

South Carolina Alliance for Health, Physical Education, Recreation and Dance

South Carolina Physical Education Assessment Program

Middle School Physical Education Program Assessment Manual



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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 8). 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 programs.)

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.43).

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

The statements for 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 cardiorespiratory 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).

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South Carolina Physical Education Assessment Program Middle School Performance Indicators

Performance Indicator One: Demonstrate competency in modified versions of activities in 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.

The middle school student is beginning to use specialized skills in modified versions of an activity where the number of participants, the rules, space etc. are designed to make participation not only more active but more successful. The performance indicators and assessment tasks of the SCPEAP program were designed to be consistent with this objective.

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.

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

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. Middle school students should be able to identify the concepts related to developing fitness and begin to apply them to their own activity.

How Measured:

A written test requiring students to identify critical fitness concepts and match them to activities is used to assess this performance indicator.

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 middle 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.

How Measured:

Students are asked to fill out an activity log for four weeks that asks the student to identify the activities they are participating in. They are also asked 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 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.

How Measured:

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

Chapter 3

Developing and Submitting the Middle School Assessment Plan

In the fall of the year a school will be assessed the school will submit a Middle School Physical Education Program Assessment Plan that indicates how all Performance Indicators and all classes will be sampled. Guidelines for developing an assessment plan are listed below and a blank assessment plan as well as a sample plan are included in this chapter for your use. The SCPEAP website will provide information on the dates for required submission and where each school level will submit their plan.

There are FOUR parts to the assessment plan:

SECTION 1: A description of your program in relation to the state standards.

SECTION II: A schedule of all classes that contain 8th grade students listed by the teacher, the activities taught and the anticipated number of students in each class.

SECTION III: A list of all teachers of eighth grade classes by teacher that identifies the semester and the total number of eighth grade classes taught by the teacher.

SECTION IV: An assessment plan checklist that you use to make sure you have completed the assessment plan correctly before you turn it in.

The evaluation form used by the Assessment Plan Review Committee to approve your assessment plan is provided at the end of this chapter.

Program Description

The Assessment Plan will include a description of how the program facilitates student performance in the state standards (see sample plan). This is a narrative description of the physical education program including information about class arrangements, activities taught, length of classes in terms of hours and weeks, any special offerings of the program, and any other information that you feel will help the committee understand your program.

What Students Need to be Included in the Assessment?

For purposes of this assessment, any teacher who teaches a class, which entirely or partially (8 or more) is made up of eighth graders is considered to be teaching eighth grade physical education, and is therefore required to include that class in the consideration of data collection.

Do Special Education Students in a Younger Class Count?: In a class of all non eighth graders except there are 10% or less of "special students" who are identified as 8th graders and have an IEP placing them in this particular class, then in this case, this class does not have to be identified as an 8th grade class. (i.e. in a class

of 40 seventh graders, there are 3 special students who have IEPs directing them to this class, then this is not considered an 8th grade class, whereas in the same class of seventh graders, with 8 eighth graders without IEPs, this class would then be considered an 8th grade class.)

What About Classes with Mixed Grade Levels? In situations where classes consist of mixed grades only classes containing eight or more eighth graders will be considered for assessment, and only the eighth graders in any mixed grade class will be included in the assessment.

How Many Classes Do I have to Assess?

If a teacher instructs only one eighth grade class then all PIs must be assessed in that class. If a teacher instructs two eighth grade classes, then the teacher must divide the PIs evenly between these two classes.

If a teacher instructs three eighth grade classes then the teacher must use two PIs in one class and one PI in each of the other two classes. The two PI-1 activities may be divided between two classes.

If a teacher instructs four or more classes, use one PI for each class up to four classes. The teacher may divide the two PI-1 measurements between two classes. A teacher only has to assess a maximum of 4 classes no matter the total number of eighth grade classes taught and the teacher may select the 4 classes to be assessed.

If a class has more than forty students, the teacher is required to assess only the first 40 on the roll. This applies to assessing in all PIs.

Teaching Schedule

All teachers of a class identified as having eighth graders will submit their teaching schedule for all eighth grade classes taught throughout the school year. This information will be used by the Assessment Plan Review Committee to understand/approve the arrangement of classes to be assessed and the arrangement of PIs within those classes.

What Happens to My Plan After I Submit It?

The Assessment Plan Review Committee will meet to determine whether the assessment plan of a school is acceptable. After the review of the Assessment Plan, each school will receive a decision and an analysis of its assessment plan within three weeks of the due date of the plan (original or revised). One of the following decisions will be made and the school will be notified:

- Plan is acceptable and school may proceed according to plan
- Plan is unacceptable in its present form – school will be notified of needed minor revisions
- Plan is unacceptable in its present form – school will be notified of major revisions needed

Once the assessment plan is approved it becomes a contract with the school describing the classes to be assessed and the PI to be assessed in each class. Any changes in the assessment plan must be approved by the Middle School SCPEAP directors prior to data submission.

If the plan is unacceptable, the school will be given two weeks to revise and resubmit the assessment plan. Schools are limited to two revisions, after which the Assessment Plan Review Committee may, at its discretion, choose to give the school a failing grade.

If an acceptable plan (revised or original) is not received by the assigned due date, the following procedures will be implemented, in order, at the discretion of the chairperson of the Assessment Plan Review Committee:

1. Call/FAX the teacher
2. After two attempts of above and no response, Call/FAX the Principal
3. After two attempts of above and no response, Call/FAX the District Assessment Director or Superintendent
4. If no satisfactory response, above parties will be notified that the school must collect data on **ALL** eighth grade physical education classes and **ALL** performance indicators or choose to receive a failing grade for their program

MIDDLE SCHOOL ASSESSMENT PLAN – Cover Page MS-1

Name of School _____
 Principal's Name _____
 Physical Education Department Chair/Lead Teacher Name _____

 Office Phone _____ Office FAX _____
 Email _____

District/School Designated Physical Education Test Coordinator name (printed)

Office Phone _____ Office FAX _____
 Email _____

The following signatures indicate that the personnel involved are aware of the fact that this school will be assessed during this academic year. They also agree that they have been informed of the Assessment Plan that is being submitted.

All faculty involved should be aware of the rules and regulations regarding security of state tests and confidentiality of student information. Furthermore, they should understand that the Middle School Assessment Plan Review Committee must approve this Assessment Plan and, once approved, this plan becomes a contract for assessment during this academic year.

Principal _____

Please Print	Signature	Date
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Physical Education Department Chair/Lead Teacher

Please Print	Signature	Date
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Other Teacher(s)

Please Print	Signature	Date
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Please Print	Signature	Date
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Please Print	Signature	Date
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Please Print	Signature	Date
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Please Print	Signature	Date
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****This completed Assessment Plan is due to the Middle School Assessment Office of SCPEAP by the date designated on the SCPEAP website.**

MIDDLE SCHOOL ASSESSMENT PLAN (cont.)

Section I

Brief Program Description – this is a narrative description of the physical education program including information about class arrangements, activities taught, length of classes in terms of hours and weeks, any special offerings of the program, and any other information that you feel will help the committee understand your program.

Section II

Program Schedule – This is a schedule/listing **OF ALL** the physical education classes that are entirely, or partially, made up of eighth graders throughout the year. In addition, the teachers of those classes, the activities taught and the anticipated/estimated number of 8th graders in each class should also be indicated. Recognizing that you do not know the exact number of students in classes in advance, do the best you can from information given to you by your guidance counselor or other administrator who sets schedules, and from your own experience to anticipate the number of 8th graders in each class.

Your chart may be similar to the following example or you may create your own form. You want this information to be clear to the Assessment Review Committee.

Schedule	Teacher	Activities	#8th graders
1st nine weeks			
1 st period	Smith	Ultimate Frisbee Archery Tumbling	full class (30-35)
1 st period	Jones	Basketball Tennis	1/3 rd of class (9-15)
2 nd period	Smith	Ultimate Frisbee Archery Tumbling	full class (30-40)
2nd nine weeks			
4 th period	Watts	Dance Paddle Ball	full class (25-35)
	Jones	Basketball Weight Training	3 IEP students
5 th period	Smith		

Section III

Collecting Data for Performance Indicators – This is a listing of all teachers of eighth grade physical education (see earlier definition). This listing should include not only their name but also the semester/quarter and classes of eighth graders to be taught and the total number of eighth grade classes taught by this teacher. Using the information given earlier and repeated below, identify how each teacher is completing his/her assessment requirement.

Your chart may be similar to the following example or you may create your own form. You want this information to be clear to the Assessment Review Committee. Be sure that all classes containing eighth graders are included in this list and that it matches the class information in Section II Program Schedule.

If a class has more than 40 students, the teacher is required to assess only the first 40 on the roll.

(Information repeated from Assessment Plan Guidelines to help in completing the Assessment Plan)

1. For purposes of this assessment, any teacher who teaches a class, which entirely or partially is made up of eighth graders is considered to be teaching eighth grade physical education, and is therefore required to include that class in the consideration of data collection. The one exception to this is as follows: In a class of all non eighth graders except there are 10% or less of "special students" who are identified as 8th graders and have an IEP placing them in this particular class, then in this case, this class does not have to be identified as an 8th grade class. (i.e. in a class of 40 seventh graders, there are 3 special students who have IEPs directing them to this class, then this is not considered an 8th grade class, whereas in the same class of seventh graders, with 8 eighth graders without IEPs, this class would then be considered an 8th grade class.)
2. In situations where classes consist of mixed grades:
 - A. Only classes containing eight or more eighth graders will be considered for assessment, and
 - B. Only the eighth graders in any mixed grade class will be included in the assessment.
3. Determining the number of classes to be assessed and the arrangement of PIs to be assessed in each:
 - A. If a teacher instructs only one eighth grade class then all PIs must be assessed in that class.
 - B. If a teacher instructs two eighth grade classes, then the teacher must divide the PIs evenly between these two classes.

- C. If a teacher instructs three eighth grade classes then the teacher must use two PIs in one class and one PI in each of the other two classes. The two PI-1 activities may be divided between two classes.
- D. If a teacher instructs four or more classes, use one PI for each class up to four classes. The teacher may divide the two PI-1 measurements between two classes.
- E. A teacher only has to assess a maximum of 4 classes no matter the total number of eighth grade classes taught and the teacher may select the 4 classes to be assessed.)

Teacher 8th grade classes (period/quarter) total 8th grade classes PI assessed

Smith	6
1 st Quarter/nine weeks	
1 st period	
2 nd period	PI-1
2 nd Quarter	
5 th period	PI-4
3 rd Quarter	
1 st period	PI-3 & PI-1
2 nd period	
4 th Quarter	
5 th period	PI-2

Section IV

Review of Assessment Plan Form MS-2

The following checklist is designed to help you make sure you have completed your assessment plan appropriately. The members of the Assessment Plan Committee of SCPEAP will look for these items as they examine your material and as they make decisions concerning whether or not it is acceptable. This form must be completed and submitted with the completed Assessment Plan.

This page must be completed and submitted with your plan. You are strongly encouraged to use this for a self-check before the Assessment Plan is submitted.

_____ The title page is complete with accurate information and signed by the principal, the district/school designated physical education test coordinator, the department chair/lead teacher, and all teachers of 8th grade physical education.

_____ The program description (section I) and program schedule (section II) is sufficient to explain how this program is delivered.

_____ It is clear how many classes there are with 8th graders in them and when they are taught.

_____ It is clear who teaches classes with 8th graders in them.

_____ It is clear how many 8th grade classes each teacher teaches.

_____ It is clear what activities are taught in each 8th grade class.

_____ Data Collection options for indicators (Section III) are clear and correct

_____ All physical education teachers of 8th grade students are listed and each 8th grade class is identified.

_____ Each teacher has correctly identified the number of PIs he/she must complete.

_____ Each teacher has correctly identified what PIs will be assessed in which classes.

_____ Each teacher's selection of which PIs he/she will complete with each class is clear and correctly determined.

MIDDLE SCHOOL ASSESSMENT PLAN EVALUATION FORM

All Assessment Plans will be reviewed and evaluated using this form.

School _____

_____ The title page is complete with accurate information and signed by the principal, the district/school designated physical education test coordinator, the department chair/lead teacher, and all teachers of 8th grade physical education.

_____ The program description (section I) and program schedule (section II) is sufficient to explain how this program is delivered.

