately)

Specific Protocol - Directions to Students:

You will be asked to play two games of singles tennis or play for 6 minutes whichever comes first. Each player will serve one game. Both servers will serve from the court nearest the camera. The person serving will call out the score before serving. No one game will be more than 3 minutes and there will be no more than 2 deuces per game. You will be assessed on how well you interpret the rules, how well you keep score, how accurate and honest you are, how well you use good game etiquette, how well you execute the forehand and backhand strokes and the serve, and how well you demonstrate offensive and defensive strategy. You will be given 5 minutes to warm up before the game.

Equipment and Facilities:

Two regulation courts are required. A racquet for each player. Two cans of tennis balls.

Camera and Operation:

Place the camera far enough away to be able to view both sides of court with as large a picture as possible. Servers will serve from the court nearest the camera. Keep the camera stationary and recording once play has started. Keep the sound on. Each game should be recorded in full, or for 3 minutes.

Testing Situation:

Students should be paired according to ability by the physical education teacher. Allow students to warm up for 5 minutes prior to game play. Warm up should

include cooperative rally of forehand and backhand strokes from behind the service block.

South Carolina Physical Education Assessment Program High School Tennis Assessment Task Scoring Rubric

Level	Rules/ Etiquette	Forehand	Backhand	Service	Offense	Defense
4	Consistently applies game rules and etiquette	Uses a consistent forehand with good technique	Uses a consistent backhand with good technique	Consistently places a serve into the opponent's correct service court with good technique	Uses offensive tactics consistently (uses force, moves opponent)	Uses defensive tactics consistently (returns to home base, chooses strokes appropriately)
3	Consistently applies game rules and etiquette	Most of the time uses a forehand with good technique	Most of the time uses a backhand with good technique	Most of the time places a serve into the opponent's correct service court	Most of the time uses offensive tactics (uses force, moves opponent)	Most of the time uses defensive tactics (returns to home base, chooses strokes appropriately)
2	Most of the time applies game rules and etiquette	Sometimes uses the forehand stroke with good technique	Sometimes uses the backhand stroke with good technique	Sometimes places the serve into the opponent's correct service court	Sometimes uses offensive tactics (uses force, moves opponent)	Sometimes uses defensive tactics (returns to home base, chooses strokes appropriately)
1	Sometimes applies game rules and etiquette	Rarely uses the forehand stroke with good technique	Rarely uses the backhand stroke with good technique	Rarely places the serve into the opponent's correct service court	Rarely uses offensive tactics (uses force, moves opponent)	Rarely uses defensive tactics (returns to home base, chooses strokes appropriately)
0	Violates safety procedures and/or does not complete the assessment task					

South Carolina Physical Education Assessment Program High School Track and Field

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Demonstrate good technique in two (2) events from A-I below.

Criteria for Competence (Level 3):

Criteria for good technique are described in the material that follows for each event

1. Student must demonstrate good technique in one track and one field event
2. Summary score sheets for all track events, all field events, and one final Track and Field must be submitted with the video recording of student performances

Specific Protocol- Directions to Students:

You will be asked to perform one event from the following track events: 100, 200 or 400 meter sprint; 800 1600 or 3200 meter distance run; 400 or 1600 meter relay; and one event from the following field events: high jump; shot; discus; hurdles; long jump or triple jump. You will be assessed on your form/technique for the events you choose. I will read the criteria for good form and technique for the events you choose prior to performance.

Equipment Needed:

High school regulation equipment and facilities should be used for each event. The appropriate shot is 4 kg. or 8 lb. 13 oz. for girls and 5.45 kg. or 12 lb. for boys.

Camera Location and Operation:

Camera location is described in the material that follows for each event.

Testing Situation:

Practice time will be needed for students to warm-up, stretch and perform 2-3 practice trials (i.e., starting from the blocks, relay exchanges, establishing approach steps for the long jump, etc.). All students for one event should be tested at the same time. Except for the track events, students should be given 2 consecutive trials at the event.

South Carolina Physical Education Assessment Program
High School Track and Field
A. Sprints 100m. 200m. 400m.

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator:

Demonstrate competency in at least two movement forms.

Assessment Task:

Demonstrate good technique in one track and one field event.

Criteria for Competence (Level 3):

1. Demonstrates good technique in On your mark:
 - Hands directly behind the line
 - Hands cupped
 - Thumbs pointing toward each other
2. Demonstrates good technique in Get Set:
 - Hips above shoulders
 - Looking 3'-5' in front of the line
3. Demonstrates good technique in Go:
 - Leaves at the correct time
 - Back leg out of the block first
 - Arms flexed and should swing freely at the sides
 - Speed should increase
4. Demonstrates good technique in Running form:
 - Arms are flexed
 - Arms do not cross midline
 - Heel-to-toe foot action
5. Demonstrates good technique in Finish:
 - Maintains speed across finish line
 - Leans forward slightly at the finish line

Specific Protocol - Directions to Students:

You will be asked to perform one event from the following track events: 100, 200 or 400 meter sprint. You will be assessed on your form/technique for the events you choose. I will read the criteria for good form and technique for the events you choose prior to performance.

Equipment Needed:

High school regulation equipment and facilities should be used for each event.

Camera Location and Operation:

The camera should be set up at the 60m finish line a distance 25-30 feet perpendicular to the track. This allows the camera to zoom in on the starting blocks during the start, widen the angle during the race, and to capture proper finish form at the finish line. The 25-30 feet will allow the camera angle to keep in full view the runners during the race. Reminder: the person operating the camera will need to follow or track the runners from the start to the finish. Film no more than 2 runners at a time and follow runners from start to finish.

Testing Situation:

Practice time will be needed for students to warm-up, stretch and perform 2-3 practice starts. All students for one event should be tested at the same time.

**South Carolina Physical Education Assessment Program
High School Track and Field Assessment Task Scoring Rubric
A. Rubric for Sprints 100m. 200m. 400m.**

Level	On Your Mark	Get Set	Go	Running Form	Finish
4	Demonstrates near proficient technique	Demonstrates near proficient technique	Demonstrates near proficient technique	Demonstrates near proficient technique	Demonstrates near proficient technique
3	Demonstrates good technique	Demonstrates good technique	Demonstrates good technique	Demonstrates good technique	Demonstrates good technique
2	Demonstrates some technique	Demonstrates some technique	Demonstrates some technique	Demonstrates some technique	Demonstrates some technique
1	Little evidence of appropriate technique	Little evidence of appropriate technique	Little evidence of appropriate technique	Little evidence of appropriate technique	Little evidence of appropriate technique
0	Violates safety procedures and/or does not complete the assessment task				

Criteria to be used in assessment:

<u>On your mark criteria:</u>	Hands directly behind the line; hands cupped; thumbs pointing toward each other
<u>Get set criteria:</u>	Hips above shoulders; looking 3'-5' in front of the line
<u>Go criteria:</u>	Leaves at the correct time. back leg out of the block first; arms flexed and should swing freely at the sides ; speed should increase
<u>Running form:</u>	Arms are flexed; arms do not cross midline; heel-to-toe foot action
<u>Finish:</u>	Maintains speed across finish line: leans forward slightly at the finish line

South Carolina Physical Education Assessment Program
High School Track and Field
B. Distance 800m 1600m 3200m

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Demonstrate good technique in one track and one field event.

Criteria for Competence (Level 3):

1. Demonstrates good technique in starting strategy
2. Demonstrates good technique in strategy for turns
3. Arms flexed and should swing freely at the sides with good technique
4. Develops and uses a pace with good technique
5. Runs through the finish line with good technique

Specific Protocol - Directions to Students:

You will be asked to perform one event from the following track events: 800, 1600 or 3200 meter distance run. You will be assessed on your form/technique for the events you choose. I will read the criteria for good form and technique for the events you choose prior to performance.

Equipment Needed:

High school regulation equipment and facilities should be used for each event.

Camera Location and Operation:

The camera should be set up so it can follow a runner from the start to the finish of the race.

Testing Situation:

Practice time will be needed for students to warm-up, stretch and perform 2-3 practice trials. All students for one event should be tested at the same time. Except for the track events, students should be given 2 consecutive trials at the event.

**South Carolina Physical Education Assessment Program
High School Track and Field Assessment Task Scoring Rubric
B. Rubric for Distance 800m 1600m 3200m**

Level	Start Strategy	Turn Strategy	Arms Flexed	Pace	Finish
4	Demonstrates near proficient technique in starting strategy	Demonstrates near proficient technique in strategy for turns	Arms flexed and should swing freely at the sides with near proficient technique	Develops and uses a pace with near proficient technique	Runs through the finish line with near proficient technique
3	Demonstrates good technique in starting strategy	Demonstrates good technique in strategy for turns	Arms flexed and should swing freely at the sides with good technique	Develops and uses a pace with good technique	Runs through the finish line with good technique
2	Demonstrates some technique in starting strategy	Demonstrates some technique in strategy for turns	Arms flexed and should swing freely at the sides with some technique	Develops and uses a pace with some technique	Runs through the finish line with some technique
1	Little evidence of appropriate technique in starting strategy	Little evidence of appropriate technique in strategy for turns	Little evidence of arms flexed and swinging freely at the sides	Little evidence of developing and using a pace	Little evidence of running through the finish line
0	Violates safety procedures and/or does not complete the assessment task				

Criteria to be used in Assessment:

<u>Start strategy:</u>	Forward lean with anticipation of start signal
<u>Turn strategy:</u>	Stays to inside of lane
<u>Arms flexed:</u>	Arms are flexed; arms do not cross midline; heel-to-toe foot action
<u>Pacing:</u>	Maintains a consistent pace; able to accelerate to finish
<u>Finish:</u>	Maintains speed across finish line: leans forward slightly at the finish line

South Carolina Physical Education Assessment Program
High School Track and Field
C. Relays 400m 1600m

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Demonstrate good technique in one track and one field event.

Criteria for Competence (Level 3):

1. Executes proper race strategy for each relay with good technique
2. Baton is passed within the 20m-exchange zone with good technique
3. Baton is handed either left to right or right to left with good technique
4. Non-visual pass, 400m, runner usually calls out command
5. Visual pass, 1600m, outgoing runner usually looks back and makes adjustments

Specific Protocol - Directions to Students:

You will be asked to perform one event from the following track events: 400 meter or 1600 meter relay. You will be assessed on your form/technique for the events you choose. I will read the criteria for good form and technique for the events you choose prior to performance.

Equipment Needed:

High school regulation equipment and facilities should be used for each event.

Camera Location and Operation:

If a track is available, use one of the exchange zones of the 4 x 100m relay. The camera should be set up midway of the exchange zone at a distance 50 feet perpendicular to the track. Cones should be set up at the exchange arrows to highlight the exchange zone. If a track is not available, set up cones 20m apart to represent the exchange zone on a level running surface. Video recording should include the approaching sprinter stating, "go" (signal for the partner to start running), "stick" (signal for the partner to reach for the baton), and concluding with partner accelerating with the baton.

Testing Situation:

Practice time will be needed for students to warm-up, stretch and perform 2-3 practice starts. All students for one event should be tested at the same time.

**South Carolina Physical Education Assessment Program
High School Track and Field Assessment Task Scoring Rubric
C. Rubric for Relays 400m 1600m**

Level	Strategy	Baton Exchange	Baton Technique	Non-visual Pass	Visual Pass
4	Executes proper race strategy for each relay with near proficient technique	Baton is passed within the 20m-exchange zone with near proficient technique	Baton is handed either left to right or right to left with near proficient technique	Non-visual pass, 400m, runner consistently calls out command	Visual pass, 1600m, outgoing runner consistently looks back and makes adjustments
3	Executes proper race strategy for each relay with good technique	Baton is passed within the 20m-exchange zone with good technique	Baton is handed either left to right or right to left with good technique	Non-visual pass, 400m, runner usually calls out command	Visual pass, 1600m, outgoing runner usually looks back and makes adjustments
2	Executes proper race strategy for each relay with some technique	Baton is passed within the 20m-exchange zone with some technique	Baton is handed either left to right or right to left with some technique	Non-visual pass, 400m, runner sometimes calls out command	Visual pass, 1600m, outgoing runner sometimes looks back and makes adjustments
1	Executes proper race strategy for each relay with little technique	Baton is passed within the 20m-exchange zone with little technique	Baton is handed either left to right or right to left with little technique	Non-visual pass, 400m, runner rarely calls out command	Visual pass, 1600m, outgoing runner rarely looks back and makes adjustments
0	Violates safety procedures and/or does not complete the assessment task				

Criteria to be used in Assessment:

- Strategy: Plans for which runners will run which leg of the relay based on skills of runners and demands of positions in the relay
- Baton Exchange: Baton is passed within the 20-m exchange zone
- Baton Technique: Baton is passed either right to left or left to right
- Non-Visual Pass: Runner calls commands and receiver responds to commands to complete the pass without either runner breaking stride and within the 20-m exchange zone
- Visual Pass: Outgoing runners looks back and makes adjustments to complete the pass without either runner breaking stride and within the 20-m exchange zone

South Carolina Physical Education Assessment Program
High School Track and Field
D. High Jump

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Demonstrate good technique in one track and one field event.

Criteria for Competence (Level 3):

1. In approach, consistently starts back 10-11 strides
2. In approach, first 5-6 strides are consistently straight
3. In approach, final strides are consistently curvilinear
4. Uses a straddle roll or back flop jump with good technique

Specific Protocol - Directions to Students:

You will be asked to perform the high jump. You will be assessed on your form/technique for the events. I will read the criteria for good form and technique for the events you choose prior to performance.

Equipment Needed:

High school regulation equipment and facilities should be used for each event.

Camera Location and Operation:

The camera should be set up directly in front of the jumping pit so you can see the start and the bar.

Testing Situation:

Practice time will be needed for students to warm-up, stretch and perform 2-3 practice starts. All students for one event should be tested at the same time.

**South Carolina Physical Education Assessment Program
High School Track and Field Assessment Task Scoring Rubric
D. High Jump**

Level	Back Strides	Straight Strides	Final Strides	Jump
4	In approach, consistently starts back 10-11 strides	In approach, first 5-6 strides are consistently straight	In approach, final strides are consistently curvilinear	Uses a straddle roll or back flop jump with proficient technique*
3	In approach, consistently starts back 10-11 strides	In approach, first 5-6 strides are consistently straight	In approach, final strides are consistently curvilinear	Uses a straddle roll or back flop jump with good technique*
2	In approach, sometimes starts back 10-11 strides	In approach, first 5-6 strides are sometimes straight	In approach, final strides are sometimes curvilinear	Uses a straddle roll or back flop jump with some technique*
1	In approach, rarely starts back 10-11 strides	In approach, first 5-6 strides are rarely straight	In approach, final strides are rarely curvilinear	Uses a straddle roll or back flop jump with little technique*
0	Violates safety procedures and/or does not complete the assessment task			

Criteria to be used in Assessment:

* Straddle roll good technique:

Lead leg and arm are first to pass over the bar and allow for close clearance of bar by body (facing the bar), and jumper lands in the pit on back

* Back flop good technique:

Lead arm and head are the first to pass over the bar (back to bar), hips raised, until clearing the bar, then drop hips to allow legs to clear bar, landing on shoulder and back in the pit

South Carolina Physical Education Assessment Program
High School Track and Field
E. Long Jump

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Demonstrate good technique in one track and one field event.