_____ It is clear how many classes there are with 8th graders in them and when they are taught.

_____ It is clear who teaches classes with 8th graders in them.

_____ It is clear how many 8th grade classes each teacher teaches.

_____ It is clear what activities are taught in each 8th grade class.

_____ Data Collection options for indicators (Section III) are clear and correct.

_____ All physical education teachers of 8th grade students are listed and each 8th grade class is identified.

_____ Each teacher has correctly identified the number of PIs he/she must complete.

_____ Each teacher has correctly identified what PIs will be assessed in which classes.

_____ Each teacher's selection of which PIs he/she will complete with each class is clear and correctly determined.

Comments:

_____ Plan is acceptable and school may proceed according to plan presented.

_____ Plan is unacceptable in its present form – needs minor revisions (see comments)

_____ Plan is unacceptable in its present form – needs major revisions (see comments)

Name of reviewer(s) _____

Date _____

Chapter 4

Performance Indicator One: Demonstrate competency in modified versions of activities in 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.

The middle school student is beginning to use specialized skills in modified versions of an activity where the number of participants, the rules, space etc. are designed

to make participation not only more active but more successful. The performance indicators and assessment tasks of the SCPEAP program were designed to be consistent with this objective.

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.

Activities Identified by Movement Forms

Dance Movement Form

Aerobic, Line, Folk and Square Dance

Individual Movement Forms

Archery
Bowling
Golf
Tumbling

Dual Movement Forms

Badminton
Pickle/ Paddle-Ball
Tennis

Team Sport Movement Forms

Basketball
Flag Football
Floor Hockey
Soccer
Team Handball
Ultimate
Volleyball

Outdoor Pursuits Movement Form

Orienteering

We are very eager to increase the number of activities offered for assessment for each of the five Movement Forms. If you have an activity that you would like to see included please follow these steps.

- Prior to working on a new activity assessment you should contact the Directors for the Middle School Assessment to inform them of your interest. The Directors may be able to help in some way and can tell you if another teacher is working on this same activity.
- Check sources such as the "SC Physical Education Curriculum Guidelines" or the "PE Metrics" (NASPE, 2009) for appropriateness of the activity and ideas on assessing it.
- If the activity is included in "PE Metrics" for the 8th grade, then that assessment may be submitted as is.
- If the activity is not included in "PE Metrics" then you must design the assessment following the format in this booklet.
- If you are submitting a new design for the assessment, then you must include a video of your students performing the assessment as you have designed it and as you describe it in the submission. In addition, your

assessment must include the following: all of the 8 headings and information contained on the first of each assessment page (Standard – Testing Situation), Note to Teacher if needed, Rubric and Score Sheet.

- All material must be submitted to the Middle School Level Director and will then be presented to the Middle School Advisory Committee for final approval for your use in this assessment cycle.

NOTE: If you intend to use the created assessment it must be submitted, in full, to a Middle School Level Director at least 6 weeks prior to when you intend to use it in order for final approval to be given.

- Before this assessment may be included in the handbook for general use, the MS Advisory Committee will organize an extensive validation process using pilot information, inter-rater reliability measures, and other tools.

South Carolina Physical Education Program Assessment
Definition of Terms Used in All Observational Rubrics for PI-1

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

Inconsistently: 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 appropriate technique

Some technique: Some evidence of appropriate technique but many errors

Poor technique: Little evidence of appropriate technique

General Protocols for Data Collection for PI-1

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. 172) 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. If there are more than 40 students on the roll, the first 40 who do not meet the qualifications of Exceptionality must be tested and recorded. If there are G-1 forms needed for students in the first 40 then those may be substituted until 40 students are tested.

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 cannot 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.

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 an activity. In some cases, it is helpful and/or required to have the camera operator repeat verbal comments made by students. (i.e. Flag Football, Orienteering, Volleyball).

What are the Procedures for Recording Students During the Assessment?

- 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 what they are being assessed on.
- 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 6 students in Basketball will introduce themselves immediately prior to going to the court to begin their assessment. 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, once the filming of activity begins.
- The camera must be kept running for (most activities) 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 so that a large amount of time would be wasted on camera, 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.
- During data collection every effort should be made to provide an opportunity for every student to demonstrate all skills being assessed. If an opportunity is not there for a skill to be shown, do not count that against a student—just leave the score blank. This should not count against the student’s score but with opportunities to practice, clear directions as to what skills are being assessed, and appropriate grouping of students, this should not happen often.

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

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. Following the reading to all student 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.

- 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 an 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.

What do I do after I have recorded students doing the assessment?

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. Student names must appear on the Summary Score Sheet in the order in which they appear on the electronic recording.

How do I score students?

For PI-1 each teacher is required to score at least two recordings and these must represent two different movement forms. **For PI-1 each criterion on the observation rubric is scored separately on the Summary Score Sheet. The total score is the sum of the scores for all of the criteria. The total number of points is then converted to the appropriate level as indicated at the top right of each Score Sheet. (Be sure to leave in the last sentence about**

prerequisite/required skills). If there is a prerequisite/required skill listed (i.e. Archery, Badminton, Bowling, Golf, Pickle/Paddle Ball, Tennis) then that individual score must be the deciding factor.

Teacher Scoring of PI-1

For PI-1 each teacher is required to score at least two recordings and these must represent two different movement forms. After the students have completed their assessment performance and recording for PI-1, teachers should watch the recording and score the students' performances. It is recognized that the teacher will need to take some extra time to do this but it is felt that the values of doing this outweighs the inconvenience. Some of those values and reasons are listed below.

In most cases it is not possible to accurately assess a student's performance on all the criteria listed while the student is performing the Assessment Task. This is particularly true for activities where more than one student is active at a time.

- A. The teacher is often involved in multiple tasks (running the camera, keeping an eye on the rest of the class, being sure the next group of performers is ready, etc.) while the student is performing the assessment and therefore it is not possible to totally focus on the student's movements.
- B. In some cases the teacher is involved with the majority of the class while someone else is running the camera and setting up the assessment.
- C. Even trained observers find it extremely difficult to accurately judge the fine points of a performer's form, follow through, use of correct stroke, etc. on individual skills while the performer is involved in the activity. This becomes even more difficult in a team sport setting where multiple players are involved. (Did the thrower not execute a good lead pass or did the receiver not catch a good throw?)
- D. The monitors will have only the information on the recording to judge and when the teacher looks at the recording, he/she may realize that a student cannot be seen clearly enough to assess.
- E. Since 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 teacher may realize upon trying to score the recording that it needs to be done again.
- F. The assessment is based upon what the student is seen doing on the recording at that moment in time, and the score should reflect that. If a teacher does not look at the recording to determine the score, he/she is often swayed by past performances of the student – either better or worse than that actually seen on the recording.
- G. The teacher may gain some valuable insights into the actual learning of the students. By the close examination of each student's performance required for accurate assessment, the teacher may realize some gaps in his/her

instruction and therefore construct a different way of presenting this skill in following years.

- H. By looking at the recording and using the rubric to make judgments concerning a student's performance, the teacher will have a better understanding of what the monitors will do in their evaluation.

What Does the Monitoring Committee Do With the Materials I Submit?

When you submit your class list, scores and video for PI-1 the SCPEAP Monitoring Committee will look at it and analyze it. . The Monitoring Committee is a committee of professionals (teachers and university faculty in physical education) who meet during the month of June. The monitoring committee will look at all of the materials submitted by a teacher (including the video). They will determine whether or not your scoring of student performance is accurate. They will score or rescore any assessments as appropriate to determine the percentage of students in a class that are competent in that activity. 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.

South Carolina Physical Education Assessment Program Middle 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 modified versions of activities in two movement forms.

Assessment Task:

Shoot 6 arrows with sufficient accuracy and force to keep at least 2 in the target.

Criteria for Competence (Level 3):

1. No more than 2/6 observable errors on the stance
2. No more than 2/6 observable errors nocking the arrow
3. No more than 2/6 observable errors while drawing and anchoring the bowstring
4. Smooth release for 4/6 arrows
5. At least two arrows stay fixed in the target (**required for a score of level two**)

Specific Protocol - Directions to Student

You will be asked to shoot eight arrows using your best form so that at least two arrows remain fixed in the target. Your first two arrows will be of a different color from the other six and will be considered practice. Your score will reflect your form as well as the number of arrows that remain fixed somewhere in the target. It doesn't matter where these arrows are on the target.

Equipment and Facilities

There must be enough bows (including left handed bows) and arrows (one end of six shots of one color and two practice shots, using a different color arrow per student) for one to three students. There must also be an equal number of approximately 4-foot targets and tripods, and a designated shooting line 15 yards from the target. The teacher must identify on camera the color of the practice arrows. Each shooting station should be clearly numbered from one (closest to the camera) to the last student shooting. These numbers can be seen easily if they are written in large dark letters on a folded piece of cardboard and standing in front of each shooter. The targets should then be identified with the same number.

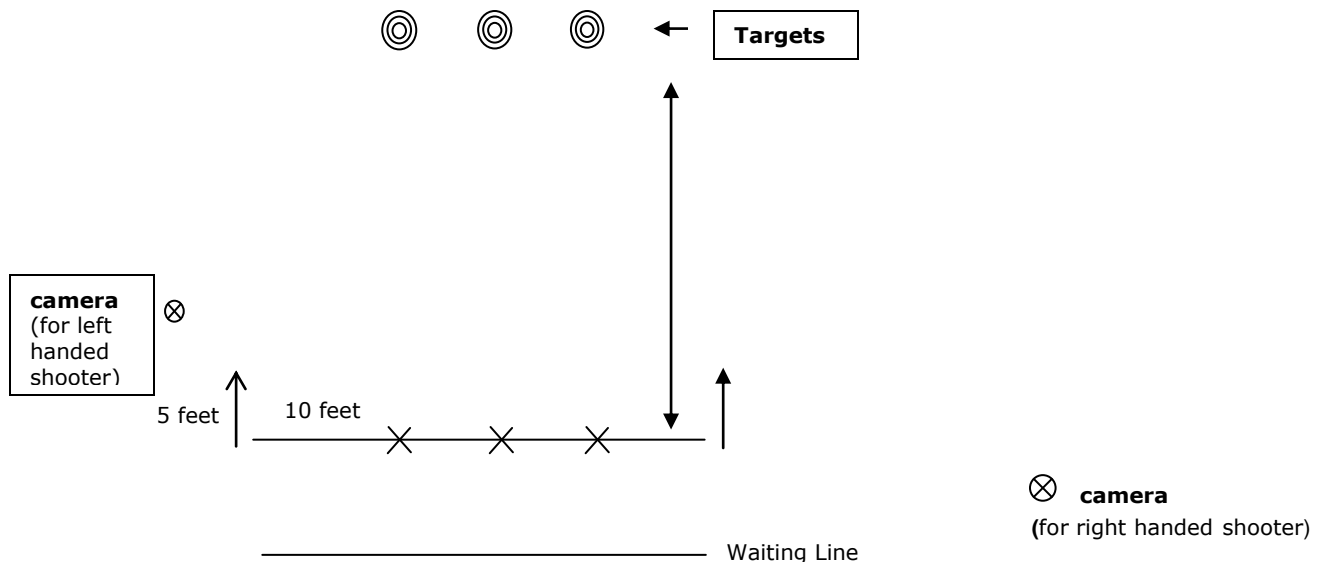
Camera Location and Operation

The camera should be facing and just forward of the students (10 feet to the side of the mark of the first student, five feet in front of that point and five feet high). The camera should be focused so that one to three student(s) can be clearly seen as they stand on the shooting line. It is recommended that left handed students be tested before or after right handed students so that the camera may be moved to the other side of the shooting line. For safety reasons, no one should be near the camera during shooting times.

Testing Situation

Place marks on the shooting line for one to three students. Student numbers need to be identified for the camera before shooting begins since numbers may not be clear to the viewer. Have all students straddling the shooting line with bows ready but without arrows. For safety reasons, the teacher should tell students through voice commands, or other auditory signals when to start shooting and when to stop. Allow the students to shoot their two practice arrows using the special color arrows. When all students are ready, have them shoot their six arrows. After the students have completed shooting, focus and zoom the camera in on each individual target for ten seconds. Continue until all targets have been recorded. It is imperative that an observer of the recording is able to clearly see, identify, and count the non-practice arrows fixed in the target.

Camera Location Diagram



**South Carolina Physical Education Program Assessment
Middle School Archery Assessment Task Scoring Rubric**

*** At least 2 arrows must stay fixed in the target to achieve a score of Level 2 ***

Level	Stance	Nocking	Draw/ Anchor	Smooth Release	# Arrows in target (Required)
4	No more than 1/6 observable errors on the stance	No more than 1/6 observable errors nocking the arrow	No more than 1/6 observable errors while drawing and anchoring the bowstring	Demonstration in a smooth release for 5/6 arrows	At least three arrows stay fixed in the target
3	No more than 2/6 observable errors on the stance	No more than 2/6 observable errors nocking the arrow	No more than 2/6 observable errors while drawing and anchoring the bowstring	Demonstration in a smooth release for 4/6 arrows	At least two arrows stay fixed in the target (required for a score of level two)
2	No more than 3/6 observable errors on the stance	No more than 3/6 observable errors nocking the arrow	No more than 3/6 observable errors while drawing and anchoring the bowstring	Inconsistent in demonstrating a smooth release	At least 1 arrow stays fixed in the target
1	More than 3/6 observable errors in demonstrating stance	More than 3/6 observable errors in demonstrating nocking the arrow	More than 3/6 observable errors in demonstrating drawing and anchoring the bowstring	Little evidence of a smooth release	No arrows stay fixed in the target
0	Violates safety procedures and/or does not complete the assessment task				

Good Form

Stance – Side to target, straddle the shooting line bow perpendicular to the body.

Drawing and Anchoring – Proper hand placement on the string (index finger above the arrow), consistent stable anchor point low or under the chin.

Smooth Release – Little movement of the hand and bow elbow.

South Carolina Physical Education Assessment Program Middle 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 modified versions of activities in two movement forms.

Assessment Task:

Play a cooperative game of singles badminton making your partner/opponent move using legal forehand, underhand and overhead strokes.

Criteria for Competence (Level 3):

1. Usually (50-74% of the time) uses a variety of legal strokes
2. Rallies with a partner/opponent (3 total) (Required for a score of level 2)
3. Usually moves **toward** home base when pulled from position
4. Usually moves partner/opponent (2 + steps) forward, back, left or right to return shuttlecock

Specific Protocol - Directions to Student

You will be asked to demonstrate your ability to move your partner/opponent forward and back and left and right on the court, using legal forehand, underhand and overhead strokes in a 1 vs. 1 badminton task. You will also be expected to show how you can return toward home base when pulled out of position. No score will be kept, but you are to keep the shuttlecock going as long as possible on each rally. You and your partner/opponent will alternate hitting the shuttlecock for a 3-minute period, switching sides after 1 ½ minutes. Play begins with one person putting the shuttlecock into play with an underhand stroke. Play must be restarted as described when the shuttlecock is hit out of bounds or when the shuttlecock strikes the ground.

Equipment and Facilities

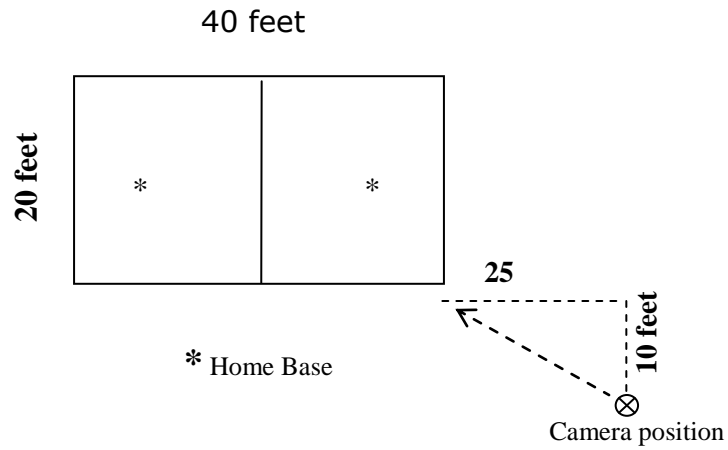
Boundaries for a 20' x 40' badminton baseline, an object to serve as a net (ropes or badminton net) at height of five feet, two racquets, and one shuttlecock.

Camera Location and Operation

Place the camera 20-25 feet behind the corner of back court line, then 5-10 feet to the side so the camera is basically off of the corner of the back court line and the side line. The camera should be elevated if at all possible. Keep the camera stationary with wide lens angle to record entire court. Camera should run continuously.

Testing Situation

Students should be paired with someone of similar ability. Allow the students to warm up for three minutes prior to recording.



**South Carolina Physical Education Program Assessment
Middle School Badminton Assessment Task Scoring Rubric**

***A rally of at least 3 total hits is required to achieve a score of Level 2 ***

Level	Variety of Legal Strokes	Rally	Returns toward Home	Moves Partner
4	Consistently (75% of the time) uses a variety of legal strokes	Rallies with a partner/opponent (4 total)	Consistently moves toward home base when pulled from position	Consistently moves partner/opponent (2 + steps) forward, back, left or right to return shuttlecock
3	Usually (50-74% of the time) uses a variety of legal strokes	Rallies with a partner/opponent (3 total) (Required for a score of level 2)	Usually moves toward home base when pulled from position	Usually moves partner/opponent (2 + steps) forward, back, left or right to return shuttlecock
2	Sometimes (15-49% of the time) sends shuttlecock across net with some technique (lacks stroke variety or illegal strokes are used)	Rallies with a partner/opponent (2 total)	Sometimes moves toward home base when pulled from position	Sometimes moves partner/opponent (2 + steps) forward, back, left or right to return shuttlecock
1	Rarely (<15% of the time) sends shuttlecock across net	Rallies with a partner/opponent (less than 2)	Rarely moves toward home base when pulled from position	Rarely moves partner/opponent (2 + steps) forward, back, left or right to return shuttlecock
0	Violates safety procedures and/or does not complete the assessment task			

South Carolina Physical Education Assessment Program Middle 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 modified versions of activities in two movement forms.

Assessment Task:

Play a modified game of basketball, controlling the dribble, moving into a position to receive a pass, executing an appropriate lead pass, using good shooting technique, and maintaining appropriate defensive positioning.

Criteria for Competence (Level 3):

1. Consistently dribbles with control
2. Usually moves into a position to receive a pass
3. Usually executes effective lead passes
4. Usually uses good technique in shooting *
5. Usually maintains appropriate defensive positioning **

Specific Protocol - Directions to Student

You will be asked to play a modified game of half court basketball with three vs. three for four minutes. During the first two minutes you will not be allowed to dribble (but you can shoot after a minimum of three completed passes). In the second two minutes a dribble can be added to your play and a shot may be attempted after a minimum of three completed passes. You will be assessed on your ability to control the dribble, move into a position to receive a pass, execute an effective lead pass, use good shooting technique, and maintain appropriate defensive positioning. The game will start when you inbound the ball from the top of the key. Once a team scores the opposing team will begin another series by inbounding the ball from the top of the key. Following each change of possession, there must be a minimum of three passes before a shot may be taken. You are asked to call your own out of bounds and rules violations, and to keep score.

Equipment and Facilities

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

Camera Location and Operation

The camera should be placed at the intersection of the half-court line and the sideline, within 0-10 feet (going straight out of bounds), so the viewfinder

includes the top of the key and the baseline corners. Once the operator is assured that the playing field in is view, the camera should be left stationary.

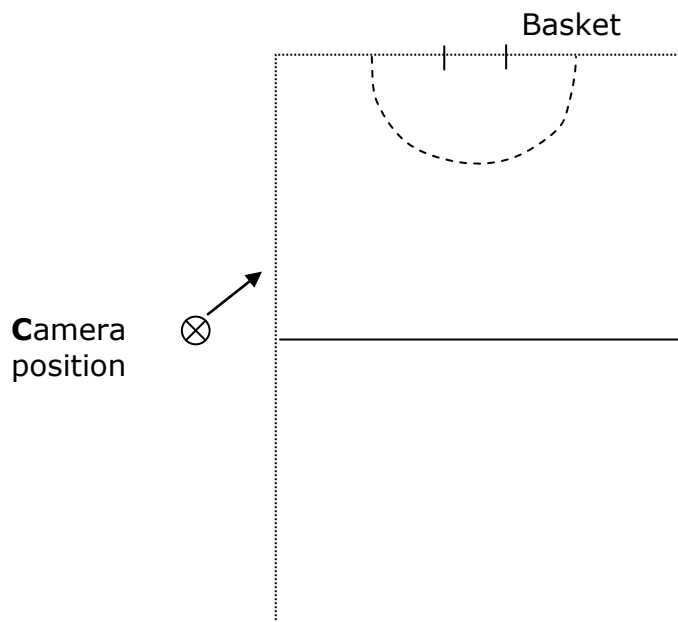
Testing Situation

Groups of three that are as equal in skill as possible should be determined prior to assessment. Students of equal skill level should play against each other and all students should demonstrate their criteria skills. Give students four minutes to warm up as a team. Start and stop the camera and game at the same time.

Note to Teacher

Different color jerseys/pinnies should be used to help the observer distinguish between Offensive and Defensive roles. It might be necessary to remind/encourage students to attempt all of the skills during testing so that they may be assessed.

Camera Location Diagram



**South Carolina Physical Education Program Assessment
Middle School Basketball Assessment Task Scoring Rubric**

Level	Dribbles with Control	Moves to Receive Pass	Lead Passes	Shooting Technique	Defensive Position
4	Dribbles with control with few observable errors	Consistently moves into position to receive a pass	Consistently executes effective lead passes	Consistently uses good technique in shooting *	Consistently maintains appropriate defensive positioning **
3	Consistently dribbles with control	Usually moves into a position to receive a pass	Usually executes effective lead passes	Usually uses good technique in shooting *	Usually maintains appropriate defensive positioning **
2	Inconsistently demonstrates control while dribbling the ball	Sometimes moves into a position to receive a pass	Sometimes executes an effective lead pass	Sometimes uses good technique in shooting *	Sometimes maintains appropriate defensive positioning **
1	Rarely demonstrates control while dribbling the ball	Rarely moves into a position to receive a pass	Rarely executes an effective lead pass	Rarely uses good technique in shooting *	Rarely demonstrates appropriate defensive positioning **
0	Violates safety procedures and/or does not complete the assessment task				

Good technique in shooting is identified with the following performance cues:

Lay ups

Right hand & right knee up

Left hand & left knee up

Other shots

Bend knees

Extend

Follow-through

** Appropriate defensive position is identified with the following performance cues:

Hands up

Knees bent

Feet shoulder width apart

Move with the opponent

South Carolina Physical Education Assessment Program Middle 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 modified versions of activities in two movement forms.

Assessment Task:

Bowl 4 balls, each time at a full rack (10) of bowling pins, to knock down at least 1 pin in each of 2 of the tries.

Criteria for Competence (Level 3):

1. Usually presents bowling ball with nearly proficient technique (2-handed grip at waist level or higher)
2. Usually uses a 4, or 5-step approach
3. Usually demonstrates good delivery technique (release close to floor, hand/foot opposition on release, follow-through toward pins)
4. Crosses the foul line no more than one time after delivery of bowling ball
5. Knocks down at least 1 pin in 2 of the 4 attempts (required for a score of level 2)

Specific Protocol - Directions to Student

You will be asked to bowl four balls, each time at a full rack of bowling pins (10) to try to knock down as many pins as you can. You will be assessed on your ability to show good form in the bowling ready position, and a 4 or 5 step approach and the delivery without touching the foul line. You will also be assessed on your ability to knock down pins.

Equipment and Facilities

The alley must be at least 80% of regulation width and length from foul line to head pin. Sixty-three feet is regulation length and 42 inches is regulation width with additional space devoted to an approach. (80%=50.4' x 33.6".) Real or rubber/plastic bowling balls (with holes) and real or plastic pins may be used. The alley should be marked so that the alley width, the starting point for the student, and the foul line are clearly indicated. It is important that the foul line is marked with a contrasting color that can easily be seen on the recording. The foul line must be visible on camera. A regulation set up of the pins should be used and each student bowls at a full set of 10 pins with each of the four balls.

Camera Location and Operation

The camera should be located behind and slightly to the right of the bowler so that you can see the bowler and the pins throughout the delivery. For left-handed bowlers, move the camera behind and slightly to the left of the bowler.