Criteria for Competence (Level 3):

1. Usually uses a consistent stride pattern approach with a gradual uniform acceleration
2. Last step of approach is usually planted on take-off board
3. Usually uses a sail, hang, or hitch kick flight technique
4. Legs are usually extended forward at landing
5. Usually does not fall back at landing

Specific Protocol - Directions to Students:

You will be asked to perform the long jump. You will be assessed on your form/technique for the events. I will read the criteria for good form and technique for the events you choose prior to performance.

Equipment Needed:

High school regulation equipment and facilities should be used for each event.

Camera Location and Operation

The camera should be set up at the take-off board 20 feet perpendicular to the board. This is a side-angle of the jumper. The person filming should track (follow) the student for the long jump from start to landing area.

Testing Situation:

Practice time will be needed for students to warm-up, stretch and perform 2-3 practice trials. All students for one event should be tested at the same time. Students should be given 2 consecutive trials at the event.

**South Carolina Physical Education Assessment Program
High School Track and Field Assessment Task Scoring Rubric
E. Long Jump**

Level	Stride Pattern	Last Step	Flight Technique	Landing Position	Landing Fall
4	Consistently uses a consistent stride pattern approach with a gradual uniform acceleration	Last step of approach is consistently planted on take-off board	Consistently uses a sail, hang, or hitch kick flight technique	Legs are consistently extended forward at landing	Consistently does not fall back at landing
3	Usually uses a consistent stride pattern approach with a gradual uniform acceleration	Last step of approach is usually planted on take-off board	Usually uses a sail, hang, or hitch kick flight technique	Legs are usually extended forward at landing	Usually does not fall back at landing
2	Sometimes uses a consistent stride pattern approach with a gradual uniform acceleration	Last step of approach is sometimes planted on take-off board	Sometimes uses a sail, hang, or hitch kick flight technique	Legs are sometimes extended forward at landing	Usually falls back at landing
1	Rarely uses a consistent stride pattern approach with a gradual uniform acceleration	Last step of approach is rarely planted on take-off board	Rarely uses a sail, hang, or hitch kick flight technique	Legs are rarely extended forward at landing	Falls back at landing
0	Violates safety procedures and/or does not complete the assessment task				

South Carolina Physical Education Assessment Program
High School Track and Field
F. Triple Jump

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Demonstrate good technique in one track and one field event.

Criteria for Competence (Level 3):

1. During approach, usually uses a consistent stride pattern with a gradual uniform acceleration
2. During approach, last step is usually planted on take-off board
3. Usually uses a hop, step, and jump flight pattern
4. Usually uses a sail, or hang technique flight pattern
5. During landing, legs are usually extended forward at landing
6. Usually does not fall back during landing

Specific Protocol - Directions to Students:

You will be asked to perform the triple jump. You will be assessed on your form/technique for the events. I will read the criteria for good form and technique for the events you choose prior to performance.

Equipment Needed:

High school regulation equipment and facilities should be used for each event.

Camera Location and Operation:

The camera should be set up at the take-off board 20 feet perpendicular to the board. This is a side-angle of the jumper. The person filming should track (follow) the student for the long jump from start to landing area.

Testing Situation:

Practice time will be needed for students to warm-up, stretch and perform 2-3 practice trials. All students for one event should be tested at the same time. Students should be given 2 consecutive trials at the event.

**South Carolina Physical Education Assessment Program
High School Track and Field Assessment Task Scoring Rubric
F. Triple Jump**

Level	Stride Pattern	Last Step	Hop, Step, Jump	Sail, Hang	Landing Position	Landing Fall
4	During approach, consistently uses a consistent stride pattern with a gradual uniform acceleration	During approach, last step is consistently planted on take-off board	Consistently uses a hop, step, and jump flight pattern	Consistently uses a sail, or hang technique flight pattern	During landing, legs are consistently extended forward at landing	Consistently does not fall back during landing
3	During approach, usually uses a consistent stride pattern with a gradual uniform acceleration	During approach, last step is usually planted on take-off board	Usually uses a hop, step, and jump flight pattern	Usually uses a sail, or hang technique flight pattern	During landing, legs are usually extended forward at landing	Usually does not fall back during landing
2	During approach, sometimes uses a consistent stride pattern with a gradual uniform acceleration	During approach, last step is sometimes planted on take-off board	Sometimes uses a hop, step, and jump flight pattern	Sometimes uses a sail, or hang technique flight pattern	During landing, legs are sometimes extended forward at landing	Sometimes does not fall back during landing
1	During approach, rarely uses a consistent stride pattern with a gradual uniform acceleration	During approach, last step is rarely planted on take-off board	Rarely uses a hop, step, and jump flight pattern	Rarely uses a sail, or hang technique flight pattern	During landing, legs are rarely extended forward at landing	Usually falls back during landing
0	Violates safety procedures and/or does not complete the assessment task					

South Carolina Physical Education Assessment Program
High School Track and Field
G. Shot Put

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Demonstrate good technique in one track and one field event.

Criteria for Competence (Level 3):

1. Usually stands at the rear of the circle facing away from toe board
2. Shot is usually placed at the base of the fingers and is pressed against neck at jaw level
3. Elbow is usually behind hand and knees are flexed
4. Usually uses the glide or spin technique efficiently
5. Uses a pushing action release with good technique
6. Release usually occurs within the circle at a 40 to 42 degree angle

Specific Protocol - Directions to Students:

You will be asked to perform the shot put. You will be assessed on your form/technique for the events. I will read the criteria for good form and technique for the events you choose prior to performance.

Equipment Needed:

High school regulation equipment and facilities should be used for each event. The appropriate shot is 4 kg. or 8 lb. 13 oz. for girls and 5.45 kg. or 12 lb. for boys.

Camera Location and Operation:

The camera should be set up 15 feet perpendicular from the shot put ring. This is a side view of the thrower. The camera should remain in a stationary position. The video recording should include the thrower entering the back of the ring, the entire glide and follow through, and concluding with the thrower exiting the back of the ring.

Testing Situation:

Practice time will be needed for students to warm-up, stretch and perform 2-3 practice trials. All students for one event should be tested at the same time. Students should be given 2 consecutive trials at the event.

**South Carolina Physical Education Assessment Program
High School Track and Field Assessment Task Scoring Rubric
G. Shot Put**

Level	Starting Stance	Shot Position	Starting Position	Technique	Release	Release Timing
4	Consistently stands at the rear of the circle facing away from toe board	Shot is consistently placed at the base of the fingers and is pressed against neck at jaw level	Elbow is consistently behind hand and knees are flexed	Consistently uses the glide or spin technique efficiently	Uses a pushing action release with proficient technique	Release consistently occurs within the circle at a 40 to 42 degree angle
3	Usually stands at the rear of the circle facing away from toe board	Shot is usually placed at the base of the fingers and is pressed against neck at jaw level	Elbow is usually behind hand and knees are flexed	Usually uses the glide or spin technique efficiently	Uses a pushing action release with good technique	Release usually occurs within the circle at a 40 to 42 degree angle
2	Sometimes stands at the rear of the circle facing away from toe board	Shot is sometimes placed at the base of the fingers and is pressed against neck at jaw level	Elbow is sometimes behind hand and knees are flexed	Sometimes uses the glide or spin technique efficiently	Uses a pushing action release with some technique	Release sometimes occurs within the circle at a 40 to 42 degree angle
1	Rarely stands at the rear of the circle facing away from toe board	Shot is rarely placed at the base of the fingers and is pressed against neck at jaw level	Elbow is rarely behind hand and knees are flexed	Rarely uses the glide or spin technique efficiently	Uses a pushing action release with poor technique	Release rarely occurs within the circle at a 40 to 42 degree angle
0	Violates safety procedures and/or does not complete the assessment task					

Glide: Thrower begins at the back of the circle, knees flexed, trunk leaning forward, over right foot (RH thrower), back to direction of throw. Left leg drives in the air in the direction of the throw as right leg begins the thrust, pushing the body backwards. The right foot should land near the center of the circle, and the left foot makes contact with the inside of the toeboard. Hips and body should rotate counter clockwise, finish with a wrist snap and remain inside the circle. Exit the rear of the circle under control, following the throw.

Spin: Thrower begins at the back of the circle, knees flexed, trunk leaning forward, weight on right foot (RH thrower), back to direction of throw. Weight is shifted counter-clockwise to pivot on the left foot as the right leg drives across the body to the center of the ring to establish a new point of support. As the right foot touches the ground, the thrower continues to pivot counter-clockwise on the right foot, driving the left foot beyond the midline of the circle, to plant both feet. With both feet planted, the body uncoils, to finish with a wrist snap and remain inside the circle. Exit the rear of the circle under control, following the throw.

South Carolina Physical Education Assessment Program
High School Track and Field
H. Discus

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Demonstrate good technique in one track and one field event.

Criteria for Competence (Level 3):

1. At start, fingers are usually spread and discus is in last crease or 1st joint of fingers
2. At start, usually stands at rear of circle, back to toe board
3. At start, knees are usually bent
4. During throw, usually generates force primarily by hip, leg and trunk action
5. Release is usually at shoulder height with index finger being the last to touch the discus
6. Usually uses appropriate spin technique

Specific Protocol - Directions to Students:

You will be asked to perform the discus. You will be assessed on your form/technique for the events. I will read the criteria for good form and technique for the events you choose prior to performance.

Equipment Needed:

High school regulation equipment and facilities should be used for each event.

Camera Location and Operation:

The camera should be set up in front of and to the right of the performer. It is critical that the camera be placed a distance from the performer where there is no chance of being hit by a shot. The camera operator should zoom in on the performer.

Testing Situation:

Practice time will be needed for students to warm-up, stretch and perform 2-3 practice trials. All students for one event should be tested at the same time. Students should be given 2 consecutive trials at the event.

**South Carolina Physical Education Assessment Program
High School Track and Field Assessment Task Scoring Rubric
H. Discus**

Level	Hand Position	Start Position	Body Position	Throw	Release	Spin
4	At start, fingers are consistently spread and discus is in last crease or 1 st joint of fingers	At start, consistently stands at rear of circle, back to toe board	At start, knees are consistently bent	During throw, consistently generates force primarily by hip, leg and trunk action	Release is consistently at shoulder height with index finger being the last to touch the discus	Consistently uses appropriate spin technique
3	At start, fingers are usually spread and discus is in last crease or 1 st joint of fingers	At start, usually stands at rear of circle, back to toe board	At start, knees are usually bent	During throw, usually generates force primarily by hip, leg and trunk action	Release is usually at shoulder height with index finger being the last to touch the discus	Usually uses appropriate spin technique
2	At start, fingers are sometimes spread and discus is in last crease or 1 st joint of fingers	At start, sometimes stands at rear of circle, back to toe board	At start, knees are sometimes bent	During throw, sometimes generates force primarily by hip, leg and trunk action	Release is sometimes at shoulder height with index finger being the last to touch the discus	Sometimes uses appropriate spin technique
1	At start, fingers are rarely spread and discus is in last crease or 1 st joint of fingers	At start, rarely stands at rear of circle, back to toe board	At start, knees are rarely bent	During throw, rarely generates force primarily by hip, leg and trunk action	Release is rarely at shoulder height with index finger being the last to touch the discus	Rarely uses appropriate spin technique
0	Violates safety procedures and/or does not complete the assessment task					

Spin: Thrower begins at the back of the circle, knees flexed, trunk leaning forward, weight on right foot (RH thrower), back to direction of throw. Weight is shifted counter-clockwise to pivot on the left foot as the right leg drives across the body to the center of the ring to establish a new point of support. As the right foot touches the ground, the thrower continues to pivot counter-clockwise on the right foot, driving the left foot beyond the midline of the circle, to plant both feet. With both feet planted, the body uncoils, to finish with a wrist snap and remain inside the circle. Exit the rear of the circle under control, following the throw.

South Carolina Physical Education Assessment Program
High School Track and Field
I. Hurdles 100m 110m 400m

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Demonstrate good technique in one track and one field event.

Criteria for Competence (Level 3):

1. Usually uses a good sprint start
2. Usually maintains speed across finish line
3. Usually leans forward slightly at the finish line
4. Lead foot usually points straight ahead during run and hurdle
5. Trail leg is usually flat, toe out during run and hurdle
6. Opposite arm/opposite leg action is usually used over the hurdle
7. Usually sprints through rather than jump over hurdles

Specific Protocol - Directions to Students:

You will be asked to perform one event from the following track events: 100 meter, 110 meter or 400 meter hurdles. You will be assessed on your form/technique for the events you choose. I will read the criteria for good form and technique for the events you choose prior to performance.

Equipment Needed:

High school regulation equipment and facilities should be used for each event.

Camera Location and Operation:

The camera should be set up at the side of the race so you can see the start and finish and zoom in on the hurdles themselves.

Testing Situation:

Practice time will be needed for students to warm-up, stretch and perform 2-3 practice starts. All students for one event should be tested at the same time.

**South Carolina Physical Education Program Assessment
High School Track and Field
I. Hurdles**

Level	Start	Finish Speed	Finish Position	Lead Foot	Trail Leg	Arm/Leg Action	Hurdle
4	Consistently uses a good sprint start	Consistently maintains speed across finish line	Consistently leans forward slightly at the finish line	Lead foot consistently points straight ahead during run and hurdle	Trail leg is consistently flat, toe out during run and hurdle	Opposite arm/opposite leg action is consistently used over the hurdle	Consistently sprints through rather than jump over hurdles
3	Usually uses a good sprint start	Usually maintains speed across finish line	Usually leans forward slightly at the finish line	Lead foot usually points straight ahead during run and hurdle	Trail leg is usually flat, toe out during run and hurdle	Opposite arm/opposite leg action is usually used over the hurdle	Usually sprints through rather than jump over hurdles
2	Sometimes uses a good sprint start	Sometimes maintains speed across finish line	Sometimes leans forward slightly at the finish line	Lead foot sometimes points straight ahead during run and hurdle	Trail leg is sometimes flat, toe out during run and hurdle	Opposite arm/opposite leg action is sometimes used over the hurdle	Sometimes sprints through rather than jump over hurdles
1	Rarely uses a good sprint start	Rarely maintains speed across finish line	Rarely leans forward slightly at the finish line	Lead foot rarely points straight ahead during run and hurdle	Trail leg is rarely flat, toe out during run and hurdle	Opposite arm/opposite leg action is rarely used over the hurdle	Rarely sprints through rather than jump over hurdles
0	Violates safety procedures and/or does not complete the assessment task						

South Carolina Physical Education Assessment Program High School Ultimate

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Demonstrate good basic skills and basic strategy in a 3 vs. 3 modified ultimate game for 14 minutes.

Criteria for Competence (Level 3):

1. No observable errors in safe play
2. Few observable errors in knowledge of the rules
3. Uses forehand, backhand and overhand throw with good technique
4. Consistently uses an effective lead pass to a teammate with good technique
5. Consistently catches the disc effectively with one and two hands
6. Usually maintains an appropriate offensive/defensive position
7. Uses cuts on offense and defensive tactics to maintain/obtain possession of the disc

Specific Protocol - Directions to Students:

You will be asked to play a modified game of ultimate with three people on a side, using a 40 x 20 yard field and 10-yard end zones for 14 minutes. The three people on your team can choose the position they want to play. You may switch positions during game play. You will be expected to apply the rules of the game during safe play. You will be assessed on your ability to perform a variety of basic skills such as using lead passes with a forehand, backhand and overhead, catching with either or both hands, maintaining an appropriate offensive and defensive position, and playing offense and defense. You will have a five-minute warm up period with your teammates prior to testing.