Testing Situation

Each bowler should get two practice balls before the four balls that are used for testing. If commercial lanes are not used, two students should retrieve the ball and reset the pins after every roll. Other students should not be permitted to be spectators but should be given other tasks to do that may/may not be related to bowling. **It is recommended to record left-handed bowlers either before or after all the right-handed students have been recorded.**

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

*** At least 1 pin must be knocked down in 2 of the 4 attempts to achieve a score of level 2***

Level	Presentation	4, or 5 step approach	Delivery	Foul Line	Knocks Down Pins(Required)
4	Consistently presents bowling ball with nearly proficient technique (2-handed grip at waist level or higher)	Consistently uses a smooth 4-, or 5-step approach	Consistently demonstrates nearly proficient delivery technique (firm/stable wrist, release close to floor, hand/foot opposition on release, follow-through toward pins)	Does not cross the foul line after delivery of bowling ball	Knocks down bowling pins in at least 3 of the 4 attempts
3	Usually presents bowling ball with nearly proficient technique (2-handed grip at waist level or higher)	Usually uses a 4-, or 5-step approach	Usually demonstrates good delivery technique (release close to floor, hand/foot opposition on release, follow-through toward pins)	Crosses the foul line one time after delivery of bowling ball	Knocks down at least 1 pin in 2 of the 4 attempts (required for a score of level 2)
2	Usually presents bowling ball with poor technique (1-handed grip or below waist level)	Rarely uses a correct approach	Usually demonstrates poor delivery technique (drops or bounces ball onto floor, no hand/foot opposition on release, little or no follow-through toward pins)	Crosses the foul line two times after delivery of bowling ball	Knocks down bowling pins in only 1 attempt
1	Usually does not present bowling ball or presents ball with poor technique (1-handed grip below waist level, no use of finger holes)	Uses no approach or an incorrect approach	Demonstrates little or no delivery technique	Crosses the foul line more than two times after delivery of bowling ball	Does not knock down any bowling pins
0	Violates safety procedures and/or does not complete the assessment task				

Good form in the delivery includes the following performance cues:

- Firm, stable wrist throughout
- Bend to the floor on release
- Opposite foot and hand forward on release
- Follow through – reach for the pins
- Steps and swing performed smoothly throughout

South Carolina Physical Education Assessment Program Middle School 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 modified versions of activities in two movement forms.

Assessment Task:

Perform a 3-minute or longer dance containing at least 4 different step patterns (i.e. grapevine, rock step, heel toe, step kick, Do-sa-Do, right-arm swing).

Criteria for Competence (Level 3):

1. Responds to the rhythm and to the beat of the music with no more than 4 errors
2. Performs correct dance steps in sequence with no more than 4 errors
3. Makes the transitions needed in the dance without losing the beat of the music with no more than 2 errors

Specific Protocol - Directions to Student

Your class will perform two different dances each of which contains at least four different dance steps. During each dance, some of the class will be in the front so they can be clearly observed and recorded. All students will have a turn being in front of the camera while the whole class dancing will be seen in the background. Following a warm up, you will be assessed on your ability to respond to the beat of the music, to perform correct dance steps in sequence, and to make the transitions needed for the music.

Equipment and Facilities

You will need an area of space equal to ½ a basketball court, a boom box or stereo with music selected for each dance and a microphone, if calling the dance. A mark made on the floor will help circle and line dances stay centered to the camera. Only the students being recorded must have on a pinnie although it will save time if all students, or at least those who will be recorded for a dance, have on their pinnie. Students must be identified as they come to the front to be recorded.

Camera Location and Operation

Place the camera so that the students in the front of the class can be clearly seen. It may help to elevate the camera if possible. You may need to adjust camera placement in order to see the students clearly. Each student should be clearly in view for at least three minutes during the dance. The important fact is

that each group of students should be clear on the recording for at least 3 minutes during each dance. **Although only the students on the front are being assessed, all students in the class should be in view so that it is clear that all students are comfortable performing both dances.**

(Suggested number of students who can generally be recorded at one time and be clearly seen throughout the dance. This number may need to be adjusted in your situation.)

Aerobic Dance	5 students in a line (may be staggered & may have a caller/leader)
Square Dance	one set – may have a caller/leader
Folk Dance	8-10 students – done from memory, no external cues or calls
Line Dance	5 students in a line - done from memory, no external cues or calls

Testing Situation

The teacher may select aerobic, folk, line or square dances. Each class must demonstrate 2 different dances (i.e. 2 folk or 1 line and 1 square) (not modifications of the same dance). Each dance must contain at least 4 different dance steps. The dances selected should be appropriate for middle school (see South Carolina Curriculum Guidelines). It may take more than one repetition of the dance to ensure that $\frac{1}{2}$ of the class is clearly observed for a minimum of 3 minutes.

Folk and Line Dances should be done from memory without use of external cues or directions. Aerobic or Square Dance may use a caller, recorded or live, but the calls must be clearly heard on the recording. Students may perform in a second group without a group number if needed to make squares come out even. For testing purposes, the music may be stopped when students have been recorded for sufficient time (minimum of 3 minutes).

Sample of dance rotation:

$\frac{1}{2}$ of the class must be recorded in one dance. The other $\frac{1}{2}$ of the class must be recorded in the second dance. During the recordings, the entire group should be seen in the background.

The proper sequence for recording a dance would be:

- Students being recorded first, introduce themselves and say jersey number and color.
- All students perform dance # one for minimum of 3 minutes.
- After minimum of 3 minutes, recorded students rotate to back of line and students on new front line introduce themselves and say jersey number and color.
- All students perform dance once again for a minimum of 3 minutes.
- Continue this sequence until half the student perform dance one in front

- row of camera.
- Follow same sequence for dance two with second half of class.

Note to Teacher

A copy of the dance steps for each dance must accompany the recording.

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

Level	Moves to Beat	Correct Steps in Sequence	Transitions
4	Responds to the rhythm and to the beat of the music with few errors	Performs correct dance steps in sequence with few errors	Makes the transitions needed in the dance without losing the beat of the music with no errors
3	Responds to the rhythm and to the beat of the music with no more than 4 errors	Performs correct dance steps in sequence with no more than 4 errors	Makes the transitions needed in the dance without losing the beat of the music with no more than 2 errors
2	Responds to the rhythm and to the beat of the music with no more than 5 errors	Performs correct dance steps in sequence with no more than 5 errors	Makes the transitions needed in the dance without losing the beat of the music with no more than 3 errors
1	Responds to the rhythm and to the beat of the music with 5 or more errors	Performs correct dance steps in sequence with 5 or more errors	Makes the transitions needed in the dance without losing the beat of the music with 4 or more errors
0	Violates safety procedures and/or does not complete the assessment task		

South Carolina Physical Education Assessment Program Middle 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 One:

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

Assessment Task:

Play a modified two on one flag football game playing the role of quarterback, defensive back and wide receiver at intervals.

Criteria for Competence (Level 3):

1. Usually leads the receiver with a catchable pass as quarterback
2. Usually executes the correct called pass pattern as receiver
3. Usually catches a catchable pass as receiver
4. Usually maintains an appropriate defensive position as defensive back

Specific Protocol - Directions to Student

You will be asked to demonstrate your flag football skills in a two on one setting. You will play the role of quarterback, defensive back, and wide receiver at intervals. As quarterback, you will call three pass patterns, from the six we have learned, to the wide receiver. You will be assessed on your ability to lead the receiver with a catchable pass. You must signal the number of each pass pattern to the camera before the throw. As wide receiver, you will be assessed on your ability to execute the pass pattern called by the quarterback and your ability to catch a catchable throw. As defensive back, you will be assessed on your ability to maintain an appropriate defensive position.

Play begins at the marker in the center of the field at the end zone closest to the camera. Play ends after a catch, an incomplete pass, or an interception by the defense. Play must stay within the boundaries. Each quarterback will execute three throws and a new quarterback begins. Keep rotating through until all of you have been quarterback for three consecutive plays, defensive back for three consecutive plays and receiver for three consecutive plays.

Equipment and Facilities

Six cones to mark modified field (15 yd. x 30 yd.), football, and a marker for the quarterback to initiate each play.

Camera Location and Operation

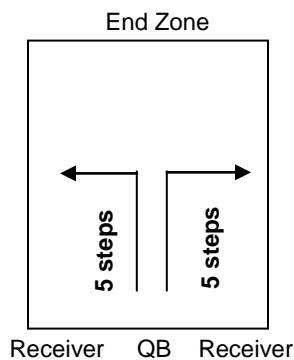
Camera should be **elevated** and located behind the quarterback as close to the players as possible. The camera should be high enough and the lens of the camera wide enough to see all three players and the field in front of them. Movement of the camera may be necessary to follow the patterns. Recording should begin with the introduction of students and through the rotation of the players for the assessment in all positions. **The camera operator must repeat the called play pattern into the camera.**

Testing Situation

Marker cones should be set for a rectangular field of 15 yards by 30 yards. Players should have a 3-minute warm-up (throwing and catching). Each player will play quarterback. Play begins at the marker spot with the quarterback saying "hike", and ends with a completed pass, or an interception. After the quarterback throws three passes a new quarterback begins calling the plays. The remaining two students then rotate the defensive back and wide receiver positions. After the second quarterback calls three plays, the last student becomes quarterback. The remaining two students will rotate defensive back and wide receiver positions. Groups of three that are as equal in skill level as possible should be determined prior to assessment. Pass patterns must be selected from the six that are on the attached diagram.

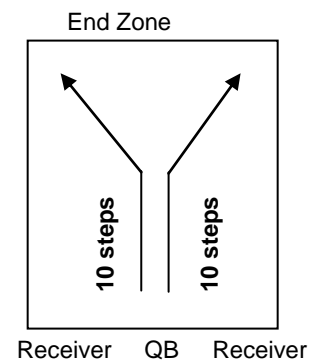
SHORT PATTERNS

1. Down and Out
(Sharp "L" away from Quarterback)

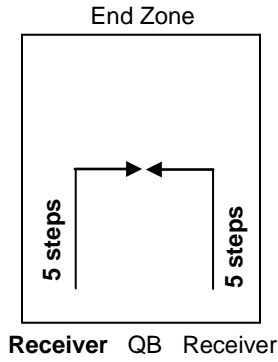


LONG PATTERNS

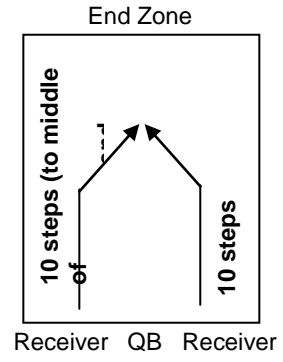
4. Flag
(Diagonal Away)



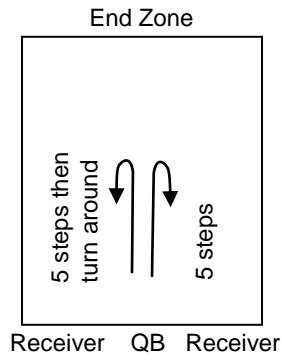
2. Down and In
(Sharp "L" in toward Quarterback)



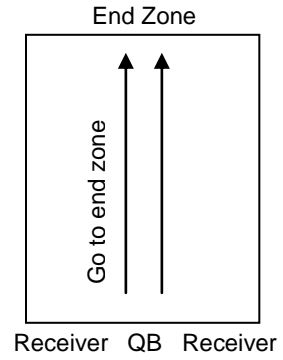
5. Post
(Diagonal In)



3. Hook
(Curl)



6. Fly



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

Level	Passing	Receiver Executes pattern	Catching	Defensive Position
4	Consistently leads the receiver with a catchable pass as quarterback	Consistently executes the correct called pass pattern as receiver	Consistently catches a catchable pass as receiver	Consistently maintains an appropriate defensive position as defensive back
3	Usually leads the receiver with a catchable pass as quarterback	Usually executes the correct called pass pattern as receiver	Usually catches a catchable pass as receiver	Usually maintains an appropriate defensive position as defensive back
2	Sometimes leads the receiver with a catchable pass as quarterback	Sometimes executes the correct called pass pattern as receiver	Sometimes catches a catchable pass as receiver	Sometimes maintains an appropriate defensive position as defensive back
1	Rarely leads the receiver with a catchable pass as quarterback	Rarely executes the correct called pass pattern as receiver	Rarely catches a catchable pass as receiver	Rarely maintains an appropriate defensive position as defensive back
0	Violates safety procedures and/or does not complete the assessment task			

South Carolina Physical Education Assessment Program Middle School Floor Hockey

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 modified versions of activities in two movement forms.

Assessment Task:

Play a 4-minute, three on one game of floor hockey without a goalie using one defensive player and three offensive players.

Criteria for Competence (Level 3):

Note that **for safety reasons in all criteria**, the student must execute skills while keeping two hands on the hockey stick

1. Usually executes appropriate lead passes
2. Usually receives or collects the ball with control
3. Usually moves with the ball with control
4. Usually uses good shooting techniques
5. Usually moves to deny access to the goal/cut the angle of the pass

Specific Protocol - Directions to Student

You will play a 4-minute, three on one game of floor hockey without a goalie. Play is initiated following execution of the first pass, which should not be actively defended. There will be one defensive player and three offensive players. You must make at least three passes of the floor hockey ball before shooting at the goal. Every one minute, a new person will play defense, until all four have played defense. If the defense obtains possession of the floor hockey ball or it goes out of bounds, the offense will restart play at the top of the court. You will be assessed on your ability to make accurate lead passes, receive or collect passes, move with the floor hockey ball in control, shoot with good technique and, when on defense, deny access to the goal and cut the angle of the pass. In all cases, you must demonstrate good stick control by keeping two hands on the floor hockey stick.

Equipment and Facilities

A modified and marked court is needed with one goal. Two cones placed 3 feet apart and knee high (or a 3 ft goal) should mark the goal. Four floor hockey balls (not pucks) are needed to assure uninterrupted game play. A designated warm up area is advised with each group of 4 having a floor hockey ball to use during their three minute warm up. Mark off a court equivalent to one half a basketball court. (See diagram)

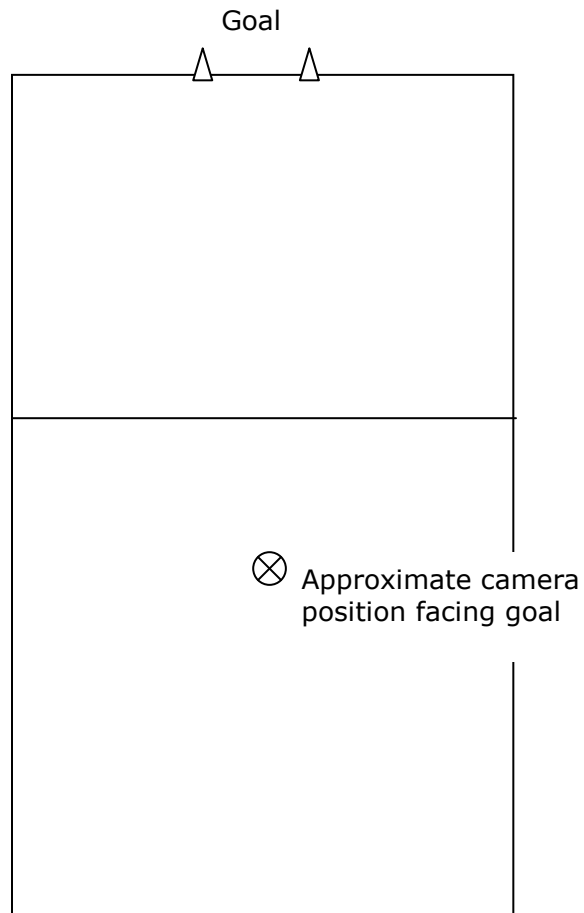
Camera Location and Operation

The camera should be at a height of at least five feet with a wide-angle view so that the playing field is in view at all times. The camera should be set up in the other half of the court so the playing area is in full view.

Testing Situation

Teams should be composed of students of similar skill levels. Read the testing protocol to students. Give the students a three-minute warm up time with their teams. Start and stop the camera and game at the same time.

Camera Location Diagram



South Carolina Physical Education Program Assessment Middle School Floor Hockey Assessment Task Scoring Rubric

** ALL CRITERIA must be performed while maintaining two hands on the stick **

Level	Lead Passes	Receives/ Collects w/control	Dribbles w/Control	Shoot w/good Technique	Denies Access/Cuts Angle to Goal
4	Consistently executes appropriate lead passes	Consistently receives or collects the ball with control	Consistently moves the ball with control	Consistently uses good shooting techniques	Consistently moves to deny access to the goal/cut the angle of the pass
3	Usually executes appropriate lead passes	Usually receives or collects the ball with control	Usually moves with the ball with control	Usually uses good shooting techniques	Usually moves to deny access to the goal/cut the angle of the pass
2	Sometimes executes appropriate lead passes	Sometimes receives or collects the ball with control	Sometimes moves with the ball with control	Sometimes uses good shooting techniques	Sometimes moves to deny access to the goal/cut the angle of the pass
1	Rarely executes appropriate lead passes	Rarely receives or collects the ball with control	Rarely moves with the ball with control	Rarely uses good shooting techniques	Rarely moves to deny access to the goal/cut the angle of the pass
0	Violates safety procedures and/or does not complete the assessment task				

Clarification of Items:

- Lead Passes – Passes in front of a moving teammate
- Collects with control – Stops the ball first, gains control and then makes pass, shoots or dribbles
- Moves with control – Moves ball using alternate sides of floor hockey stick
- Good shooting technique – Stick back and never above knees, swing, and follow-through

South Carolina Physical Education Assessment Program Middle 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 modified versions of activities in two movement forms.

Assessment Task:

Hit a Whiffle or restricted flight golf ball using a full swing with a seven or nine iron.

Criteria for Competence (Level 3):

1. Demonstrates good technique in the stance for a full golf swing
2. Demonstrates good technique in the execution of the full golf swing
3. Demonstrates good technique in the follow through of the full golf swing
4. Makes contact with the Whiffle or restricted flight golf ball two out of three times/trials (required for a score of level 2)

Specific Protocol - Directions to Student

You will be asked to hit three Whiffle or restricted flight golf balls with a practice swing between each ball on a designated driving range. You will be assessed on your ability to show good form in the stance, execution and follow through in the full swing in golf. Your ability to make contact with the Whiffle or restricted flight golf ball will also be assessed.

Equipment and Facilities

It would be best to set up a driving range on a field that would handle all students in class at once. Cones work well to mark the hitting area with each student straddling a cone to ensure safety. Equipment needed for set-up includes different length seven or nine irons and wedges for both left handed and right handed hitters and 3-9 Whiffle balls or restricted flight balls for each hitter.

Camera Location and Operation

Students should be filmed directly from behind the direction of the ball. One to four students may be framed in the camera lens at one time.

Note to Teacher

To best facilitate video assessment, it is recommended that only one student be recorded at a time. The sequence of swings should be as follows

– Practice swing/attempt to hit ball, practice swing, attempt to hit ball, practice swing, attempt to hit ball.

Testing Situation

All students can practice during the testing setting. The camera may move or students may move to assess one to four students at a time. (Divots or ground conditions may force the moving the camera to a new area). All three balls should be available within reach with the club at the hitter's feet. Students may take their shots in their own time. During testing, right-handed individuals should be tested together and left-handed individuals should be tested together.

Safety

Students should not attempt to retrieve their ball until everyone has hit and teacher signals to do so.

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

*** Contact with the golf ball at least 2 out of the 3 trials is required for Level 2**

Level	Stance	Execution	Follow-through	Contact (Required)
4	Demonstrates near proficient form in the stance for a full golf swing *	Demonstrates near proficient form in the execution of the full golf swing	Demonstrates near proficient form in the follow through of the full golf	Makes contact with the Whiffle or restricted flight golf ball three out of three times/trials
3	Demonstrates good technique in the stance for a full golf swing	Demonstrates good technique in the execution of the full golf swing	Demonstrates good technique in the follow through of the full golf swing	Makes contact with the Whiffle or restricted flight golf ball two out of three times/trials (required for a score of level 2)
2	Demonstrates some criteria for good technique in the stance for a full golf swing	Demonstrates some criteria for good technique in the execution of the full golf swing	Demonstrates some good technique in the follow through of the full golf swing	Makes contact with the Whiffle or restricted flight golf ball two out of the three times/trials.
1	Demonstrates poor technique in the stance for a full golf swing	Demonstrates poor technique in the execution of the full golf swing	Demonstrates poor technique in the follow through in the full golf swing	Makes no contact with the Whiffle or restricted flight golf ball
0	Violates safety procedures and/or does not complete the assessment task			

Good technique in the golf swing includes the following performance cues:

Stance

Feet shoulder width
apart
Knees flexed slightly
Bend slightly at the
waist

Execution

Turn & shift to right on
backswing (back to target)
Turn & shift left on downswing
(front to target)

Follow-through

Swing continues
smoothly
Hips face target
Hold follow-through
Good balance – face
target with back heel
in the air

South Carolina Physical Education Assessment Program Middle School Orienteering

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 modified versions of activities in two movement forms.

Assessment Task:

Demonstrate orienteering skills by holding the compass correctly, moving in the correct direction given and correctly counting paces to a given destination in two trials.

Criteria for Competence (Level 3):

1. Demonstrates proficiency in correctly holding the compass
2. Uses the compass with no observable errors to find and face the correct bearing and direction
3. Counts paces to a given marker with few observable errors

Specific Protocol - Directions to Student

You will be asked to demonstrate three skills that you learned in Orienteering. The first will be to hold and use a compass correctly. The second will be to orient yourself in the correct direction when you are given a particular compass bearing. The third skill is to correctly count your paces to a given destination.

In order to do these things you will be asked to stand on the starting marker at the center of the course facing the camera and pick up a compass. The teacher will call out a compass bearing. You will use your compass to find that bearing, turn to face that direction, and call out the numbered marker that you are now facing. You will then pace to that marker, calling out your paces as you step them off. Upon reaching the marker, face the camera and repeat the bearing, marker number, and number of paces. You will then return to the starting marker and the teacher will call out a different compass bearing for your second trial.

Equipment and Facilities

A space 45' x 45', one protractor compass, and a starting spot marker are needed. Nine to thirteen numbered markers should be placed around the center marker at 30-degree increments. Markers are placed at different distances from the center marker, and are not in numerical sequence. A container containing slips of papers that have a variety of compass bearings matching the marked cones is needed.

Camera Location and Operation

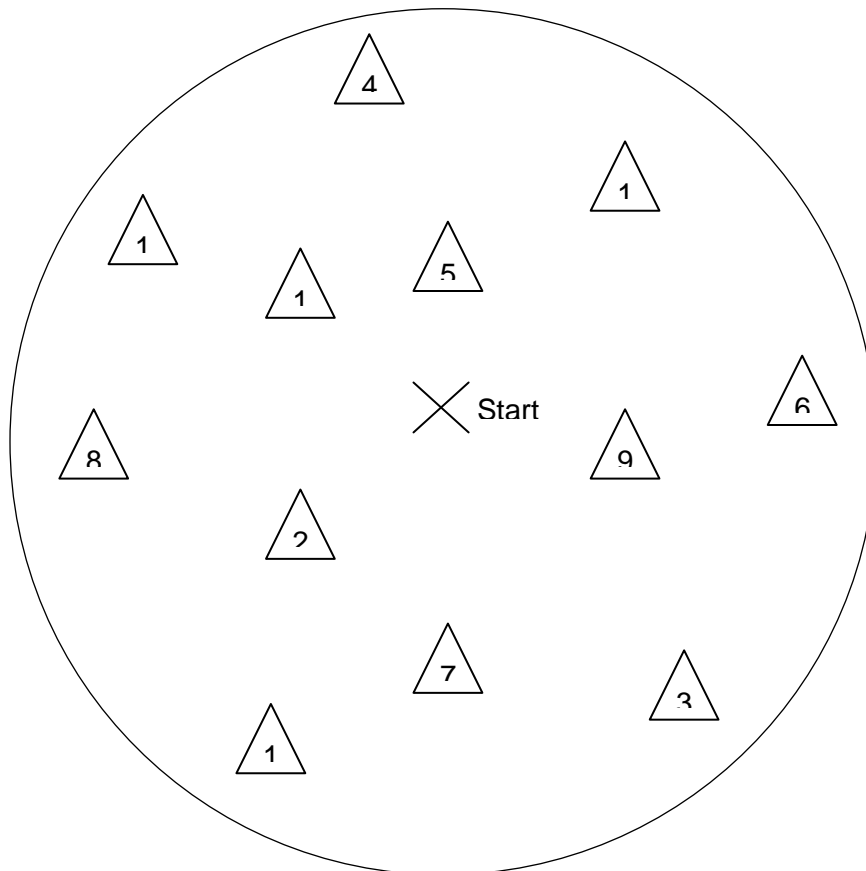
The camera will be located so that the entire course can be seen with a wide-angle lens. (The camera must not be facing due south so that the student would be facing north at the starting marker.) Camera location needs to take into consideration the position of the sun.

Testing Situation

One student at a time will be tested, with no more than two students waiting their turn. The test begins when the student is standing on the starting marker and picks up the compass. The teacher will draw a slip of paper from the container and call out the compass bearing. The student will then use the compass to face that bearing and call out the number of the marker at that bearing. The student will begin moving to that marker, calling the paces out loud. Upon reaching the marker, the student faces the camera and repeats the bearing, marker number and number of paces. Teacher repeats student responses to the camera. The student will then return to the starting marker, the teacher will call out a different compass bearing and the student will move to that bearing repeating the steps listed above.

Note to Teacher

Diagram of the area including starting marker, bearings and marker numbers must be included with the video recording. Below is a SAMPLE diagram.