Equipment Needed:

A modified and marked 40 x 20 yard playing field with two 10-yard end zones and three discs are needed. A designated warm up area is advised with each team having a disc to use during their five minute warm up.

Camera Location:

The camera should be elevated with a wide angle view so that the majority of the playing field is in view at all times. If the camera cannot be raised, place the camera directly in back of one of the end lines so that both sides of the field are in view. The camera monitor needs to follow the action with smooth

movements staying ahead of the play at all times and zooming in on play when the play becomes difficult to see.

Testing Situation:

Assign students to be tested to a team of 3 players. Assign teams to play against each other. Read the testing protocol to students. Give the students allotted warm up time with their teams. Start and stop the camera and game at the same time.

South Carolina Physical Education Assessment Program High School Ultimate Assessment Task Scoring Rubric

Level	Safety	Rules	Control	Pass	Receive	Position	Possession
4	No observable errors in safe play	No observable errors in knowledge of the rules	Uses forehand, backhand and overhand throw proficiently	Uses an effective lead pass to a teammate with few exceptions	Catches proficiently and effectively with one and two hands	Maintains an appropriate offensive/defensive position with few exceptions	Uses cuts on offense and defensive tactics to maintain/obtain possession of the disc
3	No observable errors in safe play	Few observable errors in knowledge of the rules	Uses forehand, backhand and overhand throw with good technique	Consistently uses an effective lead pass to a teammate	Consistently catches the disc effectively with one and two hands	Usually maintains an appropriate offensive/defensive position	Uses cuts on offense and defensive tactics to maintain/obtain possession of the disc
2	No observable errors in safe play	Few observable errors in knowledge of the rules	Uses forehand, backhand and overhand throw with some technique	Inconsistently uses an effective lead pass to a teammate	Sometimes catches the disc effectively with one and two hands	Inconsistently maintains an appropriate offensive/defensive position	Inconsistently uses cuts on offense and defensive tactics to maintain/obtain possession of the disc
1	May have observable errors in safety	May have observable errors in knowledge of the rules	Some/poor throwing technique	Little evidence of a lead pass to a teammate	Has difficulty catching a pass	Sometimes/rarely maintains an appropriate offensive/defensive position	Sometimes/rarely maintains/obtains possession of the disc against another player
0	Violates safety procedures and/or does not complete the assessment task						

South Carolina Physical Education Assessment Program High School Volleyball

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Play a modified game of 4-on-4 volleyball competently for 14 minutes.

Criteria for Competence (Level 3):

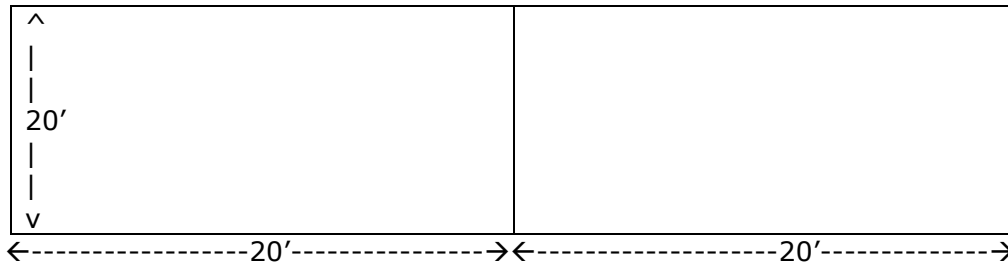
1. Consistently uses the forearm pass, with good technique, which results in a playable pass being sent to a teammate or into the opponent's court
2. Consistently uses the overhead pass, with good technique, which results in a playable pass being sent to a teammate or into the opponent's court
3. Consistently serves the ball, with good technique, from behind the end line into the opponent's court
4. Consistently applies basic rules (i.e. boundaries, the net, and number of hits)
5. Some evidence of strategy (i.e. choosing the appropriate hit, moving to the net, returning to home base appropriately after hit)

Specific Protocol - Directions to Students:

You will be asked to play a modified game of volleyball with four people on a side, and a 20 x 40 foot volleyball court, for 14 minutes. Change ends after 7 minutes. You will be assessed on your ability to use the forearm pass, overhead pass and serve, your ability to play offensively and defensively, and your ability to follow the rules, etiquette and safety of the game. All the rules of volleyball will be used except that you will alternate serves with the other team regardless of who scores and you will be asked to call out your number just prior to serving the ball. You will be asked to call your own out of bound and rules violations.

Equipment and Facilities:

A 20 foot (wide) by 40 foot long court with a net at 7 feet, 4.25 inches (varsity girls height). Enough regulation volleyballs so that each team can have at least two volleyballs to warm-up.



Camera Location and Operation:

It will take one camera for each court. Place the camera far enough away to be able to view both sides of the court with as large a picture as possible. The camera should be at a high level, slightly to the right of the serving position and focused on the "other" court. Keep the camera stationary and recording once play has started. Each game should be recorded for at least 14 minutes.

Testing Situation:

Assign the students to a team of four students, in a manner that would best allow students to display their ability. Assign teams to play each other. Read the testing protocol to the group of students to be tested. Give teams five minutes to warm up.

**South Carolina Physical Education Assessment Program
High School Volleyball Assessment Task Scoring Rubric**

Level	Forearm Pass	Overhead Pass	Serve	Rules	Strategy
4	Consistently uses the forearm pass, which results in a playable pass being sent to a teammate or into the opponent's court	Consistently uses the overhead pass, which results in a playable pass being sent to a teammate or into the opponent's court	Consistently serves the ball, with proficient technique, from behind the endline into the opponent's court	Applies rules with no observable errors	Evidence of strategy (i.e. setting the ball up for a hit, or an attempt to spike or block)
3	Consistently uses the forearm pass, which results in a playable pass being sent to a teammate or into the opponent's court	Consistently uses the overhead pass, which results in a playable pass being sent to a teammate or into the opponent's court	Consistently serves the ball, with good technique, from behind the endline into the opponent's court	Consistently applies basic rules (i.e. boundaries, the net, and number of hits)	Some evidence of strategy (i.e. choosing the appropriate hit, moving to the net, returning to home base appropriately after hit)
2	Inconsistent use of the forearm pass (sometimes results in the ball being sent into the net or out of bounds)	Inconsistent use of the overhead pass (sometimes results in the ball being sent into the net or out of bounds)	Inconsistent ability to serve (sometimes results in the ball being sent into the net or out of bounds)	Inconsistent application of basic rules (i.e. boundaries, the net, and number of hits)	Little evidence of strategy (i.e. choosing the appropriate hit, moving to the net, returning to home base appropriately after hit)
1	Rarely uses the forearm pass with any degree of success	Rarely uses the overhead pass with any degree of success	Rarely serves the ball into the opponent's court	Rarely applies basic rules	Little evidence of strategy
0	Violates safety procedures and/or does not complete the assessment task				

South Carolina Physical Education Assessment Program High School Weight Training

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

- A) Perform and spot a free weight, flat bench exercise demonstrating safe equipment handling and the ability to use correct lifting and spotting technique.
- B) Demonstrate basic knowledge of weight training on a written exam.

Criteria for Competence (Level 3):

1. No observable errors demonstrated in loading bar evenly and securing clips
2. Consistently uses correct grip, hand, and body positions
3. Demonstrates good technique while moving through a full ROM at a safe speed (~2-1-4 seconds)
4. Spots using an incorrect grip but provides assistance if/when lifter nears fatigue. No observable errors demonstrated in unloading, and returning weights and clips to racks or trees
5. Must score at least 24 on the written test

* If no weights are on the bar, clips do not need to be used.

** Thumbs wrapped, hands approximately shoulder-width apart, feet and back flat)

*** Alternate or underhand grip used, assistance provided if/when lifter nears fatigue)

**** Cannot achieve level identified without the minimum score specified on the written test.

Specific Protocol - Directions to Students:

You will be asked to perform a free weight, flat bench exercise with a spotter. You will be assessed on your safe use of equipment, the manner in which you handle the equipment, and your ability to use correct lifting and spotting techniques. You should use a weight that you can do for one set (5-10) reps). You and your partner are asked to set up and break down the equipment before and after you have both lifted. If both lifters are lifting the same weighted bar, it is not necessary to dress and undress the bar twice. A written test will be administered to test your knowledge of weight training.

Materials Needed:

Free weights that students have used or other equipment if free weights are not available, enough copies of the written test for each student, and pencils for each student.

Camera Set Up:

The camera should be set up so that both students can be viewed during the performance of set up, one set each, and the break down of the free weight bench press. The testing situation should be set up that allows a diagonal (45 degree) view of the student. The student's entire body should be in view and close enough to determine full range of motion, breathing, bar and body placement, grip etc. Depending on the weight room's arrangement it may be possible to video more than one set of students at a time. The camera should stay with one student long enough to video the complete set up, one set of an exercise and the complete break down of equipment.

Testing Situation:

Each pair of students should be assessed without other students observing. If multiple benches are used, be sure all students can be seen clearly from the side angle ($\sim 45^\circ$). All students should be read the testing protocol. Students should be paired with a partner of their choice if possible. At no point should students be permitted to continue an exercise the tester feels is unsafe. The written test may be distributed to students at any time during the testing situation.

Specific Protocol - Directions to Students:

You will be asked to perform a free weight, flat bench exercise with a spotter. You will be assessed on your safe use of equipment, the manner in which you handle the equipment, and your ability to use correct lifting and spotting techniques. You should use a weight that you can do for one set (5-10) reps). You and your partner are asked to set up and break down the equipment before and after you have both lifted. If both lifters are lifting the same weighted bar, it is not necessary to dress and undress the bar twice. A written test will be administered to test your knowledge of weight training.

Name: _____

I.D. Number: _____

**South Carolina Physical Education Assessment Program
High School Weight Training Exam**

Case Study:

Brandon is a 15-year old male who started lifting weights last week. He currently plays baseball for a city-league team. He wants to work out to increase his muscular endurance, not gain muscle mass. Brandon's one rep maximum lift on the free weight flat bench exercise when he started the program was 75 pounds. When he began lifting, his coach suggested he perform exercises for the following body parts:

Body part

- Chest (pectorals)
- Back of upper arms (triceps)
- Shoulders (deltoids)
- Front of upper arms (biceps)
- Back (latissimus dorsi)
- Abdominals

Directions:

1. Describe an appropriate exercise for each of the muscle groups listed above.

Chest (pectorals)

Back of upper arms (triceps)

Shoulders (deltoids)

Front of upper arms (biceps)

Back (latissimus dorsi)

Abdominals

2. For Brandon's original goal of muscular endurance/toning, list the weight, number of repetitions, and number of set(s) he should complete on the free weight, flat bench press exercise during his workouts.

Weight: _____ pounds Repetitions: _____ Set(s): _____

3. After three months Brandon's one rep maximum lift on the free weight flat bench exercise increased to 85 pounds. Brandon decides that he wants to gain more muscular strength. Identify the weight, number of repetitions and number of set(s) he should now complete on the free weight, flat bench press exercise during his workouts to achieve this new goal.

Weight: _____ pounds Repetitions: _____ Set(s): _____

Please answer each question to the best of your ability. Each question has only one best answer. Place your answer on the line next to the question number.

- _____ 4. The best training method to increase muscular strength is to perform _____.
- A. low repetitions with high weight exercises
 - B. high repetitions with low weight exercises
 - C. high repetitions with high weight exercises
 - D. low repetitions with low weight exercises
- _____ 5. What is the most appropriate way to determine how much weight to lift when starting a weight-training program?
- A. Look at a chart for your age group
 - B. For endurance 30-60% of what you can lift one time and for strength 60-90% of what you can lift one time
 - C. Multiply body weight by 5 and divide by 40
 - D. Start with one rep and one set at 20% of your body weight
- _____ 6. In general, it is most appropriate to train smaller muscle groups before larger muscles groups.
- A. True
 - B. False
 - C. Only if you are overweight
 - D. Order of exercises does not matter
- _____ 7. The ability of a muscle to exert force maximally one time is known as _____.
- A. endurance
 - B. flexibility
 - C. power
 - D. strength
- _____ 8. The ability to use muscles repeatedly for a long time is known as _____.
- A. endurance
 - B. power
 - C. range of motion
 - D. strength

South Carolina Physical Education Assessment Program High School Weight Training Exam - KEY

Case Study:

Brandon is a 15-year old male who started lifting weights last week. He currently plays baseball for a city-league team. He wants to work out to increase his muscular endurance, not gain muscle mass. When he began lifting his coach suggested he perform exercises for the following body parts. Brandon's one rep maximum lift on the free weight flat bench exercise when he started the program was 75 pounds.

Body part

Chest (pectorals)
Back of upper arms (triceps)
Shoulders (deltoids)
Front of upper arms (biceps)
Back (latissimus dorsi)
Abdominals

Directions:

1. Describe an appropriate exercise for each of the muscle groups listed above. (2 points for each of the following) **(example correct answers- others may be correct as well)**

Chest (pectorals) **bench press, flies, cable cross-overs, chest press, push-ups**

Back of upper arms (triceps) **tricep extension, French press(curl), cable pull-downs**

Shoulders (deltoids) **lateral raise, front raise, overhead press, upright row, shrugs**

Front of upper arms (biceps) **curls (dumbbell, preacher, concentration, straight bar**

Back (latissimus dorsi) **lateral pull-downs, pull over, dumbbell rows, pull-ups**

Abdominals **sit-ups, sit-ups on an inclined board or with resistance**

2. For Brandon's original goal of muscular endurance/toning, list the weight, number of repetitions, and number of set(s) he should complete on the free weight, flat bench press exercise during his workouts. (2 points for each of the following)

Weight: **22-45** pounds* Repetitions: **10+** Set(s): **2-3***

3. After three months Brandon's one rep maximum lift on the free weight flat bench exercise increased to 85 pounds. Brandon decides that he wants to gain more muscular strength. Identify the weight, number of repetitions and number of set(s) he should now complete on the free weight, flat bench press exercise during his workouts to achieve this new goal. (2 points for each of the following)

Weight: **51-77** pounds* Repetitions: **4-10*** Set(s): **3**

*These are acceptable ranges for these answers

Please answer each question to the best of your ability. Each question has only one best answer. Place your answer on the line next to the question number. (2 points for each of the following)

- A 4. The best training method to increase muscular strength is to perform _____.
- A. low repetitions with high weight exercises
 - B. high repetitions with low weight exercises
 - C. high repetitions with high weight exercises
 - D. low repetitions with low weight exercises
- B 5. What is the most appropriate way to determine how much weight to lift when starting a weight-training program?
- A. Look at a chart for your age group
 - B. For endurance 30-60% of what you can lift one time and for strength 60-90% of what you can lift one time
 - C. Multiply body weight by 5 and divide by 40
 - D. Start with one rep and one set at 20% of your body weight
- B 6. In general, it is most appropriate to train smaller muscle groups before larger muscles groups.
- A. True
 - B. False
 - C. Only if you are overweight
 - D. Order of exercises does not matter
- D 7. The ability of a muscle to exert force maximally one time is known as _____.
- A. endurance
 - B. flexibility
 - C. power
 - D. strength
- A 8. The ability to use muscles repeatedly for a long time is known as _____.
- A. endurance
 - B. power
 - C. range of motion
 - D. strength

Total points for weight training exam = 34
Passing score for written exam = 24

South Carolina Physical Education Assessment Program High School Weight Training Assessment Task Scoring Rubric

Level	Loading	Grip and Position	ROM	Spotting	Unloading	Cognitive test	Reps
4	No observable errors demonstrated in loading bar evenly and securing clips *	No observable errors demonstrated in grip, hand, and body positions**	Proficiently moves through a full ROM at a safe speed (~2-1-4 seconds)	No observable errors demonstrated in spotting***	No observable errors demonstrated in unloading, and returning weights and clips to racks or trees	Scores at least 31 on the written test****	Does one set (5-10 reps)
3	No observable errors demonstrated in loading bar evenly and securing clips *	Consistently uses correct grip, hand, and body positions**	Demonstrates good technique while moving through a full ROM at a safe speed (~2-1-4 seconds)	Spots using an incorrect grip but provides assistance if/when lifter nears fatigue***	No observable errors demonstrated in unloading, and returning weights and clips to racks or trees	Must score at least 24 on the written test****	
2	Poor technique demonstrated in loading bar *	Uses correct grip, but hands may be placed too far or close together, back arches and/or feet**	Usually moves rapidly through a limited ROM using poor technique	Does not provide assistance if/when lifter nears fatigue or provides uneven assistance***	Errors demonstrated in unloading and returning weights and clips to racks or trees	Must score at least 17 on the written test****	
1	Poor technique demonstrated in loading bar *	Does not use correct grip**	Moves rapidly through a limited ROM using poor technique	Does not provide assistance***	Errors demonstrated in unloading, and returning weights and clips to racks or trees	Scores less than 17 on the written test****	
0	Violates safety procedures and/or does not complete the assessment task						

- * If no weights are on the bar, clips do not need to be used.
- ** Thumbs wrapped, hands approximately shoulder-width apart, feet and back flat)
- *** Alternate or underhand grip used, assistance provided if/when lifter nears fatigue)
- **** Cannot achieve level identified without the minimum score specified on the written test.