**South Carolina Physical Education Program Assessment
Middle School Orienteering Assessment Task Scoring Rubric**

Level	Holds Compass Correctly	Faces Correct Bearing Marker	Counts Paces Correctly
4	Demonstrates proficiency in correctly holding the compass	Uses the compass with no observable errors to find and face the correct bearing and direction	Correctly counts paces to a given marker with no observable errors
3	Demonstrates proficiency in correctly holding the compass	Uses the compass with no observable errors to find and face the correct bearing and direction	Counts paces to a given marker with few observable errors
2	Uses some correct technique in holding the compass	Uses the compass with few observable errors to find and face the correct bearing and direction	Inconsistent in how paces are counted to a given marker
1	Uses poor technique in holding the compass	Can not use the compass to find and face the correct bearing and direction	Can not correctly count paces to a given marker
0	Violates safety procedures and or does not complete the assessment task		

Good technique in Orienteering includes the following performance cues:

Holding the compass

Compass flat in hand
Compass face up
Compass against body, chest high

Pacing

Feet parallel
2 steps = 1 pace (Starting on right, ending on left)
Ending on right = ½ pace

South Carolina Physical Education Assessment Program Middle School Pickle/ Paddle-Ball

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 modified versions of activities in two movement forms.

Assessment Task:

Play a cooperative game of pickle/ paddle-ball with a partner controlling the ball using forehand and backhand strokes.

Criteria for Competence (Level 3):

1. Usually uses forehand or backhand strokes at the appropriate times
2. Usually returns to home base when pulled out of position
3. Keeps a rally going for at least four total hits (required for a score of level 2)

Specific Protocol - Directions to Student

You will be asked to play a cooperative game of pickle/paddle-ball with a partner. You will be assessed on your ability to demonstrate control of the ball using good hits that let you and your partner keep the ball going across the net. Use a drop hit or underhand serve to get the rally started. You will be assessed on your ability to use forehand and backhand strokes at the appropriate time, your ability to return to home base when you are pulled out of position and how many hits you and your partner can keep going in a rally. If an error occurs, start another rally with a drop hit or underhand serve. You will be recorded for a 3-minute time period, switching sides after 1 ½ minutes.

Equipment and Facilities

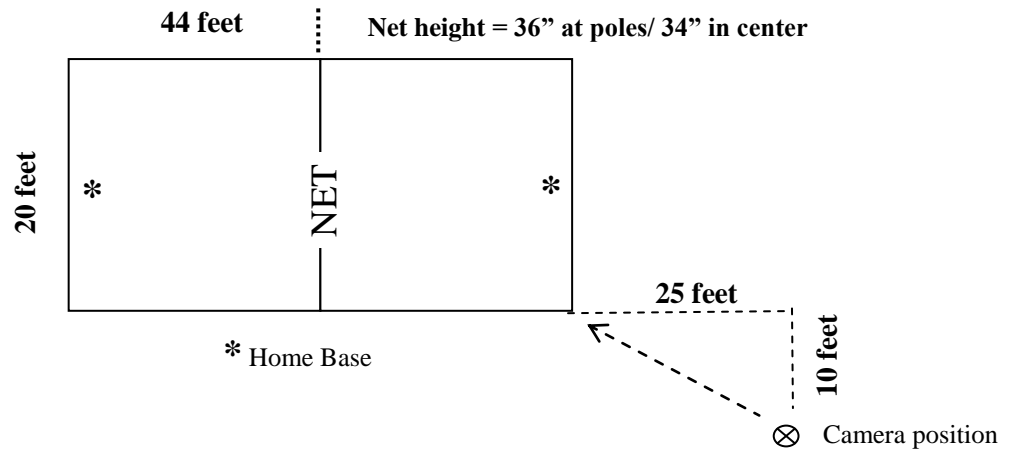
Two regulation courts are preferable. Non-regulation courts that "approximate" regulation (with a 3-foot net) may be used. A paddle for each player and two softball size whiffle or sponge balls are needed. Several extra balls need to be available to allow uninterrupted play.

Camera Location and Operation

It will take one camcorder for each court. Place the camera 25 feet behind the back court line, then 10 feet to the side so the camera is off of the corner of the back court line and the side line. Keep the camera stationary and recording, with the sound on once play has started. Each game should be recorded in full for three minutes.

Testing Situation

The teacher should pair students according to ability, and students should be allowed to warm up for 2 minutes prior to video recording game play.



**South Carolina Physical Education Program Assessment
Middle School Pickle/ Paddle-Ball Assessment Task Scoring Rubric**

*** A rally of at least 4 total hits is required for Level 2***

Level	Uses Forehand and Backhand	Returns to Home Base	# of Hits(Required)
4	Consistently uses forehand or backhand strokes at the appropriate times	Consistently returns to home base when pulled out of position	Keeps a rally going for at least five total hits
3	Usually uses forehand or backhand strokes at the appropriate times	Usually returns to home base when pulled out of position	Keeps a rally going for at least four total hits (required for a score of level 2)
2	Sometimes uses forehand or backhand strokes at the appropriate times	Sometimes returns to home base when pulled out of position	Keeps a rally going for at least three hits
1	Rarely uses forehand or backhand strokes at the appropriate times	Rarely returns to home base when pulled out of position	Does not keep a rally going for at least two hits
0	Violates safety procedures and or does not complete the assessment task		

South Carolina Physical Education Assessment Program Middle 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 modified versions of activities in two movement forms.

Assessment Task:

Play a modified two on one game of soccer rotating offensive and defensive positions.

Criteria for Competence (Level 3):

1. Usually dribbles the soccer ball with control using inside or outside of feet & keeping it close to body
2. Usually executes lead passes
3. Usually receives or collects the soccer ball with control
4. Usually moves into position to receive a pass
5. Usually maintains appropriate defensive positioning

Specific Protocol - Directions to Student

You will play a 4-minute three on one soccer game with a soccer ball and one small, unguarded goal. There will be two offensive players and one defensive player, and each possession will begin with an inbound play from the top of the field. Every 1 minute a new person will play defense until all 3 have played defense. There must be at least three passes before any attempt at goal. You will be assessed on your ability to dribble the soccer ball with control, execute leading passes, receive or collect the soccer ball with control, move into position to recover a pass and deny access to the goal by maintaining appropriate defensive position.

Equipment and Facilities

A 35' by 35' outside playing field with one goal is needed. Two cones placed ten feet apart and knee high should mark the goal. Two soccer balls are needed to assure uninterrupted game play. A colored tie or some other form of identification should be used to identify offensive or defensive players. A designated warm up area is recommended, with each team having a soccer ball to use during their three minute warm up.

Camera Location and Operation

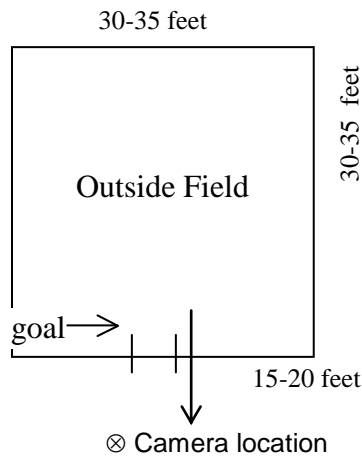
The camera should be a height of at least 5 feet with the wide angle opened as far as possible so that all of the playing field is in view at all times. The camera

should be placed behind the center of the goal as far back as needed to capture the playing field in view. The students' numbers must be clear on the video recording. Care must be taken to be sure that all students' skills can be seen on the recording. Adjustments may need to be made in camera placement or size of field.

Testing Situation

Assign students to be tested to a team of 3 players with similar ability. 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.

Camera Location and Field Diagram for Soccer



**South Carolina Physical Education Program Assessment
Middle School Soccer Assessment Task Scoring Rubric**

Level	Dribbles with Control	Executes Lead Passes	Receives/ Collects with Control	Moves to Receive Passes	Maintains Defensive Position
4	Consistently dribbles the soccer ball with control using inside or outside of feet & keeping it close to body	Consistently executes lead passes	Consistently receives or collects the soccer ball with control	Consistently moves into position to receive a pass	Consistently maintains appropriate defensive positioning
3	Usually dribbles the soccer ball with control using inside or outside of feet & keeping it close to body	Usually executes lead passes	Usually receives or collects the soccer ball with control	Usually moves into position to receive a pass	Usually maintains appropriate defensive positioning
2	Sometimes demonstrates control while dribbling the soccer ball using inside or outside of feet & keeping it close to body	Sometimes executes lead passes	Sometimes receives or collects the soccer ball with control	Sometimes moves into position to receive a pass	Sometimes maintains appropriate defensive positioning
1	Rarely dribbles the soccer ball with control	Rarely executes leading passes	Rarely receives or collects the soccer ball with control	Rarely moves into position to receive a pass	Rarely maintains appropriate defensive positioning
0	Violates safety procedures and/or does not complete the assessment task				

South Carolina Physical Education Assessment Program Middle School Team Handball

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 modified versions of activities in two movement forms.

Assessment Task:

Play a modified game of Team Handball in a three on three setting, rotating offensive and defensive positions.

Criteria for Competence (Level 3):

1. Usually controls the dribble
2. Usually moves into position to receive a pass
3. Usually executes appropriate lead passes
4. Usually demonstrates good shot selection
5. Usually defends between the opponent and goal

Specific Protocol - Directions to Student

You will play a three on three game with a 6-7 inch playground or team handball on a modified basketball court for 4 minutes. You will play both offensive and defensive positions and each possession will begin with an inbound play from the top of the half court. Offense can attempt a shot after a minimum of three passes. You will be assessed on your ability to control the dribble, move into position to receive a pass, use appropriate lead passes, and use good shot selection. You will play person-to-person defense. As a defender, you will be assessed on your ability to interfere with passing lanes and deny a direct line to the goal while guarding closely.

Equipment and Facilities

A modified basketball court is needed for each game (see diagram). The safety mat on the wall behind the basketball goal may be used as the target area or goal. If a mat is not available, a 12-foot by 6-foot square may be taped on the wall. Polyspots/strips or tape will be needed to mark the goal area and all unmarked boundaries. The goal arc should have a 20-foot radius from the center of the target. One 6-7" playground ball or team handball or per team is needed for warm-up.

Camera Location and Operation

The camera should be placed at the intersection of the half-court line and the sideline, within 0-10 feet (going straight out of bounds), so the viewfinder

includes the top of the key and baseline corners. Once the operator is assured that the playing field is in view, the camera should be left stationary.

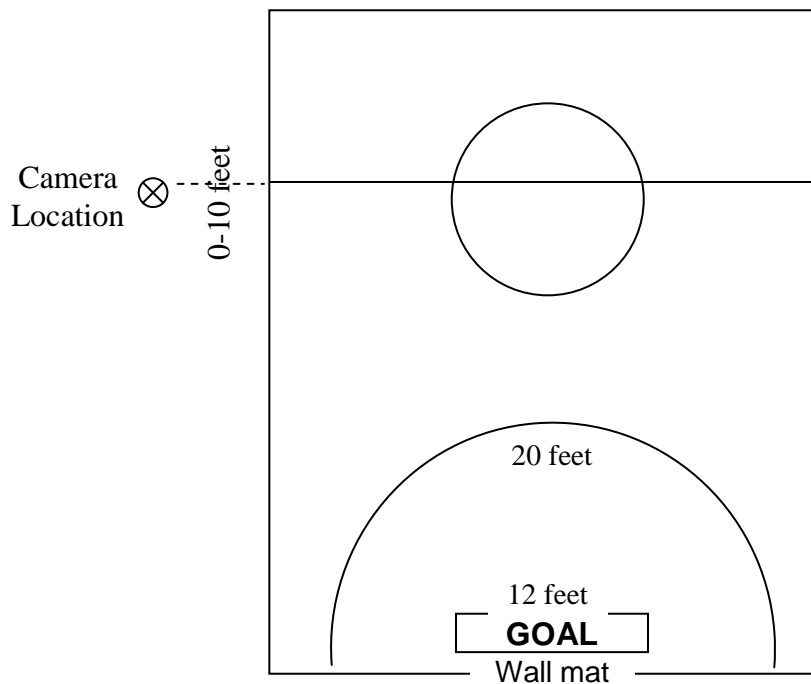
Testing Situation

Assign students to be tested in teams of three, according to similar ability and randomly assign same ability level teams to play each other. Give students three minutes to warm up as a team.

Note to Teacher

You may need to remind the students that they may attempt shots after 3 passes.