South Carolina Physical Education Assessment Program High School Yoga

Standard:

The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

Performance Indicator One:

Demonstrate competency in at least two movement forms.

Assessment Task:

Demonstrate competency in performing selected yoga poses and a sun salutation series.

Criteria for Competence (Level 3):

1. Consistently performs poses/movements with correct and accurate alignment
2. Consistently demonstrates proficient balance and control in poses/movements
3. Demonstrates knowledge of most poses/movements
4. Demonstrates working on flexibility in poses/movements
5. Demonstrates concentration and focus while working on poses/movements

Specific Protocol - Directions to Students:

You will be asked to perform 10 yoga poses and you will also be asked to perform yoga sun salutation series. These tasks have been performed previously in class. You will be given enough time prior to video recording to review your poses and sun salutation. You will be assessed on your knowledge of the poses and movements, your attention to alignment in poses and movements, your balance and control, your ability to work on flexibility in poses and movements, and your ability to concentrate and remain focused.

Equipment Needed:

CD player and assorted yoga CD's, athletic mats or yoga mats, video camera and all necessary video equipment.

Camera location:

Students should be in groups of 3 or 4, depending on the size of the class, mats, or space. The camera can be brought in close, as the poses and movements are performed in one place. The camera should be placed about 10 feet in front of students. Sun salutation may be performed sideways to allow for a clear view of the poses and alignment.

Testing Situation:

Students should be able to perform most common Hatha yoga poses and the sun salutation. These can be found in *Yoga The Iyengar Way* by Silva, Mira, and

Shyam Mehta. Alfred A. Knopf, Inc. Also another great book is *Yoga: The Path to Holistic Health* by B.K.S. Iyengar, Dorling Kindersley Publisher. Students will hold each pose until directed by the teacher. Students will perform the sun salutation 10 times.

Students not being tested should stay warmed up and loose until it is their turn to perform and should not be allowed to view the taping of each group.

South Carolina Physical Education Program Assessment High School Yoga Assessment Task Scoring Rubric

Level	Alignment	Balance & Control	Poses & Movements	Flexibility	Concentration & Focus
4	Performs poses/movements with correct and accurate alignment	Demonstrates proficient balance and control in poses/movements	Demonstrates confident knowledge of poses/movements	Demonstrates flexibility in all poses/movements	Demonstrates complete concentration and focus while working on poses/movements
3	Consistently performs poses/movements with correct and accurate alignment	Consistently demonstrates proficient balance and control in poses/movements	Demonstrates knowledge of poses/movements	Demonstrates flexibility in most poses/movements	Demonstrates concentration and focus while working on poses/movements
2	Inconsistently performs poses/movements with correct and accurate alignment	Inconsistently demonstrates proficient balance and control in poses/movements	Demonstrates some knowledge of poses/movements	Demonstrates flexibility in some poses/movements	Demonstrates limited concentration and focus while working on poses/movements
1	Rarely performs poses/movements with correct and accurate alignment	Rarely demonstrates proficient balance and control in poses/movements	Rarely demonstrates confident knowledge of poses/movements	Demonstrates poor flexibility in poses/movements	Little evidence of concentration and focus while working on poses/movements
0	Violates safety procedures and/or does not complete the assessment task				

CHAPTER FIVE

Performance Indicator Two: Design and develop an appropriate physical fitness program to achieve a desired level of personal fitness.

This chapter is designed to provide you with all the information you need to collect data on Performance Indicator Two: Design and develop an appropriate physical fitness program to achieve a desired level of personal fitness. All the forms and instructions you need for PI-2 are included in this chapter including an order form for the test, test administration guidelines, a sample test, answer sheet, scoring instructions and a sample score sheet. The forms are also provided in the appendix of this manual.

Performance Indicator Two: Design and develop an appropriate physical fitness program to achieve a desired level of personal fitness.

Description of the performance Indicator:

The intent of this performance indicator is to insure that the student has the skills and knowledge to independently assess and develop a personal physical fitness program based on current available knowledge related to physical training and the development of an active lifestyle. Skills to assess fitness should be developed for *real life* environments. The student should be able to interpret the meaning of assessment data and be able to apply principles of training to a variety of alternative ways to develop fitness components.

Critical Aspects of Performance:

1. The student has the ability to *assess* all five components of health related fitness in a real world setting.
2. The student can *interpret* the meaning of assessment data in terms of identifying the level of health related fitness indicated by the data.
3. The student can *design* a program that utilizes the principles of training and development to develop a program to maintain and/or improve the level of fitness indicated by the data.
4. The student can *package* a personal and individualized long-term program that has the potential to achieve/maintain a desired level of fitness.

How Measured:

A written test that gives students individual data on fitness performance and asks students to develop a fitness program for this individual is administered by a colleague and is scored by the teacher. Teachers do not administer the test to their own class.

South Carolina Physical Education Assessment Program Performance Indicator Two: Written Test Material Instructions

1. Schools must submit a request for written tests for Performance Indicator #2 at least two weeks prior to the time at which they are to be given (Form HS-4). The request form will include the classes for which tests are required and dates identifying when the tests are to be given. The appropriate material will be sent electronically from the SCPEAP office to the teacher/ department chair at least one week prior to the date the test is to be administered.
2. The teacher should make arrangements to have the written tests administered by a school official (e.g., teacher, counselor, etc.) other than the instructor of the class.
3. All students receiving credit for graduation in a class are required to take the test unless they have an IEP, 504, or OHI which specifically excludes them or makes the written test inappropriate for them. All IEPs, 504s, and OHIs must be documented by the school resource teacher or other appropriate official (Form G-1). Arrangements should be made by physical education teachers for students who require a special administration of the test.
4. Several forms of the test are available. Schools will be sent one form of the test, an answer key for the test, a summary score sheet (Form HS-6), and a test administration form (Form HS-5).
5. Tests should be handled in a secure manner according to state law and administered by the designated physical education district test coordinator or a school official other than the instructor of the class.
6. All students have a maximum of 40 minutes to complete the test.
7. Tests should be administered according to the following:
 - A. Make sure students are arranged so that their work is not available to other students in the class.
 - B. Students must use a **blue or black** ink pen. No pencils are to be used.
 - C. Distribute one test to each student and mark down the start time of the test on the test administration form.
 - D. Monitor the room quietly and frequently to make sure students are following directions and do not give help or receive help.
 - E. Check rest rooms prior to the administration of the test to make sure they do not contain any written material appropriate for the test.
 - F. Answer only questions related to the instructions and not questions related to the substantive content of the test.
 - G. Thirty-five minutes into testing, announce to students that you will be collecting their papers in five minutes.
 - H. After 40 minutes collect all the papers from students. Count tests and

put them in the brown envelope provided. Indicate the number of tests collected and the time the test finished on the test administration form (Form HS-5).

8. Make-up time periods for students absent on the day the test was administered and special administrations of the test for students documented as not able to take the test in a normal manner may be given after the test is administered to the class.
9. Teachers will grade each test in a manner consistent with the key provided for the test and record the student's grade at the top of the test and on the grading form. Teachers should use only a **red** marking pen when grading the exam.
10. Teachers will submit to the designated physical education district test coordinator in one envelope in the order shown below, no later than two weeks after the end of the unit:
 - A. A labeled envelope containing the graded tests
 - B. Test Administration Form (Form HS-5)
 - C. The key to the test that was provided
 - D. A summary score sheet (Form HS-6) listing the grades for each member of the class
 - E. An official computer generated class list
 - F. Appendix Form G-1 for any student who has not taken the test
11. The accuracy of the teacher's grading of the written test will be checked by sampling at least 25% of the tests submitted. If there is not an agreement of at least 80% between the monitoring committee and the teacher, the monitoring committee will regrade the tests.
12. Any student on the official school computer generated class lists who does not have a documented reason for not taking the test or a graded test will receive a "0" for this performance indicator.

**SCPEAP Cognitive Fitness Test Order Form
Form HS-4**

Please fax or mail this form to the SCPEAP office

Fax: (803) 777-3816

Mail: SCPEAP

c/o USC Dept. Physical Education

Blatt P.E. Center

Columbia, SC 29208

School: _____

Directions: Please list each section separately for each teacher needing cognitive tests. Please request tests needed for this semester only. Mail another request next semester for tests needed for next semester. Please allow two (2) weeks for delivery of your tests.

<u>Teacher Name</u>	<u>Class/Section</u>	<u>Date Tests Needed</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

NOTE: Teachers receiving tests will be responsible for the security of the tests (before and after testing), scoring student responses, and returning all tests (used and not used) to the designated physical education district test coordinator with all other data within two weeks after administering the test.

Signature of requesting agent: _____

Phone & Email _____

**South Carolina Physical Education Assessment Program
Test Administration Form
Form HS-5**

School _____ District _____

Name of Class Instructor _____ Date _____

Name of Class _____

Name of Test Administrator _____

Date of Test Administration _____

Number of tests received in envelope _____

Number of tests administered on this date _____

Time at which students began the test _____

Time at which students finished the test _____

I certify that to the best of my knowledge this test was administered according to the instructions for test administration and security.

Signature

Position

Teacher Administration of Make up Tests

Make up tests were administered to the following students:

_____	_____
_____	_____
_____	_____
_____	_____

I certify that to the best of my knowledge this test was administered according to the instructions for test administration and security.

Signature

Position

Number of tests returned _____

**South Carolina Physical Education Program Assessment
Cognitive Written Test**

Directions:

Please read the following case study. Then, using the table of FITNESSGRAM Standards for Healthy Fitness Zone values at the bottom of this page, respond to the questions that follow on the next few pages. You will have 40 minutes to finish this test.

Case Study:

Shonda is a 16-year-old tenth grade girl. She is very active and she wants to become a member of the volleyball and softball teams. At the beginning of the school year, Shonda’s physical education class took the FITNESSGRAM. Shonda’s scores are below:

Push-ups: 5	Sit & Reach: 10 inches right and left
Pacer: 45 laps	Curl-ups: 16
Trunk lift: 8 inches	Percent body fat: 18%

**The FITNESSGRAM
Standards for Healthy Fitness Zone***

GIRLS									
<u>Age</u>	<u>One Mile</u>		<u>Pacer</u>		<u>Percent Fat</u>		<u>Body Mass Index</u>		
	<i>min:sec</i>		<i># laps</i>						
14	11:00	8:30	18	44	32	17	25	17.5	
15	10:30	8:00	23	50	32	17	25	17.5	
16	10:00	8:00	28	56	32	17	25	17.5	

<u>Age</u>	<u>Curl-up</u>		<u>Trunk Lift</u>		<u>Push-up</u>		<u>Back Saver Sit & Reach **</u>		
	<i># completed</i>		<i>inches</i>		<i># completed</i>		<i>inches</i>		
14	18	32	9	12	7	15	10		
15	18	35	9	12	7	15	12		
16	18	35	9	12	7	15	12		

* Number on left is lower end and number on right is upper end of Healthy Fitness Zone.

**Test scored Pass/Fail; must reach this distance to pass for both right and left.

SAMPLE

ANSWER SHEET 1

Name: _____

Please put your name on BOTH answer sheets. If you need more room, use the back of the answer sheet. Be sure to include the question number for any answers you continue on the back.

1. For each physical fitness test item in the test Shonda took (see case study on first page):
 - A) Identify the health-related fitness component (using complete words, not just initials) the test item represents, and
 - B) Mark whether the score Shonda received for that component is below, within, or above the healthy fitness zone for her age. CHECK ONLY ONE RANGE (below, within, or above) FOR EACH COMPONENT.

<u>Test Item</u>	<u>Health-related Fitness Component</u>	<u>Below</u>	<u>Within</u>	<u>Above</u>
		<u>Shonda's Healthy Fitness Zone</u>		
Push-ups	_____ (1)	_____	_____	_____ (1)
Pacer	_____ (1)	_____	_____	_____ (1)
Trunk lift	_____ (1)	_____	_____	_____ (1)
Sit & Reach	_____ (1)	_____	_____	_____ (1)
Curl-ups	_____ (1)	_____	_____	_____ (1)
Body fat	_____ (1)	_____	_____	_____ (1)

2. Use the health related fitness values in the table on the first page of this test to answer the following question. **Julia** is a **14-year old girl** in Shonda's class who wants to improve her performance on the following test items. Set appropriate goals for **Julia** to reach the healthy fitness zone for these test items for her next fitness test (in 9 weeks). Provide specific numbers (not just higher, faster, or doing more).

<u>Test Item</u>	<u>Current Score</u>
Push-ups	3
Mile run	11:30 minutes
Sit & Reach	8" left; 8" right
Curl-up	15

SAMPLE

Fitness Test Item:

HRF Zone Goals for Julia:

Push-ups (3)	_____	(1)
Mile run (11:30)	_____	(1)
Sit & Reach (8"L; 8"R)	_____	(1)
Curl-up (15)	_____	(1)

SAMPLE

ANSWER SHEET 2

Name: _____

3. Tony wants to improve his mile run time from 10:00 min. to 8:30 min., and he wants to improve at least one other score on his fitness test. Help him create an appropriate program to meet his goals. Describe specifically what he should do in weeks 1, 5 and 9. Assume he needs lots of help, so explain details about the type(s) of activity, frequency, intensity and time for whatever you suggest. Here are his current scores and his goals:

Test Item	Current Performance	Tony's Goal
Mile run	10:00 minutes	8:30 minutes
Push-Up	5 push-ups	12 push-ups
Curl-Up	11 curl-ups	21 curl-ups
Sit & Reach	5" left & 4" right	8" left & 8" right

Week 1: Mile Run

Type of activity: _____ (1)
 Frequency: _____ (1)
 Intensity: _____ (1)
 Time: _____ (1)

Week 5

Type of activity: _____ (1)
 Frequency: _____ (1)
 Intensity: _____ (1)
 Time: _____ (1)

Week 9

Type of activity: _____ (1)
 Frequency: _____ (1)
 Intensity: _____ (1)
 Time: _____ (1)

Week 1: Push-up or Curl-up or Sit & Reach
 (choose and circle only one)

Type of activity: _____ (1)
 Frequency: _____ (1)
 Intensity: _____ (1)
 Time: _____ (1)

Week 5

Type of activity: _____ (1)
 Frequency: _____ (1)
 Intensity: _____ (1)
 Time: _____ (1)

Week 9

Type of activity: _____ (1)
 Frequency: _____ (1)
 Intensity: _____ (1)
 Time: _____ (1)

4. Tony is also hoping to make lifestyle changes to improve his overall health-related fitness. Offer at least five suggestions for lifestyle changes Tony could make.

_____ (1)

_____ (1)

_____ (1)

_____ (1)

_____ (1)

SAMPLE

South Carolina Physical Education Program Assessment Scoring Performance Indicator Two

Setting: The following assessment is to be made of the student by a written examination. The examination provides a case study and a chart of the healthy fitness zone (HFZ) values for identified test items. The student answers questions relative to these values and recommends activities to improve the fitness level of the individual outlines in the case study. There are 45 total responses possible.

Competency: Each student is scored on a 0-3 basis according to the accuracy and completeness of their answers. Students must score at Level 2 or above to meet the state requirements for the basic program.

Level 3: Student scores 41-45 points

Level 2: Student scores 32-40 points

Level 1: Student scores 23-31 points

Level 0: Student scores 0-22 points

Questions #1:

Each answer is worth one point, for a total of 12 points.

<u>Test Item</u>	<u>HRF Component</u>	<u>HFZ</u>
push-ups	muscular strength or end (1)	below (1)
pacer	cardiovascular endurance (1)	within (1)
trunk lift	flexibility (1)	below (1)
sit & reach	flexibility (1)	below (1)
curl-ups	muscular strength or end (1)	below (1)
body fat	body composition (1)	within (1)

Other acceptable answers for HRF components: aerobic fitness, aerobic capacity, cardiovascular endurance.

SAMPLE

Question #2:

Each answer is worth one point, for a total of 4 points.

Test Item

push-ups
mile run
sit & reach
curl-ups

Specific 9 – Week Goal

complete at least 7 (or at least 4 more) (1)
11:00 minutes or at least 30 sec. faster (1)
reach at least 10" (or at least 2" more, left and right) (1)
complete at least 18 (or at least 3 more) (1)

Question #3:

Each answer is worth 1 point. The responses for activity(s) must all be appropriate to the HRF component identified to receive the point. No partial points are given, and a total of 24 points are possible for this section. All responses must be appropriate for the goal set, Tony's fitness level, and the FIT principles.

For full points, Tony's goals must be achieved by week 9 and some sort of reasonable progression (i.e., evidence of overload) must be evident in at least one component (frequency, intensity or time) on each successive week.

Question #4:

There are 5 points available in this section. Each answer is worth 1 point. Reasonable responses might include using stairs instead of elevators, walking to school rather than riding in a car, eating a more balanced diet with less "junk" food, making physical activity a habit or regular part of every day, drinking more water and less soda, parking a little further from a destination to walking.

5th edition Reference: Williams, C.S., Harageones, E.G., Johnson, D.J. & Smith, C.D. (2005). *Personal Fitness: Looking Good Feeling Good: Teachers Edition, (5th ed.)*, Dubuque, IA.: Kendall/Hunt

ANSWER SHEET 1

Name: Study Guide

Please put your name on BOTH answer sheets. If you need more room, use the back of the answer sheet. Be sure to include the question number for any answers you continue on the back.

1. For each physical fitness test item in the test Shonda took (see case study on first page):
 - A) Identify the health-related fitness component the test item represents, and
 - B) Mark whether the score Shonda received for that component is below, within, or above the healthy fitness zone for her age. CHECK ONLY ONE RANGE (below, within, or above) FOR EACH COMPONENT.

<u>TEST ITEM</u>	<u>Health-related Fitness Components</u>	<u>Below</u>	<u>Within</u>	<u>Above</u>
		<u>Shonda's Healthy Fitness Zone</u>		
Push-ups	<u>Chapter 8 - pp. 150-179</u> (1)	_____	_____	_____ (1)
Pacer	<u>Chapter 7 - pp. 126-149</u> (1)	_____	_____	_____ (1)
Trunk lift	<u>Chapter 6 - pp. 104-125</u> (1)	_____	_____	_____ (1)
Sit & Reach	<u>Chapter 6 - pp. 104-125</u> (1)	_____	_____	_____ (1)
Curl-ups	<u>Chapter 8 - pp. 150-179</u> (1)	_____	_____	_____ (1)
Body fat	<u>Chapter 10 - pp. 214-239</u> (1)	_____	_____	_____ (1)

2. Use the health related fitness values in the table on the first page of this test to answer the following question. **Julia** is a **14-year old girl** in Shonda's class who wants to improve her performance on the following test items. Set appropriate goals for **Julia** to reach the healthy fitness zone for these test items for her next fitness test (in 9 weeks). Provide specific numbers (not just higher, faster, or doing more).

<u>Test Item</u>	<u>Current Score</u>
Push-ups	3
Mile run	11:30 min.
Sit & Reach	8" left; 8" right
Curl-up	15

Fitness Test Item:

Push-ups (3)

Mile run (11:30)

Sit & Reach (8"L; 8"R)

Curl-up (15)

HRF Zone Goals for Julia:

Text - Appendix A, pp. 329-330 - 5th Edition (1)

FITNESSGRAM Manual - 2nd Ed. pp. 38-41 (1)

FITNESSGRAM Manual - 3rd Ed. pp. 61-62 (1)

_____ (1)

ANSWER SHEET 2

Name: Study Guide

3. Tony wants to improve his mile run time from 10:00 min. to 8:30 min., and he wants to improve at least one other score on his fitness test. Help him create an appropriate program to meet his goals. Describe specifically what he should do in weeks 1, 5 and 9. Assume he needs lots of help, so explain details about the type(s) of activity, frequency, intensity and time for whatever you suggest. Here are his current scores and his goals:

Chapter 5 – p. 90 Principals of Training
 1. *Overload – p. 93 – F(frequency) I(intensity) T(time) p. 93-96*
 2. *Progression – p. 97*
 3. *Specificity – p. 97*

Test Item	Current Performance	Tony's Goal
Mile run	10:00 minutes	8:30 minutes
Push-Up	5 push-ups	12 push-ups
Curl-Up	11 curl-ups	21 curl-ups
Sit & Reach	5" left & 4" right	8" left & 8" right

Week 1: Mile Run

Type of activity: Type of CV – Chap. 7 (1)
 Frequency: pp. 93-94 (1)
 Intensity: pp. 93-94 (1)
 Time: pp. 93,96 (1)

Week 5

Type of activity: Type of CV (1)
 Frequency: Increase or same (1)
 Intensity: Increase or same (1)
 Time: Increase or same (1)

Week 9

Type of activity: Type of CV (1)
 Frequency: same (1)
 Intensity: same (1)
 Time: same (1)

Week 1: Push-up or Curl-up or Sit & Reach
 (choose and circle only one)

Type of activity: Muscular flexibility (1)
 Frequency: pp.158-160 pp.111-113 (1)
 Intensity: pp.158-160 pp.111-113 (1)
 Time: pp.158-160 pp.111-113 (1)

Week 5

Type of activity: " " (1)
 Frequency: " " (1)
 Intensity: " " (1)
 Time: " " (1)

Week 9

Type of activity: " " (1)
 Frequency: " " (1)
 Intensity: " " (1)
 Time: In HFZ (FG) (1)

4. Tony is also hoping to make changes in his day-to day routines to improve his overall health-related fitness. Offer at least five suggestions for lifestyle changes Tony could make.

NOTE: THIS CONTENT IS NOT WELL COVERED IN THE TEXTBOOK

- Walk or ride a bike instead of ride in a car (1)
- Drink water instead of soda (1)
- Park further away from the door at the mall (1)
- Walk up the stairs instead of using the elevator or escalator (1)
- Walk at least 10,000 steps per day (1)

CHAPTER SIX

Performance Indicator Three: Participate regularly in health enhancing physical activity outside the physical education class.

This chapter is designed to provide you with all the instructions and forms you need to assess and submit data for Performance Indicator Three: Participate regularly in health enhancing physical activity outside the physical education class. You will find a description of the indicator and how it is assessed, an instruction sheet for teachers, the student participation form and contract, teacher confirmation sheet, the adult confirmation form and a summary score sheet for you to evaluate student participation. All forms are also provided in the appendix of this manual.

Performance Indicator Three: Participate regularly in health enhancing physical activity outside the physical education class.

Description of the performance indicator:

The intent of this performance indicator is to help the student make a transition from physical education class to a physically active lifestyle and *real life* opportunities. The high school student should participate regularly in physical activity outside the physical education setting if patterns of participation appropriate for a physically active lifestyle are to be established. Two dimensions of participation are critical. The first is that students should be *exploring* opportunities both in the school and in the community and surrounding areas for participation in a wide variety of activities. The second is the student should be developing the ability to make wise choices about how he/she spends time both in terms of the structured activities chosen to participate in as well as choosing more active alternatives in their daily living (e.g., taking the stairs rather than the elevator). The student should independently seek opportunities for activity and design activity programs as a lifestyle issue. This criterion can be met through opportunities in the school and community as well as through independently designed programs of activity.

Definitions:

Regularly:	Weekly over a minimum of six weeks
School activities:	Sport teams, intramural, club activities
Community activities:	Church sponsored, Parks and Recreation programs, YMCA, YWCA, Commercial companies
Health enhancing physical activity:	Moderate to vigorous exercise (consecutively and/or totally) for twenty to thirty minutes a day three times per week
Components of health related fitness:	Cardiovascular endurance, muscular strength, muscular endurance, body composition, and flexibility
Independent Programs:	Family designed structured programs and independently designed structured programs. (The term structured here means designated time and place with planned regularity).

Critical Aspects of Performance:

The student provides evidence of regular participation for a minimum of nine weeks in an activity normally producing moderate levels of physical activity.

How Measured:

Students are asked to fill out a confirmation of outside activity compliance form which asks the students to identify an adult contact person who can verify their participation. Teachers must take the confirmation form and verify with the contact person identified by the student that the student has participated. Procedures for doing this are described in the compliance form filled out by teachers.

Performance Indicator Three - Outside of Class Participation Instructions

1. All students on a **POWER SCHOOL** computer generated class list receiving credit toward graduation are required to be assessed for outside of class participation unless students have an IEP, 504, or OHI which specifically excludes them or makes the assessment task inappropriate for them . All IEPs, 504s, and OHIs must be documented by the school resource teacher or other appropriate official, using the Document of Student Exceptionality form (Form G-1).
2. For each student receiving physical education academic credit toward graduation, teachers must submit a signed Student Contract for Outside Activity Participation Form (Form HS-7) and Teacher Confirmation Sheet (Form HS-8) or Supplemental (Form HS-8s Supplemental) as verification of the student's participation unless documentation specifically excluding them is provided.
3. Teachers must fill out the Outside Activity Participation Summary Score Sheet (Form HS-9) for each student receiving credit toward graduation indicating whether each student has met the performance indicator requirement or has not met the requirement.
4. All student contracts (HS-7), teacher confirmation sheets (HS-8 or HS-8s Supplemental), summary score sheets (HS-9), documentations of student exceptionality (G-1), and a **POWER SCHOOL** computer generated class list for each class must be submitted to the designated physical education district test coordinator at least two weeks prior to the end of the semester or unit assignment in a clearly marked envelope using the labels provided.
5. Any student who does not have both an appropriate student contract (HS-7) and a teacher confirmation sheet (HS-8 or HS-8s Supplemental) will receive no credit for this performance indicator.

Performance Indicator Three Protocol

1. At the beginning of the unit where Performance Indicator Three is to be assessed, have each **STUDENT** fill out a Student Contract for Outside Activity Participation Form (HS-7). Be sure the student fills out the form completely and in detail. The length of time for out of class participation must be at least six weeks.
2. When the Student Contract form (HS-7) is submitted, the teacher signs the form, which verifies his/her acceptance of the contract. Teachers may ask students to redo the contract so it is acceptable.
3. At the end of the contract time period, the teacher will fill out a Teacher

Confirmation Sheet (HS-8 or HS-8s Supplemental) for each student, verifying that the agreed upon contract was successfully completed. The teacher contacts the identified contact person and records the response.

4. Teacher Confirmation Sheet (Form HS-8) is to be used when the teacher makes telephone, email or personal contact with the person confirming participation. Contact Person/Adult Confirmation Sheet (Form HS-11 Supplemental) may be sent home with the student to have the contact person fill out, sign, and return in lieu of personal contact.
5. The Student Contract form (HS-7) should be attached to the Teacher Confirmation Sheet (HS-8 or HS-8s Supplemental) for each student in the designated class(es).
6. The teacher then fills out the Summary Score Sheet (HS-9) to include each student on the official **POWER SCHOOL** class list.
7. A Documentation of Student Exceptionality (Form G-1) must be filled out for any student specifically excluded from Performance Indicator Three assessment.
8. All materials for the designated class(es) – HS-7, HS-8, HS-9, a **POWER SCHOOL** computer generated class list and appropriate G-1 forms – are to be placed in an envelope and labeled using the labels provided.
9. The completed packet(s) are to be submitted to the designated physical education district test coordinator within two weeks of the test being given.

**South Carolina Physical Education Program Assessment
Performance Indicator Three
Student Contract for Outside Activity Participation Form
Form HS-7**

To be completed by the student

Student name: _____ Gender: _____

Performance Indicator Three: Participate regularly (3 days per week) in health enhancing physical activity (20 to 30 minutes per day), outside the physical education class for a minimum of 6 weeks.

Describe the activity(s) in which you will participate to meet the outside of class or homework assignment.

Describe the health related fitness variable(s) addressed in the activity described above.

Identify the approximate dates and times you will start and complete the activities identified above.

Start _____
(month and day)

Complete _____
(month and day)

How many days per week _____

Length of time each day _____

Identify a contact person (adult) to verify your participation in the activity described above.

Name of contact person: _____

Position of contact person (e.g., Coach): _____

Address, phone (work & home), fax of contact person: _____

Email of contact person: _____

Best time to contact: _____

To be completed by the Teacher

The activity proposed by the student:

_____ is appropriate _____ is not appropriate

(Teacher signature)

(Date form completed)

**South Carolina Physical Education Program Assessment
Performance Indicator Three
Teacher Confirmation Sheet
Form HS-8**

Performance Indicator Three: Participate regularly (3 days per week) in health enhancing physical activity (20 to 30 minutes per day), outside the physical education class for a minimum of 6 weeks.