Camera Location and Court Diagram for Team Handball



**South Carolina Physical Education Program Assessment
Middle School Team Handball Assessment Task Scoring Rubric**

Level	Dribbles w/Control	Moves to Receive passes	Executes Lead Passes	Good Shot Selection	Defensive Position
4	Consistently controls the dribble	Consistently moves into position to receive a pass	Consistently executes appropriate lead passes	Consistently demonstrates good shot selection	Consistently defends between the opponent and goal
3	Usually controls the dribble	Usually moves into position to receive a pass	Usually executes appropriate lead passes	Usually demonstrates good shot selection	Usually defends between the opponent and goal
2	Sometimes controls the dribble	Sometimes moves into position to receive a pass	Sometimes executes appropriate lead passes	Sometimes demonstrates good shot selection	Sometimes defends between the opponent and goal
1	Rarely controls the dribble	Rarely moves into position to receive a pass	Rarely executes appropriate lead passes	Rarely demonstrates good shot selection	Rarely defends between the opponent and goal
0	Violates safety procedures and/or does not complete the assessment task				

Good technique is determined using the following performance cues:

Controls dribble

Ball close to body
Doesn't lose possession

Moves to receive pass

Moves into open unguarded pass lane

Executes Lead passes

Passes ahead of receiver

Good shot selection

Attempts to shoot when open
Doesn't shoot through people

South Carolina Physical Education Assessment Program Middle 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 modified versions of activities in two movement forms.

Assessment Task:

Play a cooperative game of tennis using the forehand and backhand strokes with good form, moving toward home base, getting in ready position when appropriate, and rallying the ball.

Criteria for Competence (Level 3):

1. Usually places ball into play from home base using the drop hit (drop, bounce and hit)
2. Usually uses the forehand or backhand stroke when appropriate
3. Usually moves toward home base and assumes ready position after hitting the ball
4. Rallies for at least 4 total hits in a row with a partner (required for score of level 2)

Specific Protocol - Directions to Student

You and your partner will be asked to participate in a cooperative game of tennis. You are to keep the ball going back and forth (rally) within the boundaries of the singles court as long as you can during a 4-minute period. You may play the ball after no bounces, or one or two bounces. Each of the players will start the rally five times in a row with a drop hit (drop, bounce, hit) using the forehand stroke from near the baseline. Once a rally begins, if an error is made, (ball missed, hit out of bounds or into the net) the tennis ball is returned to the correct server who will again put the ball back in play with a drop bounce hit. You will be assessed on your ability to start play with a drop bounce hit and to use forehand or backhand strokes when appropriate, your ability to move toward your home base and be in a ready position for each hit and, to pass the ball over the net at least four times with a partner. You will switch ends of the court after 2 minutes.

Equipment and Facilities

The two students being tested will start with two tennis balls and a tennis racket for each player, on a single tennis court. Have a basket of balls handy to give students extra balls as needed to save time.

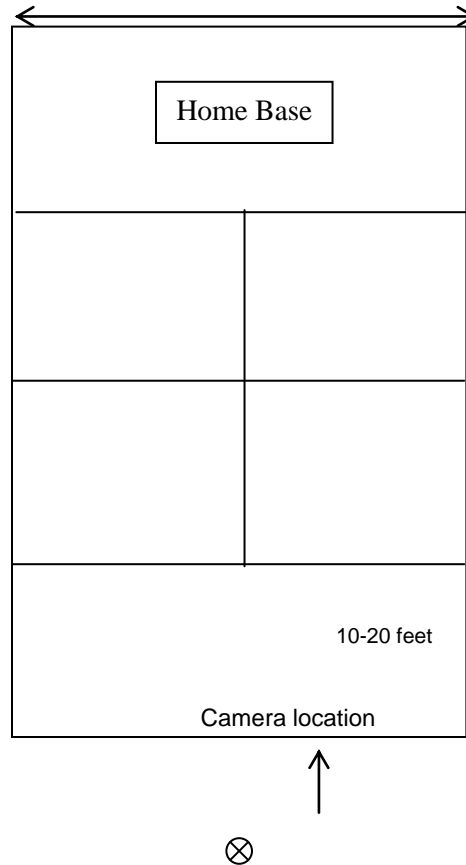
Camera Location and Operation

The camera should be located 10-20 feet from the center of the back end line of the court with as wide an angle lens as possible so that all side lines of the court can be seen. The camera should remain stationary at all times.

Testing Situation

Partners should be of equal ability and should be given three minutes to warm up before testing. As many courts as you have cameras may be video recorded at a time. Students not being tested should be permitted to practice or engage in other activities so that they do not form an audience for the players being tested. The video camera will run continuously until the four minutes are up. No player should use more than 2 minutes per service attempt.

Camera Location and Court Diagram for Tennis



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

*** A rally of at least 4 total hits is required for a Level 2***

Level	Uses Drop Hit	Appropriate Backhand/Forehand	Moves Toward Home base	# Rally (Required)
4	Consistently places ball into play from home base using the drop hit (drop, bounce and hit)	Consistently uses the forehand or backhand stroke when appropriate	Consistently moves toward home base and assumes ready position after hitting the ball	Rallies for 5 or more total hits
3	Usually places ball into play from home base using the drop hit (drop, bounce and hit)	Usually uses the forehand or backhand stroke when appropriate	Usually moves toward home base and assumes ready position after hitting the ball	Rallies for at least 4 total hits in a row with a partner (required for score of level 2)
2	Sometimes places ball into play from home base using the drop hit (drop, bounce and hit)	Sometimes uses the forehand or backhand stroke when appropriate	Sometimes moves toward home base and assumes ready position after hitting the ball	Rallies for at least 3 hits in a row
1	Rarely places ball into play from home base using the drop hit (drop, bounce and hit)	Rarely uses the forehand or backhand stroke when appropriate	Rarely moves toward home base and assumes ready position after hitting the ball	Rallies for 2 or fewer hits in a row
0	Violates safety procedures and/or does not complete the assessment task			

South Carolina Physical Education Assessment Program Middle School Tumbling/Gymnastics

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 modified versions of activities in two movement forms.

Assessment Task:

Perform a tumbling/gymnastics routine demonstrating smooth transitions, extension and control with a still beginning, a roll, an inverted balance, a support of weight on hands and a still ending.

Criteria for Competence (Level 3):

1. Routine includes a still beginning and still ending pose
2. Usually demonstrates smooth transitions
3. Demonstrates a roll, inverted balance and weight on hands with good technique

Specific Protocol - Directions to Student

You will be asked to perform a tumbling/gymnastics routine that includes a still beginning pose, a roll, an inverted balance, a support of weight on hands and a still ending pose. You must demonstrate smooth transitions, extension and control throughout the routine. You will be given one time through your routine as your warm-up. You may create your own routine and you will be assessed on your ability to begin and end your routine with still poses (held for three seconds), and to show a roll, an inverted balance and a support of weight on your hands. You must also demonstrate smooth transitions, perform the movements with control and show good form and proper extension where appropriate.

Equipment and Facilities

Adequate mats to allow students to perform their tumbling routines safely (Mats 12-18 feet long and a minimum of four feet wide recommended for best performance and safety).

Camera Location and Operation

The camera will be set up 23 feet from the front center of the mat to view the performers. The camera lens should be set at an angle to include all mats and the camera should be placed in a manner to facilitate the view of skills performed at all ends of the mat. The camera should be placed far enough away so the entire length of the mat can be viewed, yet close enough to see the

performance clearly. The camera should stay focused on each student for at least three seconds at the beginning and end of the routine so that the still poses can be noted. Each student should have one opportunity to perform his/her routine in front of the camera.

Testing Situation

Each student will have one opportunity to perform his/her routine. The video camera will run continuously from start to finish for each group being tested. Students waiting to be tested should be given other tasks so they are not spectators. A listing of each student's routine including the "stunts" and sequence must be turned in with the video recording. This may be on individual cards or all together on one piece of paper but it should be clear which student is performing what order and series of "stunts".

**South Carolina Physical Education Program Assessment
Middle School Tumbling/Gymnastics Assessment Task Scoring
Rubric**

Level	Still Beginning/Ending Pose	Smooth Transitions	Technique: Roll, Balance, Weight on Hands
4	Routine includes a still beginning and still ending pose	Consistently demonstrates smooth transitions	Demonstrates a roll, inverted balance and weight on hands with good technique
3	Routine includes a still beginning and still ending pose	Usually demonstrates smooth transitions	Demonstrates a roll, inverted balance and weight on hands with good technique
2	Routine includes a still beginning and still ending pose	Sometimes demonstrates smooth transitions	Demonstrates good technique for two out of three skills
1	Routine does not include any of the required stunts	Rarely demonstrates smooth transitions	**Demonstrates good technique for less than two out of three skills**
0	Violates safety procedures and/or does not complete the assessment task		

The following are used to help define the "stunts"

1. Still beginning and ending – pose held for three to five seconds
2. Roll
 - Log roll – should show extension and straight travel on mat
 - Other rolls – tuck, weight on hands and roll across shoulders
3. Inverted balance – position held for at least three seconds in full extension
4. Weight supported on hands - both feet off the ground at least momentarily
5. Smooth transitions – fluidity, balance and control

South Carolina Physical Education Assessment Program Middle 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 modified versions of activities in two movement forms.

Assessment Task:

Play a modified game of Ultimate in a two vs. one setting, rotating offensive and defensive positions.

Criteria for Competence (Level 3):

1. Usually leads the receiver with a backhand pass
2. Usually moves into a position to receive a pass
3. Usually catches an appropriately thrown disc
4. Usually moves to maintain appropriate defensive position

Specific Protocol - Directions to Student

You will demonstrate your ability to play a modified game of Ultimate using a disc. You will attempt to move the disc down the field in a two on one setting. Play begins with the first throw and ends with a score, an interception, or the disc touching the ground. Play restarts at the closest polyspot. After the offense has had three possessions, one offensive player moves to defense. Continue rotation until all students play defense. You will be assessed on your ability to lead the receiver with a backhand pass, to move into position to receive a pass, to catch an appropriately thrown disc, and to maintain an appropriate defensive position on the receiver.

Equipment and Facilities

A modified field of 40' x 60' with cones as sidelines (at least three each line), disc, two polyspots (one each center end line) is needed. This may be taped inside using a modified volleyball court.

Camera Location and Operation

The camera should be elevated and positioned as close to the end zone as possible. The widest angle lens possible should be used so that both the sidelines and all students being assessed can be seen. The camera should continue to video record until all have rotated as defense and should remain stationary at all times.

Testing Situation

The students should be in groups of three according to similar ability. The offense should begin each play from a polyspot. Play ends with a score, an interception, or the disc touching the ground. The students should be given a 3-minute warm-up of throwing and catching.

Note to the teacher

Each group of three should be introduced on the camera as they begin their assessment.

**South Carolina Physical Education Program Assessment
Middle School Ultimate Assessment Task Scoring Rubric**

Level	Leads Receiver w/Backhand Pass	Moves to Receive Pass	Catching	Maintains Defensive Position
4	Consistently leads the receiver with a backhand pass	Consistently moves into a position to receive a pass	Consistently catches an appropriately thrown disc	Consistently moves to maintain appropriate defensive position
3	Usually leads the receiver with a backhand pass	Usually moves into a position to receive a pass	Usually catches an appropriately thrown disc	Usually moves to maintain appropriate defensive position
2	Sometimes leads the receiver with a backhand pass	Sometimes moves into a position to receive a pass	Sometimes catches an appropriately thrown disc	Sometimes moves to maintain appropriate defensive position
1	Rarely leads the receiver with a backhand pass	Rarely moves into a position to receive a pass	Rarely catches an appropriately thrown disc	Rarely moves to maintain appropriate defensive position
0	Violates safety procedures and or does not complete the assessment task			

South Carolina Physical Education Assessment Program Middle 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:

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

Assessment Task:

Play a game of "Keep It Alive" using good technique demonstrating forearm passes and overhead sets, communication with group members, moving to the ball and returning to ready position.

Criteria for Competence (Level 3):

1. Usually uses overhead sets and forearm passes showing good form
2. Usually returns a playable ball effectively
3. Usually communicates with group members during play
4. Usually moves to the ball and returns to a ready position

Specific Protocol - Directions to Student

You will play a 5-minute game of "Keep It Alive" in circle formation, using forearm passes and overhead sets, in groups of five. You will start with a toss to someone in the circle and play will continue until the ball hits the floor or is hit illegally. After 2½ minutes, the group should stop play and switch positions within the circle so that you are standing between different players. After changing positions, play will continue. Communicate with the group that you are going to take a hit by calling the volleyball ("Mine", "I've got it") just before taking the hit. You will be assessed on your ability to execute effective forearm passes and overhead sets, communicate with your group that you will take the hit, move to the ball, and return to a ready position.

Equipment and Facilities

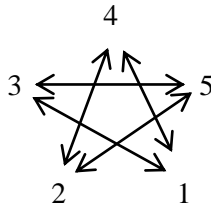
One-half of a volleyball court or a marked 30' x 30' square is needed per group. Two volleyballs, (trainer or official) are needed to insure uninterrupted play.