1. Student name: _____

2. Teacher confirming reported participation: _____

3. Full name of contact person: _____
(Identified by student as person to confirm participation)

4. Position of contact person (e.g., coach): _____

5. Address, phone, fax of contact person: _____

Email of contact person: _____

6. Please circle the letter of the most appropriate response:
- A. The contact person confirmed student participation with certainty.
 - B. The contact person was confident but not certain that this student participated.
 - C. The contact person could not recall student participation.
 - D. The contact person could not be reached. (e.g., person moved or changed jobs, not known at given number, no response after three attempts with dates and times of calls reported. Please elaborate further if needed.)
 - E. The student could not identify a contact person.
 - F. The student did not return a form with confirmation information.
 - G. The contact person is confident this student did not participate.
- _____

7. Additional comments on verification of student participation. (Use back if necessary.)

8. How was student participation verified?

_____ phone _____ letter _____ personal visit _____ email _____ fax
_____ other, please explain _____

**South Carolina Physical Education Program Assessment
Performance Indicator Three
Contact Person / Adult Confirmation Sheet
Form HS-8s (Supplemental)**

1. Student name: _____
(print)
2. Full name of contact person: _____
(print)
3. Position of contact person (e.g., coach): _____
4. Address, phone, fax of contact person: _____

5. Email of contact person: _____

The student named above has identified you as the person who will verify their participation in an outside of school physical activity. This student has signed a contract stating that they successfully fulfilled this assignment, with you as their sponsor/coach, between the dates below.

Start _____ Complete _____
(month and day) (month and day)

Please complete the lines below to clarify and confirm what this student did

This student did the following activity: _____

Approximately how many times per week was the student involved in this activity?

Approximately how long was this student involved in physical activity each session?

Please add any additional comments below that you think will help us evaluate the value of this project and the quality of involvement for this student. Thank you for assisting us in this project.

(Signature of Contact Person)

(Date)

CHAPTER SEVEN

Performance Indicator Four:

Meet the gender and age group health related physical fitness standard as published by the National Association for Sport and Physical Education.

This chapter is designed to provide you with everything you need to collect and submit data for Performance Indicator Four : Meet the gender and age group health related physical fitness standard as published by the National Association for Sport and Physical Education. Fitness is assessed with the Fitnessgram test and each school should have a manual describing how the items on the test are administered. Specific protocols for collecting and reporting Fitnessgram data for the SCEAP assessment are provided in this chapter including directions on how to video tape the curl ups component of the test. All forms are also included in the Appendix of this manual.

Performance Indicator Four: Meet the gender and age group health related physical fitness standard as published by the National Association for Sport and Physical Education.

Description of the performance indicator:

The intent of this performance indicator is for the student to achieve and maintain a health-enhancing level of physical fitness. While a health-enhancing standard of fitness is considered minimum, students should be encouraged to develop higher levels of performance necessary for many work activities which are part of an active lifestyle. Expectations for student fitness levels should be established on a personal basis, taking into account variation in entry levels and personal student goals. Measures for cardiovascular endurance, flexibility, and muscular strength and endurance are included in this performance indicator; measures of body composition are reported but are not included in the calculation of competence.

Definition:

Standard for health-related fitness: Currently published by NASPE for each component of health related fitness in the test administration manual for the FITNESSGRAM.

Critical Aspect of Performance:

The student meets or exceeds the specified standard for his/her age group for **each** of the health related fitness components (cardiovascular endurance, flexibility, muscular strength and endurance) as published by NASPE.

How Measured:

Fitness measures are taken and reported using the FITNESSGRAM materials (Human Kinetics Publishers). Teachers have options for alternative measures where appropriate.

Performance Indicator Four – FITNESSGRAM

1. All students on a **POWER SCHOOL** computer generated class list receiving credit toward graduation are required to take the fitness test and be video recorded for the curl up portion of the test. All students will be assessed unless they have an IEP, 504, or OHI which specifically excludes them or makes the assessment task inappropriate for them. All IEPs, 504s, and OHIs must be documented by the school resource teacher or other appropriate official using Form G-1.
2. In order to evaluate correct form, each individual should be video recorded and assessed performing his/her curl-ups. The camera must be placed so as the head, both hands, feet and the testing strip are clearly observable.
3. Different administrations of the test for different classes of the same teacher may be included on the same clearly labeled video recording. Each teacher should use separate clearly labeled video recordings.
4. Teachers may repeat video recordings as many times as is necessary to get the technical quality of the recording needed to make good judgments about student performance.
5. All video recordings must be submitted on full format VHS or VHS-C videotape or DVD at normal speed and be clearly labeled. Use of 8 mm videotape is not acceptable.
6. The Teacher Summary Score Sheet (Form HS-11) will be used by the teacher to record all scores including total HFZ scores. Do not substitute another form for the HS-11.
7. Teachers will submit (to the test coordinator after the video taping of all students) the following:
 - A. A labeled envelope containing the clearly labeled video recording(s).
 - B. The Teacher Summary Score Sheet (Form HS-11).
 - C. An official **POWER SCHOOL** computer generated class list of students receiving credit toward graduation.
 - D. Any G-1 forms needed for each class.
9. The appropriateness of the administration of the curl-up test and the accuracy of the recorded scores for students will be checked by sampling at least 25% of the tests submitted. Curl-up data must be correct to have PI-4 data accepted. (If there is not an agreement of at least 80 % between the monitoring committee and the teacher, data for that class will not be accepted.) To ensure the best possible results, the FITNESSGRAM test protocols should be followed.
10. Any student on the **POWER SCHOOL** computer generated class list who has

not completed the test or does not have a recorded score or a documented reason for not being included (Form G-1), will receive a "0" for performance indicator four.

11. A score must be reported for body composition; however, body composition is not factored into the calculation of competence in Performance Indicator 4.
12. The following rubric will be used to determine competence in PI-4.

FITNESSGRAM Scoring Rubric

Score of 4 = 4 components in the healthy fitness zone
Score of 3 = 3 components in the healthy fitness zone
Score of 2 = 2 components in the healthy fitness zone
Score of 1 = 1 component in the healthy fitness zone

NOTES:

1. If date and time show on the video recording, be sure the information does not hide performance.
2. The protocols in the FITNESSGRAM Manual (third edition) should be used to teach and practice the tests. Error detection skills should be taught to students.
3. When taping the Curl-up test, be sure the head, both hands, feet and the testing strip are observable on the recording.
4. Locate the camera in the best location to see all of the components listed in #3.
5. If the key components of the Curl-up test cannot be observed, a score of "0" (zero) will be recorded.

Protocol for FITNESSGRAM HRF Testing

High School students receiving graduation credit for Physical Education must be assessed using the FITNESSGRAM HRF Test in four components. The teacher has a choice of tests in some of the components as shown below.

FITNESSGRAM TEST ITEMS:

1. **CARDIOVASCULAR (AEROBIC CAPACITY) OPTIONS:**
(Choose one)
 - Mile run
 - Pacer test

2. **MUSCULAR STRENGTH AND ENDURANCE:**
(Both required)
 - Curl-up test
 - Push-up test

3. **FLEXIBILITY:**
 - Back saver sit and reach (left and right)

4. **BODY COMPOSITION:**
(Choose one)
 - Skinfold measurements with calipers
 - Electrical impedance
 - Body Mass Index (BMI) score

PROTOCOL FOR FITNESSGRAM:

- A. The exact testing protocols to be used for each test are found in the FITNESSGRAM Manual (third edition). The protocols must be used as stated unless otherwise indicated. Teaching the protocols and practicing their use should be done throughout the unit/block/semester/year in which fitness testing is to occur.

- B. FITNESSGRAM scores may be obtained at any time in a unit/block/semester/year.

- C. Students will be video recorded as they do the curl-up test. Use only VHS or VHS-C videotape, DVD, or digital format. Use of 8mm tape is not acceptable.
 1. Students being video recorded must display a numbered pinnie. Have each student introduce themselves (first and last name), and identify pinnie color and number immediately before their performance. Have the camera operator repeat student information before the student moves away from the camera.

2. The camera location used should allow the head, both hands, both feet and the testing strip to be observed on the video recording. The teacher must practice locating the camera in the best location to see all of the above components. All of the above stated criteria must be easily observed for credit to be given.
 3. The student assistant is to call out the number of the curl-up being done if it is being done correctly. If an error is observed (See FITNESSGRAM Manual), the error type is called out and noted as error number one. The count of correctly done curl-ups is continued until two errors have occurred or the teacher stops the test. No teacher coaching or teaching is allowed during the test.
 4. When video recording the Curl-up, adjustments of the body relative to the testing strip are permissible and do not count as errors. The student observers should be taught to carry out this task.
 5. Have the student record the number of correctly done curl-ups on the High School Fitness Record Sheet (HS-10).
- D. The teacher transfers the scores for the five tests to the Teacher Summary Score Sheet (HS-11) and indicates with a Y = yes or N = no whether the student's score is in the Healthy Fitness Zone (HFZ) as found in the FITNESSGRAM Manual – pp. 38-41. **NOTE: The correct number of curl-ups based on the teacher's evaluation of the video recording should be entered on the Summary Score Sheet (HS-11); this may or may not be the number recorded and reported on the student sheet.**
- E. In the "Total # in HFZ" column, the teacher records a number (0-4) representing the number of items (mile/pacer; curl-ups; push-ups; flexibility) for which the student was in the HFZ (body composition must be reported, but is not factored into the calculation of competence for Performance Indicator 4).
- F. Using the FITNESSGRAM Scoring Rubric, the teacher enters a level score (1-4) in the "Level" column on the Teacher Summary Score Sheet (HS-11) for each student.
- G. Form G-1 (Documentation of Student Exceptionality) as appropriate, must be attached to the **POWER SCHOOL** class list submitted for any student not having FITNESSGRAM scores.

Protocols for Data Collection for PI-4 Fitnessgram Data Collection

What kind of equipment do I need to video student performance?

All electronic recording should be VHS-C videotape, DVD, or digital format. Do not record directly into the sun or light.

Who needs to be assessed?

All students on a class roster should appear on the recording unless there is an IEP, OHI or 504, and/or a G-1 form (Documentation of Student Exceptionality, p. 244) for that student. Students absent or sick on the day of taping must do a "make-up" test at another time. There must be some record of every student on the roll.

Can I put more than one thing on a video recording?

Each teacher must use separate and clearly labeled recordings for each class and each Performance Indicator.

Where do I put the camera?

A camera set up and testing situation for each activity is specifically described. The object is to get as close to the students performing as you can and still see the entire activity area needed for an assessment. You must follow the protocol explicitly for each assessment, but on occasion you may need to adjust the camera placement in order to clearly see all students being assessed. If a recording does not "come out clearly" (e.g., students are not identifiable and/or skills can not be seen), the test must be redone at another time. Remember, if the monitors cannot clearly identify each student and see how the skill is performed, the recording will be unacceptable and scored as a zero.

The camera location used during curl-ups must allow the head, hands, feet and the testing strip to be observed at all times on the recording. It is recommended that the camera is placed at an angle to the performers and that the students are placed slightly staggered of each other so that student #2's head is at approximate shoulder level of student #1. The teacher must practice positioning the camera in the best location to see all of the above components. A maximum of two students can be video recorded at one time. All of the stated criteria must be easily observed for credit to be given (see curl-up criteria p. 231). Remember, if the monitors cannot clearly identify each student and see how the skill is performed, the recording will be unacceptable and be scored as a zero.

Do I have to run the camera?

It is helpful, and in some activities necessary, to have a camera operator other than the teacher. Students can do this if they receive clear training on how to follow the action and what the field of view should be for curl-ups.

The process of recording the students.

- All students on camera should wear pinnies/jerseys with large white numbers, on front and back, that are at least 10 inches long and 2 inches wide. Dark colored pinnies work best. You will need enough pinnies and

enough numbers for the number of students in each class. Do not put two students with the same number and color on the same recording for an activity. Make sure that students keep the same number and color pinnie if you record on two different days.

- Before students begin the assessment, identify the school, class and teacher name verbally on the recording.
- On the day of the assessment, the teacher must read the "Specific Protocol – Directions to the Students" on camera to the students. All students being assessed that day should be gathered in front of the camera for this reading. This on-camera performance ensures that all students understand what they are to do and how they are being assessed.
- Immediately before being recorded for the assessment, each student must step before the camera and identify name (first and last name) and pinnie number in front of the camera so that a close up of each student, showing the entire body, can be recorded. (As an example, the 2 students preparing to do the curl-ups will introduce themselves immediately prior to beginning their curl-ups. This is done so that the monitors will be able to identify and observe individual students performing the skills.) Before the student moves away from the camera, the camera operator repeats the student's information into the camera microphone. The teacher may clarify the directions but the students should get no further coaching on how to do the activity.
- An assistant/student may be used to call out the number of the curl-up being done if it is being done correctly. If an error is observed (See FITNESSGRAM Manual and curl-up criteria) the error type is called out and noted as error number one. The count of correctly done curl-ups is continued until two errors have occurred or the teacher stops the test. The first error is counted; the second error is not counted and stops the test. No teacher coaching or teaching is allowed during the test. The teacher may need to change student's reported score to match correctly performed curl-ups as seen on the recording. It is the teacher's responsibility to see that the score reported on the Summary Score Sheet correctly reflects results seen on the recording and not necessarily what the student reports.
- When recording the curl-up, adjustment of the body relative to the testing strip is permissible and does not count as an error. The student observer/assistants should be taught to carry out this task
- To save time, it is recommended that during the test, the teacher stop students when they have completed 2 curl-ups more than needed for minimally meeting the HFZ requirement for age/gender.
- The camera must be kept running even though there is dead time on the recording. It is not necessary to record warm-ups. If the camera must be

stopped because of an abnormal break in the rotation of students, be certain that it is started back early enough that no performance is missed.

- Teachers may record students as many times as is necessary to get the technical quality of the recording needed to make good judgments about student performance.
- The camera operator may call out information about time or reminder of skill being observed if that is a part of the test, but no skill coaching is allowed during testing.

What do I do with the rest of the class while I am assessing?

Following the reading to all students of the "Specific Protocol", the students who are not being assessed first should be dispersed to different areas of the gymnasium/field for other activities. In order to save time, the first 2 or 3 sets of students being assessed should be held close to the testing area to await their turn. Do not permit students to be an audience for the performance of other students. Teachers need to make arrangements for students not being tested to do other things. There should be no more than 2 students waiting their turn to do curl-ups at a time.

Since students often do not perform at their best when being observed by peers, it is important to have as few student watchers as possible at the testing site. This requires the teacher to make arrangements for the majority of the class to be away from the testing station while the smaller group of the class is being tested.

Management of all students in the class is extremely important during this time and should be practiced prior to testing day. The goal is for all students to be actively participating in an appropriate activity throughout the class period with minimum time being taken for completion of their test. With preparation and practice, it is possible to have a set of students performing the assessment, a second set awaiting their turn and everyone else busy with appropriate activity. Depending upon the number of students being assessed at one time and the time factor of the assessment itself, there may need to be a third set also awaiting their test. All other students should be appropriately involved in other learning and practice settings.

It is generally desirable to use a rotation system, where group 1 is being tested, and group 2 is waiting their turn. When group 1 finishes, they move out to the learning/practice area and send group 3 over to wait while group 2 is being tested. Using this system, very little time is taken from any individual student and no time is wasted waiting on students to be ready for their test.

Many teachers find the use of stations or small sided practice settings appropriate ways to keep all students involved and focused while waiting their turn to be tested. It is desirable to have a second teacher, or aide, or parent working with this group while the primary teacher conducts the test – although in many of the

tests, this could switch with the primary teacher not being the one conducting the test. An aide or parent may be able to maintain the camera focus as well as time the test while the teacher continues with the majority of the class. If an assistant is not going to be available, the teacher needs to practice this kind of arrangement so that students know how to conduct themselves without constant supervision.

After students are recorded

Student names must appear on the Summary Score Sheet in the order in which they appear on the electronic recording. Make sure to label each recording with the teacher's name, PI-4 Fitnessgram, the date, and the class name/number as it appears on the computer printout of the class being assessed.

The Elementary School Personal Fitness Record Sheet (HS-10, p.259) may be used for the students to record the number of correctly done curl-ups. This form is provided only for your convenience and is NOT to be turned in with your data.

The final score reported on the FitnessGram Summary Score Sheet (HS-11, p.260) must be the correct score as determined by the teacher from observing the recording, regardless of the score recorded by the student.

Within two weeks of completing the FitnessGram, the following material must be submitted to the district designated physical education test coordinator:

- A. A labeled envelope containing the clearly labeled electronic recording(s)
- B. The FitnessGram Summary Score Sheet PI-4 (HS-11, p.260) (Personal Fitness Records HS-10 are for student and teacher use and should NOT be turned in.)
- C. An official **POWER SCHOOL** computer generated class roll identifying all eighth grade students in the class(es).
- D. G-1 Form for any student of the first 40 on the **POWER SCHOOL** roll who is not included on the recording or the Summary Score Sheet.

Scoring students

The teacher transfers the scores for the four tests to the FitnessGram Summary Score Sheet (HS-11) and indicates with a Y=yes or N=no whether the student's score is in the Healthy Fitness Zone (HFZ) as found in the FITNESSGRAM Manual – pp.38-41. Body composition is recorded on HS-10 but is not factored into the calculation of competence on HS-11. In the "Total # in HFZ" column the teacher records a number (0-4) representing the number of items where the student was in the HFZ. The total number of points is then converted to the appropriate level as indicated at the top right of each Score Sheet.

All scores must be recorded on (HS-11, p.160) and submitted for the four items identified above. Competence in FITNESSGRAM scores will be determined by the following rubric.

4 components in the healthy fitness zone	= Score of 4
3 components in the healthy fitness zone	= Score of 3
2 components in the healthy fitness zone	= Score of 2
1 component in the healthy fitness zone	= Score of 1

FITNESSGRAM Curl-Up Criteria

[All Criteria are as stated on the FG DVD and in the FITNESSGRAM Test Administration Manual (Updated 3rd Edition, 2005, pp.42-45) unless otherwise noted]

Directions: Read the entire section on doing the Curl Up in the FITNESSGRAM (FG) Test Administration Manual (Updated 3rd Edition, 2005). Follow the guidelines exactly! The following guidelines/criteria are intended to assist teachers in following the guidelines as stated in the FG manual (pp. 42- 45 – 3rd Ed. FG Manual). These are the guidelines/criteria the Elementary School, Middle School and High School Monitoring Committees will use when observing the recordings (videos) submitted for assessment.

BEFORE THE TEST BEGINS:

Body is in a supine position on the mat.

Arms/Hands are to be parallel to (alongside) the body with the arms straight. Palms of the hands are to be flat, resting on the mat. Fingers and arms are to be stretched (p. 42 – see bottom right-suggests that a pull on hands be done to ensure that the shoulders are relaxed and in a normal resting position.). If shoulders begin in a “hunch” position the test is invalid.

Feet are to be flat on the floor with the knees bent to approximately a 140-degree angle to begin the test. The closer the feet are positioned in relation to the buttocks, the more difficult the curl up movement.

Head The back of the head should be resting on the mat or on a piece of paper (notebook, paper towel, etc.) Seeing the notebook/paper towel (the manual allows either) crinkle is a good indicator that the performer has actually touched the head to the mat. An observer must be able to see, on the tape, the head touch the mat for every curl up.

DOING THE CURL UP TEST:

When the FG CD gives the command “UP”, the student is to slowly curl the upper body up. **Note:** If the 45 to 90 degree angle is reached that will be counted as an error since that is considered a FULL SIT UP (Reference – Cooper Institute website – “Supplemental Information about Protocols for the Curl Up Assessment” – Liemohn, Snodgrass & Sharpe, 1988). A correct Curl Up will occur if the fingers/hand slide across the strip and the shoulders leave the mat during the Curl Up. The key is that the fingers slide from the front edge of the strip to the far side of the strip, with **ALL** fingers (NOT the thumbs) staying in contact with the strip, in a slow curl movement. Such a movement should create the appropriate angle of the shoulders relative to the mat.

Feet (heels) must remain in contact with the mat throughout the curl up test.

Hands and Fingers must be kept straight and slide from the front edge of the strip to the far side of the strip with the fingers maintaining contact with the strip throughout the curl up action. The heel of the hand may be slightly off of the mat but **ALL** fingers (NOT the thumbs) must remain in contact with the strip.

On the command "**DOWN**", the student is to slowly return to the supine position. The timing of the Curl Up motion is important. The student should be moving in a slow and controlled motion and should not begin the "DOWN" action until the command is given on the CD.

Head must touch the mat/paper each time the down position is reached. Three (3) seconds are allowed for each UP/DOWN action.

For Assessment scores, continue the Curl Up action until the Healthy Fitness Zone (HFZ) number (**plus two**) for the gender and age of the performer is reached. The "**plus two**" is to protect against missing an error during the test. Two errors are allowed during the Curl Up test. The first error counts as a successfully done Curl Up. The second error ends the test and does **NOT** count as a successful Curl Up.

Suggestions: Teach the Curl Up mechanics often prior to testing. Allow practice, practice, practice for students prior to testing.

The Monitoring Committee members **MUST** be able to see the performer's feet and both hands as they start and finish across the strip and the head as it touches the paper/mat.

Situation:

- **During** (not at the start) the test, if the fingers are slightly on strip and/or finish slightly beyond strip or vice versa during the Curl Up, the body may be repositioned without counting as an error. If the body movement ("hunching" – FG Test Administration Manual (Updated 3rd Edition, 2005), p. 44 – top left) continues during the test, there is probably a mechanics issue with how the performer is doing the Curl Up. Correct the mechanics problem and repeat the test.

Common Errors to Look for and to Teach Students Not to Commit:

1. Pauses and rest periods are not allowed. Not staying on cadence is an error.
2. Knee bend inappropriate
3. Heels come off floor
4. Feet held or braced and/or feet (heels) off of the gym mat
5. Head doesn't touch mat/paper
6. Finger tips not getting to far side of strip and/or returning to near edge of strip
7. "Swim" action with arms and hands (see SCPEAP FG CD)
8. Doing a full sit-up (45 – 90 degrees)
9. Incorrect strip for age group
10. Elbows assist curl
11. Shoulder "hunching" (pulling shoulders up to gain an advantage – see p. 42)

- lower right and p.44 - upper left for description)

**South Carolina Physical Education Program Assessment
Performance Indicator Four
High School Fitness Record Sheet
Form HS-10**

Name: _____ **Pinnie #:** _____ **Pinnie Color:** _____ **Gender:** _____

Age: _____ **Grade:** _____ **Teacher:** _____

Trial #1

Trial #2

	My Score	Health Standard	Yes	No		My Score	Health Standard	Yes	No								
Pacer/Mile	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Pacer/Mile	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>								
Curl-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Curl-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>								
Push-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Push-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>								
Back Saver Sit and Reach	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">L</td> <td style="padding: 2px;">R</td> </tr> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>	L	R			_____	<input type="checkbox"/>	<input type="checkbox"/>	Back Saver Sit and Reach	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">L</td> <td style="padding: 2px;">R</td> </tr> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>	L	R			_____	<input type="checkbox"/>	<input type="checkbox"/>
L	R																
L	R																
BMI Score	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	BMI Score	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>								
Electrical Impedance	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Electrical Impedance	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>								
Skinfold: Triceps	_____	_____			Skinfold: Triceps	_____	_____										
Calf	_____	_____			Calf	_____	_____										
Total	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Total	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>								

South Carolina Physical Education Assessment Program Chapter Eight

Policies Governing the Submission, Analysis and Reporting of Data

When Do I have to Submit Data for Assessment?

All physical education programs will be assessed on a 3-year schedule in the cycle year identified by the State Department of Education for a school district. (See schedule on page 10)

What Data Needs to be Submitted?

Teachers must submit data for the classes and performance indicators identified on their approved assessment plan (See Chapter 3). If any changes in the assessment plan are made they need to be approved before data are submitted.

Do All Students Need to be Assessed?

All students on a computerized class list receiving credit are required to be videotaped in a class unless students have an IEP, 504, or OHI which specifically excludes them or makes the assessment task inappropriate for them. All IEPs, 504s, and OHIs must be documented by the school resource teacher or other appropriate official (Form G-1, p. 244). Students who are absent the day of testing must be tested at another time.

If a temporary condition exists that prevents a student from being assessed at the time of testing (broken bones etc.) arrangements must be made for the student to take the test at another time within the unit of instruction. Documentation must be provided for any student who cannot be tested prior to the end of the instructional unit.

For students who qualify (e.g., the student has a 504, IEP or OHI plan that specifically describes a condition making normal participation not possible) appropriate accommodations for participation should be made. Appropriate modifications for testing include the Physical Best Guidelines published by AAHPERD or the Brockport test guidelines for students with handicapping conditions.

Seaman, J. (Ed.) (1995). Physical Best and Individuals with Disabilities: A Handbook for Inclusion in Fitness Programs. Reston, VA: American Association for Active Lifestyles and Fitness

Winnick, J. (1999). Brockport Physical Fitness Test Kit: A Health Related Test for Youths with Physical and Mental Disabilities. Champaign, IL: Human Kinetics

When Does Data Have to be Submitted?

Schools can collect data any time August through early May in a school year. Not all students need to be assessed at the same time—some may need more time to be able to demonstrate competence. Data must be submitted to the SCPEAP office (elementary school, middle school or high school as appropriate) anytime after May 1st but no later than the **last day of school**.

How to Submit Data

The protocols for submitting data are identified in each of the previous chapters dedicated to specific performance indicators. Data for all teachers in a school should be submitted in one box/envelope for a school. A data submission checklist (Form HS-3, p.251) should be enclosed in the box. Each class assessed should have a score sheet, computer generated class list and any exceptionality forms for students who were not assessed. Teachers have found it helpful to create separate envelopes for each performance indicator and attach all the material for a single class together. Before a box is closed teachers should make sure that **ALL** the materials are clearly *labeled with the school, teacher and class name*.

Video Recorded Data

Teachers may submit video recorded data in any common format at normal speed using the protocols identified for a performance indicator. Students must appear on the summary score sheet in the order in which they appear on the video recording. Different activities or the same activity taught by different teachers must be on different discs. All recordings must clearly show student numbers and all student performances. Teachers may redo recordings as many times as is necessary to get the technical quality needed to make good judgments about student performance. If the technical quality is so poor as to make it impossible for the monitoring committee to make judgments about student performance, teachers will not get credit for submitting data for that activity.

How are Teacher Scores Determined for an Indicator?

Data are analyzed by a monitoring committee of professionals (teachers and university faculty in physical education) during the month of June. The monitoring committee will look at all of the materials submitted by a teacher (including the video). They will score or rescore any assessments as appropriate to determine the percentage of students in a class that meet the standard. Materials not submitted for a class on the teacher's assessment plan or materials submitted that cannot be analyzed will receive a "non-compliant" and will be factored in the school's final score as "0" for that class.

How Does the Monitoring Committee Work?

Grade Level Monitoring Committees will be appointed by the Grade Level Directors to receive the data submitted by schools, determine its accuracy, and report the data.

1. The Monitoring Committee for each of the grade levels will consist of the Grade Level Directors and professionals with teaching credentials in physical education, and college/university physical education faculty.

2. The number of professionals appointed to the Monitoring Committee for a grade level will be determined by the number of schools submitting data and the amount of time it takes a committee to finish its assignment within a two week period.
3. The Monitoring Committee for each grade level will complete its work by the end of June.
4. Monitoring Committee members will be assigned schools from outside their region when possible.
5. All members of the Monitoring Committee will be instructed on data security and confidentiality and will sign a contract with the understanding that they can be dismissed for any violation of that policy.
6. No work of the committee can be taken off the premises designated as the work area of the committee.
7. Members of the Monitoring Committee may not discuss with any person on a different team or any person not part of the Monitoring Committee the data that they were assigned to assess or the results of that assessment.

How is Data Analyzed?

1. Data from the monitoring committee will be input at the SCPEAP office and reports will be generated for each school.
2. Final scores for an indicator will be determined by:
 - A. Determining the percentage of students who meet the expectation for competency for the performance indicator being assessed
 - B. Adding all of the class percentages for an indicator
 - C. Dividing by the number of classes for an indicator
 - D. Inaccurate data for classes or students or missing data may be counted as a "0"

Final scores for a teacher and school program will be determined by weighting each of the indicators according to the SCPEAP policy for that grade level and dividing by the number of indicators.

- A. Weighting for high school programs will be as follows:
 - 50% Performance Indicator One
 - 20% Performance Indicator Two
 - 10% Performance Indicator Three
 - 20% Performance Indicator Four

B. Weighting for middle school programs will be as follows:

- 60% Performance Indicator One
- 15% Performance Indicator Two
- 10% Performance Indicator Three
- 15% Performance Indicator Four

C. Weighting for elementary programs will be as follows:

Schools with only second grade assessment

- 25% Performance Indicator One
- 25% Performance Indicator Two
- 25% Performance Indicator Three
- 25% Performance Indicator Four

Schools with only fifth grade assessment

- 20% Performance Indicator One
- 20% Performance Indicator Two
- 25% Performance Indicator Three
- 25% Performance Indicator Four
- 10% Performance Indicator Five

Final scores for schools with both fifth and second grade assessment will be determined by counting each grade 50% of the school score.

3. The average score for all schools in the state will be determined by averaging all the final school scores and dividing by the number of schools submitting data for the previous 3 years.

How is Data Reported?

The State Department of Education will receive a final score for each school in an assessment year in the fall of the year. Each school Principal will receive data prior to the date by which the report cards are sent to parents. Data included will be as follows:

- A. A final score for the school program
- B. Scores for each performance indicator for the school
- C. Scores for each performance indicator and/or activity by teacher where appropriate.
- D. A comparison of his/her school to the state average for each performance indicator.

The Superintendent of each school district will receive all school reports for his/her district.

Schools/districts may request that all or any part of their data be reviewed by SCPEAP for problems in data analysis or assessment within six weeks of receiving the data.

How is the Security of the Data Preserved?

1. All data submitted to the SCPEAP Grade Level Office will be stored in a

secure location and handled in a manner that preserves its security and confidentiality.

2. All members of the SCPEAP organization will receive explicit instructions on preserving the security and confidentiality of the data and the results of any data analysis.
3. Data may be used without school or individual names for research/reporting purposes that are directly related to physical education program improvement and the improvement of the assessment program as approved by the South Carolina Department of Education.

Appendix

Appendix - Forms

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South Carolina Physical Education Assessment Program
Documentation of Student Exceptionality
Form G-1

Teacher _____ Class _____

Date _____ School _____

Student's Name _____
Last First MI

_____ This student is excused from _____ Physical activities _____ Cognitive activities

DOCTOR'S EXCUSE

_____ The student has a documented doctor's excuse.

IEP

_____ The student has an IEP Form, with the following condition, relevant to this Performance Indicator:

504

_____ The student has a 504 plan which specifically makes this assessment inappropriate. Describe _____

OHI

_____ The student has an OHI which specifically makes this assessment inappropriate. Describe _____

ACADEMIC CREDIT

The student will not receive credit for this class due to:

_____ Excessive absences. The student has missed _____ classes to date.

_____ Failure to dress-out and participate in class activities _____ days.

_____ The student is not taking this class for academic credit in physical education.

_____ Transfer (date: _____)

OTHER

_____ Explain: _____

Teacher Signature _____

Resource Teacher or other official school representative:

_____ Signature _____ Position _____

_____ Printed Name _____ Date _____

Sample Only
**Use as a guide in
creating your plan.**

**A Proposed Assessment Plan
Form HS-1**

Lake Murray High School
Principal: I.M. Incharge, Ph.D.
Department Chair: Buck Stopshere
Department Chair Office Phone: (803) 777-3816
Department Chair Office Fax: (803) 777-3816
Department Chair Email: peap@mailbox.sc.edu

We are aware of the fact that the physical education program in this school will be assessed during the academic year 20XX-20XX (Cycle 1). We are also aware of the assessment plan that is attached.

The physical education staff have been informed about the assessment plan attached. All faculty are aware of the rules and regulations regarding security of state tests. Furthermore, it is understood that this assessment plan must be approved by the SCPEAP High School Advisory Committee and, once approved, this plan becomes a contract for assessment during academic year 20XX-20XX (Cycle 1).

Principal

Date

Department Chair

Date

Program Description

The following teachers have instructional responsibilities for one or more sections of physical education. The program described below is an A/B block schedule with 90-minute periods. "LEAP" is a part of a collaborative research project for girls only. This class is not used by students to meet their high school physical education requirement—this is an elective course. "PF" refers to Personal Fitness or the cognitive component of the curriculum and it is taught in every required Physical Education class.

<u>Teachers</u>	<u>Content</u>	<u>Semester/Period</u>	<u>Required/Not</u>
Hewitt	Aerobic Dance, Gymnastics	1A & 1B	R
	Badminton, & PF	2A & 2B	N
	LEAP		
	Line Dance, Basketball	3A	R
	Badminton, & PF	3B	N
	LEAP	4A & 4B	N
Hickman	Admin Release*	1A & 1B	N
	Table Tennis, Volleyball,	2A	R
	Golf, & PF		
	Softball, Volleyball,	2B	R
	Golf, & PF		
	Basketball, Wt. Training,	3A	R
	Aerobic Dance, & PF	3B	N
	Strength Training	4A	N
Driver's Ed.			
Ultimate, Archery,	4B	R	
Golf, & PF			
Hohn	Freshman Focus	1A & 1B	N
	Freshman Focus	2A & 2B	N
	Soccer, Ultimate, Archery, & PF	3A	R
	Driver's Ed.	3B	N
	Weight Training	4A & 4B	N
Mitchell	Basketball, Badminton,	1A	R
	Archery, & PF		
	Badminton, Archery,	1B	R
	Flag Football, & PF		
	Soccer, Tennis, Badminton,	2A & 2B	R
	and PF		
	Country Western Dance,	3A & 3B	R
Ultimate, Archery, & PF			
Basketball, Volleyball,	4A	R	
Badminton, & PF	4B	N	
Weight Training			

***NOTE:** The Department Chair is B. Stopshire, but does not teach in the department. Hickman gets release time as the assistant chair.

Performance Indicator 1 - Sampling Plan

All required physical education classes will be sampled for assessment. To best represent the program, each teacher will be assessed in two different movement forms, for two different classes where possible.

Hewitt - Aerobic Dance (1A), Gymnastics (1B)

Hickman - Table Tennis (2A), Softball (2B)

Hohn - Soccer (3A), Archery (3A) (Note: Only teaches 1 required class.)

Mitchell - Basketball (1A), Badminton (1B)

Performance Indicator 2 - Sampling Plan

Each teacher of "Personal Fitness" classes will submit data on two complete classes; different from classes selected for PI-1 (where possible).

Hewitt - 3A (Note: Only teaches 3 required classes.)

Hickman - 3A (Note: Only teaches 3 required classes.)

Hohn - 3A (Note: Only teaches 1 required class.)

Mitchell - 2A

Performance Indicator 3 - Sampling Plan

Each teacher of required physical education will submit data on two classes (different from the movement form classes where possible).

Hewitt - 3A (Note: Only teaches 3 required classes.)

Hickman - 3A (Note: Only teaches 3 required classes.)

Hohn - 3A (Note: Only teaches 1 required class.)

Mitchell - 2A

Performance Indicator 4 - Sampling Plan

Each teacher of required physical education will submit data on two classes (different from the movement form classes).

Hewitt - 3A (Note: Only teaches 3 required classes.)

Hickman - 3A (Note: Only teaches 3 required classes.)

Hohn - 3A (Note: Only teaches 1 required class.)

Mitchell - 2B

An Assessment Plan - Alternative Display Format

Program Description

The following teachers have instructional responsibilities for one or more sections of physical education. The program described below is an A/B block schedule with 90-minute periods. "LEAP" is a part of a collaborative research project for girls only. This class is not used by students to meet their high school physical education requirement—this is an elective course. "PF" refers to Personal Fitness or the cognitive component of the curriculum and it is taught in every required Physical Education class.

Teacher	1A	1B	2A	2B	3A	3B	4A	4B
Hewitt	Aerobic Dance, Gymnastics, Badminton, & PF	Aerobic Dance, Gymnastics, Badminton, & PF	LEAP	LEAP	Line Dance, Basketball, Badminton & PF	LEAP	LEAP	LEAP
Hickman	Administrative Release	Administrative Release	Table Tennis, Volleyball, Golf & PF	Softball, Volleyball, Golf, & PF	Basketball, Weightlifting, Aerobic Dance, & PF	Strength Training	Driver's Ed.	Ultimate, Archery, Golf & PF
Hohn	Freshman Focus	Freshman Focus	Freshman Focus	Freshman Focus	Soccer, Ultimate, Archery, & PF	Driver's Ed.	Weightlifting	Weightlifting
Mitchell	Basketball, Badminton, Archery & PF	Basketball, Badminton, Archery & PF	Soccer, Tennis, Badminton & PF	Soccer, Tennis, Badminton & PF	Country Western Dance, Ultimate, Archery & PF	Country Western Dance, Ultimate, Archery & PF	Basketball, Volleyball, Badminton & PF	Basketball, Volleyball, Badminton & PF

Assessment Plan Proposal

Teacher	Performance Indicator 1	Performance Indicator 2	Performance Indicator 3	Performance Indicator 4
Hewitt (Only teaches 3 required PE classes)	1A: Aerobic Dance 1B: Gymnastics	3A	3A	3A
Hickman (Only teaches 3 required PE classes)	2A: Table Tennis 2B: Softball	3A	3A	3A
Hohn (Only teaches 1 required PE class)	3A: Soccer 3A: Archery	3A	3A	3A
Mitchell	1A: Basketball 1B: Badminton	2A	2A	2B

**South Carolina Physical Education Assessment Program
High School Physical Education Assessment Plan Evaluation
Criteria
Form HS-2**

Date: _____ School: _____

- _____ 1. Title page with accurate information, signed by the principal and department chair.

- _____ 2. The program description is sufficient to explain how this program is delivered.
 - ___ A. It is clear who teaches what movement forms (not just PI-1)
 - ___ B. It is clear who teaches Personal Fitness (PI-2)
 - ___ C. It is clear how PI-3 (homework) is handled and by whom at this school
 - ___ D. It is clear who is responsible for PI-4 (Fitnessgram)

- _____ 3. All physical education teachers are listed and required and non-required classes are identified.

- _____ 4. Each teacher of required PE has identified two different movement forms for assessment (where possible).

- _____ 5. The movement forms proposed show a sufficient representation of the entire program (e.g., no specific content is duplicated where it would otherwise be possible to sample another movement form).

- _____ 6. Each teacher responsible for the "personal fitness" (PI-2) portion of the program is designated to sample cognitive tests from at least one class different from PI-1 (where possible).

- _____ 7. Each teacher responsible for the out of class participation (PI-3) portion of the program is designated to sample student performances from at least one class different from PI-1 (where possible).

- _____ 8. Each teacher responsible for the Fitnessgram (PI-4) portion of the program is designated to sample performance results from at least one class different from PI-1 (where possible).

**South Carolina Physical Education Assessment Program
High School Physical Education Data Submission Checklist
Form HS-3**

Date: _____ Name of School: _____

Name of School District: _____

Principal: _____
(Please Print) Signature

Teacher(s): _____
(Please Print) Signature

(Please Print) Signature

(Please Print) Signature

(Please Print) Signature

(Please Print) Signature

Name of School/District PE Test Coordinator: _____
(Please Print)

Signature of School/District PE Test Coordinator: _____

Phone Number: _____ FAX: _____ E-mail: _____

**SCPEAP Cognitive Fitness Test Order Form
Form HS-4**

Please fax or mail this form to the SCPEAP office

Fax: (803) 777-3816

Mail: SCPEAP

c/o USC Dept. Physical Education

Blatt P.E. Center

Columbia, SC 29208

School: _____

Directions: Please list each section separately for each teacher needing cognitive tests. Please request tests needed for this semester only. Mail another request next semester for tests needed for next semester. Please allow two (2) weeks for delivery of your tests.

<u>Teacher Name</u>	<u>Class/Section</u>	<u>Date Tests Needed</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

NOTE: Teachers receiving tests will be responsible for the security of the tests (before and after testing), scoring student responses, and returning all tests (used and not used) to the designated physical education district test coordinator with all other data within two weeks after administering the test.

Signature of requesting agent: _____

Phone & Email _____

**South Carolina Physical Education Assessment Program
Test Administration Form
Form HS-5**

School _____ District _____

Name of Class Instructor _____ Date _____

Name of Class _____

Name of Test Administrator _____

Date of Test Administration _____

Number of tests received in envelope _____

Number of tests administered on this date _____

Time at which students began the test _____

Time at which students finished the test _____

I certify that to the best of my knowledge this test was administered according to the instructions for test administration and security.

Signature

Position

Teacher Administration of Make up Tests

Make up tests were administered to the following students:

_____	_____
_____	_____
_____	_____
_____	_____

I certify that to the best of my knowledge this test was administered according to the instructions for test administration and security.

Signature

Position

Number of tests returned _____

**South Carolina Physical Education Program Assessment
Student Contract for Outside Activity Participation Form
Form HS-7**

To be completed by the student

Student name: _____ Gender: _____

Performance Indicator Three: Participate regularly (3 days per week) in health enhancing physical activity (20 to 30 minutes per day), outside the physical education class for a minimum of 6 weeks.

Describe the activity(s) in which you will participate to meet the outside of class or homework assignment.

Describe the health related fitness variable(s) addressed in the activity described above.

Identify the approximate dates and times you will start and complete the activities identified above.

Start _____
(month and day)

Complete _____
(month and day)

How many days per week _____

Length of time each day _____

Identify a contact person (adult) to verify your participation in the activity described above.

Name of contact person: _____

Position of contact person (e.g., Coach): _____

Address, phone (work & home), fax of contact person: _____

Email of contact person: _____

Best time to contact: _____

To be completed by the Teacher

The activity proposed by the student:

_____ is appropriate _____ is not appropriate

(Teacher signature)

(Date form completed)

**South Carolina Physical Education Program Assessment
Teacher Confirmation Sheet
Form HS-8**

Performance Indicator Three: Participate regularly (3 days per week) in health enhancing physical activity (20 to 30 minutes per day), outside the physical education class for a minimum of 6 weeks.

7. Student name: _____

8. Teacher confirming reported participation: _____

9. Full name of contact person: _____
(Identified by student as person to confirm participation)

10. Position of contact person (e.g., coach): _____

11. Address, phone, fax of contact person: _____

Email of contact person: _____

12. Please circle the letter of the most appropriate response:

H. The contact person confirmed student participation with certainty.

I. The contact person was confident but not certain that this student participated.

J. The contact person could not recall student participation.

K. The contact person could not be reached. (e.g., person moved or changed jobs, not known at given number, no response after three attempts with dates and times of calls reported. Please elaborate further if needed.)

L. The student could not identify a contact person.

M. The student did not return a form with confirmation information.

N. The contact person is confident this student did not participate.

7. Additional comments on verification of student participation. (Use back if necessary.)

8. How was student participation verified?

_____ phone _____ letter _____ personal visit _____ email _____ fax

_____ other, please explain _____

**South Carolina Physical Education Program Assessment
Contact Person / Adult Confirmation Sheet
Form HS-8s (Supplemental)**

6. Student name: _____
(print)
7. Full name of contact person: _____
(print)
8. Position of contact person (e.g., coach): _____
9. Address, phone, fax of contact person: _____

10. Email of contact person: _____

The student named above has identified you as the person who will verify their participation in an outside of school physical activity. This student has signed a contract stating that they successfully fulfilled this assignment, with you as their sponsor/coach, between the dates below.

Start _____ Complete _____
(month and day) (month and day)

Please complete the lines below to clarify and confirm what this student did

This student did the following activity: _____

Approximately how many times per week was the student involved in this activity?

Approximately how long was this student involved in physical activity each session?

Please add any additional comments below that you think will help us evaluate the value of this project and the quality of involvement for this student. Thank you for assisting us in this project.

(Signature of Contact Person)

(Date)

**South Carolina Physical Education Program Assessment
High School Fitness Record Sheet
Form HS-10**

Name: _____ **Pinnie #:** _____ **Pinnie Color:** _____ **Gender:** _____

Age: _____ **Grade:** _____ **Teacher:** _____

Trial #1

Trial #2

	My Score	Health Standard	Yes	No		My Score	Health Standard	Yes	No								
Pacer/Mile	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Pacer/Mile	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>								
Curl-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Curl-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>								
Push-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Push-Ups	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>								
Back Saver Sit and Reach	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">L</td> <td style="width: 50%; text-align: center;">R</td> </tr> <tr> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> </tr> </table>	L	R			_____	<input type="checkbox"/>	<input type="checkbox"/>	Back Saver Sit and Reach	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">L</td> <td style="width: 50%; text-align: center;">R</td> </tr> <tr> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> </tr> </table>	L	R			_____	<input type="checkbox"/>	<input type="checkbox"/>
L	R																
L	R																
BMI Score	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	BMI Score	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>								
Electrical Impedance	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Electrical Impedance	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>								
Skinfold: Triceps	_____	_____			Skinfold: Triceps	_____	_____										
Calf	_____	_____			Calf	_____	_____										
Total	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Total	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>								