Camera Location and Operation

The camera may be placed at a high level, such as the bleacher area or on the floor, approximately 12 feet from the 30' x 30' square and centered on the circular group. Keep the camera stationary and recording once play has started. Each group should be recorded for five minutes.

Testing Situation

Read the testing protocol to the group of students being tested. Give each group 5 minutes to warm up. Start each group and camera at the same time. Be sure that player positions in the circle are switched after 2½ minutes so that neither weak nor strong players are placed at a disadvantage.



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

Level	Forearm Pass/ Overhead Set Form	Effective Play	Communication	Moves to Ball and Returns to Ready Position
4	Consistently uses overhead sets and forearm passes showing good form *	Consistently returns a playable ball effectively	Consistently communicates with group members during play	Consistently moves to the ball and returns to a ready position
3	Usually uses overhead sets and forearm passes showing good form	Usually returns a playable ball effectively	Usually communicates with group members during play	Usually moves to the ball and returns to a ready position
2	Sometimes uses overhead sets and forearm passes showing good form	Sometimes returns a playable ball effectively	Sometimes communicates with group members during play	Sometimes moves to the ball and returns to a ready position
1	Rarely uses overhead sets and forearm passes showing good form	Rarely returns a playable ball effectively	Rarely communicates with group members during play	Rarely moves to the ball and returns to a ready position
0	Violates safety procedures and/or does not complete the assessment task			

Good form is identified using the following performance cues:

Overhead Set

Knees bent to straight
Window overhead
Elbows out (chicken wings)
Extension/follow through

Forearm Pass

Knees bent to straight
Arms extended, hands together
Forearm hit/shoulder shrug
Follow through – arms below
shoulders

Chapter 5

**Performance
Indicator Two:
Demonstrate knowledge
of the five components of
fitness and the F.I.T.T.
principle on a written
test.**

Performance Indicator Two: Written Fitness Test Material

Following the plan provided by the Assessment Plan Review Committee, each teacher of eighth grade physical education will submit written tests with graded results, a class roster, and an official POWER SCHOOL computer generated class roll of students in each class required for Performance Indicator Two. A description of the concepts students should know for the written test and all the forms necessary to request the tests and score them are provided in this chapter.

1. Schools must submit a Request for Written Tests (MS-3, p.138) for Performance Indicator Two at least three weeks prior to the scheduled time the test will be given. The appropriate material will be sent electronically from the MSPEAP office to the teacher/department chair at least one week prior to the date the test is to be administered.
2. All eighth grade students on the official POWER SCHOOL computer generated class roll of students enrolled in a class which has been identified as submitting data for PI-2, are required to take the written test except for students who have an IEP, 504, or OHI which specifically excludes them or makes the written test inappropriate for them. The school resource teacher, or other appropriate official, must document all IEPs, 504s, and OHIs (Form G-1, p. 171) and arrangements should be made for students who require a special administration of the test.
3. Several forms of the test are available. Schools will be sent one form of the test, an answer key, and a Written Test Administration Form (MS-4, p.139) for each administration of the test.
4. Tests must be handled in a secure manner according to state law and administered as directed. All test material must be permanently deleted from computers as soon as a copy is printed and no copies of the test should be kept by the teacher or the school. All extra copies of the test must be sent in with the used and graded tests.
5. All students have a maximum of 20 minutes to complete the test unless specified in an IEP, OHI or 504 plan which requires other arrangements. In such cases, Form G-1 must be submitted.
6. Tests must be answered in blue or black pen.
7. Tests must be administered according to the following:
 - A. It is strongly recommended that this test be given in a classroom setting so that students will be able to work at individual desks. No matter the situation, students should be arranged so that their work is not available to other students in the class.

- B. Students may have only a blue or black pen or pens available to them.
 - C. One test should be distributed to each student and the start time of the test marked down on the Written Test Administration Form (Form MS-4, p.139).
 - D. The room should be monitored quietly and frequently to make sure students are following directions and that they do not give or receive help.
 - E. Questions related only to the instructions and not questions related to the substantive content of the test may be answered.
 - F. Students should receive a five-minute warning before time is up and tests are collected.
 - G. All papers must be collected after 20 minutes. The tests must be counted and put in a brown envelope. Indicate the number of tests collected and the time the test finished on the Written Test Administration Form (Form MS-4, p.139).
8. Make-up time 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 (Form G-1, p.171), should be scheduled as soon as possible and recorded on the Written Test Administration Form (Form MS-4, p.139).
9. Teachers will grade each test using a red marker and the key provided, and record the student's grade at the top of the test and on the Written Test Summary Score Sheet for Performance Indicator Two (Form MS-5, p.141).
10. Teachers will submit the following to the district/school designated physical education test coordinator no later than two weeks after the test is administered (if the test coordinator prefers, the teacher will need to retain all materials in a secure manner and location until all materials for the school assessment are submitted to the MSPEAP office in the spring of the assessment year).
- A. An official POWER SCHOOL computer generated class roster identifying all eighth graders in the class.
 - B. A completed G-I Form for any student exceptions.
 - C. A labeled brown envelope containing the graded tests marked with a red pen.

- D. The key to the test that was provided.
 - E. A Written Test Summary Score Sheet – PI-2 (Form MS-5, p.141) listing the grades for each member of the class.
 - F. A completed Written Test Administration Form (Form MS-4, p.139) for each administration of the test.
11. A sampling of at least 25% of the tests submitted will be used to check the accuracy of the teacher grading of the written test. If there is not at least an agreement of 80% between the Monitoring Committee and the teacher, a random sample of 50% of student scores in the class will be examined. If 80% agreement is not reached, a second team of Monitoring Committee members will follow the same procedures. As soon as 80% agreement is reached between the Monitoring Committee and the teacher, all teacher scores are accepted as submitted.

If 80% agreement is not reached, the class will be rescored by the monitoring committee.

12. Any eighth grade student on the official POWER SCHOOL computer generated class roll that does not have a documented reason (Form G-1) for not taking the test, or a graded test, will receive a "0" for this performance indicator.

Middle School Written Test What the Student Will Need to Know

1. Students will need to be able to understand the following concepts well enough to match them with definitions and examples of the use of the term.

Matching Terminology and Examples for the following terms:

Jogging

Flexibility

Intensity

Body Composition

Push-ups or curl-ups

Time/Duration

Frequency

Muscular strength/Endurance

Sit and Reach

Cardiovascular Fitness

2. Students will need to know the following concepts well enough to answer multiple choice questions about their application.

How to improve cardiovascular endurance

What is intensity and how is it related to each of the fitness components

How many times a week you need to exercise

How do you set up a fitness program to improve your total fitness

What activities develop what components

Why is warm-up useful and how is the best way to do it

What is body composition and how is it changed

What are the health benefits of physical activity

What is the difference between "fitness" and "health related fitness"

The knowledge level expectations for this test were determined by 8th grade teachers of physical education. Working together these teachers identified terms and content that they agreed are important for all 8th graders to understand and be able to use so that they can beginning to take responsibility for their own health and fitness levels. The teachers administering the tests are asked to grade their own students' papers so that they might have a better awareness of the effectiveness of their own teaching and what points might need to be better clarified in future lessons on fitness.

**South Carolina Physical Education Assessment Program
Middle School Written Test Request
Form MS-3**

Please Fax or mail this form to the MSPEAP office at least three weeks prior to planned test administration. Acknowledgment will be emailed when the request is received. Consult the SCPEAP website for contact information and mailing addresses for the Middle School SCPEAP office.

School: _____

Directions: List each section separately for each teacher needing cognitive tests and request tests needed for this quarter/semester only. Send another request the next quarter/semester for tests needed during that time.

<u>Teacher Name</u>	<u>Class/Section</u>	<u>Date Tests Will Be Given</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 District/School Designated Physical Education Test Coordinator:

Phone: _____ email: _____

**South Carolina Physical Education Assessment Program
Performance Indicator 2 – Written Test Administration
Form
Form MS-4**

School _____

District _____

Name of Class Instructor _____ Date _____

Class identification (time/period/term/etc.) _____

Name of Test Administrator _____ Date Test Given _____

Number of tests received in envelope _____ # of tests administered on this date _____

Time at which students began the test _____ Time finished _____

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

Signature - Test Administrator

Position

Teacher Administration of Make-up or Special Administration (with G-1 forms) of Tests

Make-up tests or special administration of tests were administered to the following students on the dates and times indicated.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

Signature

Position

Total number of tests printed _____

Number of completed tests returned _____

Number of unused tests returned _____

Chapter 6

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

Performance Indicator Three: Outside of Physical Education Class Participation

Following the plan provided by the Assessment Plan Review Committee, each teacher of eighth grade physical education will submit Outside Activity Report Forms (Samples, pp. 123-125), Outside Activity Confirmation Forms (MS-7, p.151), an Outside Activity Summary Score Sheet – PI-3 (MS-6, p.150) and an official POWER SCHOOL computer generated class roster of students in each class required for Performance Indicator Three. Sample physical activity reports are provided in this chapter as well as all the forms necessary to request the tests, confirm student participation, record student performance, and submit data.

1. All eighth grade students on an official POWER SCHOOL computer generated class roster in the class(es) identified as completing Performance Indicator Three 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 (Form G-1, p.171). IF there are more than 40 students on the roll, the first 40 who do not meet the qualifications of Exceptionality must be tested and recorded. If there are G-1 forms needed for students in the first 40 then those may be substituted until the first 40 students are tested.
2. Each teacher will select or create an appropriate recording form for students to use in recording their out of class activity. The student, and not the teacher, must complete this form. Sample forms, which may be duplicated or used as examples, are provided in this chapter.
3. The selected form is to be submitted weekly for 4 weeks by each eighth grader. The teacher determines if the submitted form and information meets the criteria. There are four criteria required each week.
 - A) Log/calendar/journal was completed and turned in on time.
 - B) The activities listed are appropriate and are health enhancing.
 - C) The student participated a minimum of 3 times during the week.
 - D) The time of student participation was 30-40 minutes daily.

The information from each student's participation is checked off on the Summary Score Sheet – PI-3 (Form MS-8) weekly. The weekly evaluation is based upon a simple "Yes" or "No" and is on an "All or none basis". If all of the criteria are met, then the student is given a "Yes". If one or more of the criteria are not met, then the student receives a "No" for the week. At the end of the four weeks recording, a final score is determined based upon the following:

- 4 Yes Week evaluations = 3
- 3 Yes Week evaluations = 2
- 2 Yes Week evaluations = 1
- 1 Yes Week evaluations = 1
- 0 Yes Week evaluations = 0

4. Teachers must verify participation for at least 20% of the students. In order to do this teachers are to identify every fifth student on the official POWER SCHOOL roll (student number 5, 10, 15, 20, etc.) and check with that student's contact person. The results of this verification will be indicated on the Outside Activity Confirmation Form (MS-7). If verification cannot be demonstrated for a student included in this 20%, then that student will not receive credit for this indicator. A student's final score may have to be adjusted to match the results of the verification.
5. All Outside Activity Confirmation Forms (Form MS-7, p. 151), Outside Activity Summary Score Sheets – PI-3 (Form MS-6, p. 150), an official POWER SCHOOL computer generated rolls identifying all eighth graders in the class(es) and appropriate G1 forms must be submitted to the district designated test coordinator or the lead teacher at least two weeks prior to the end of the semester in a clearly marked envelope using the labels provided.
6. Any of the first 40 eligible eighth grade student on the official POWER SCHOOL computer generated class roll lacking complete information, or who does not have a documented reason (Form G-1, p.171) for not completing this assignment, will receive a "0" for this performance indicator.
7. A sampling of at least 25% of the student work submitted will be used to check the accuracy of the teacher grading of this PI. If there is not at least an agreement of 80% between the Monitoring Committee and the teacher, a random sample of 50% of student material submitted will be examined. If 80% agreement is not reached, a second team of Monitoring Committee members will follow the same procedures. As soon as 80% agreement is reached between the Monitoring Committee and the teacher, all teacher scores are accepted as submitted. If 80% reliability is not reached the monitoring committee will rescore the materials.

South Carolina Physical Education Program Assessment Sample Outside Activity Report Forms

Following are three sample forms which may be used for student reporting of their outside activity. You may use either of these forms, adapt them to suit your needs, or create your own forms. It is recommended that you use a weekly form so students will not have to keep up with the same form for a month, but if you prefer, you may use a month long form. Remember that you must grade their outside participation forms each week.

Sample 1

Student's Name: _____ Week: 1 2 3 4
(circle one)

Physical Education Teacher: _____

Class Time: _____ Date Due: _____

Physical Education Homework Outside Activity Participation

Day (Date)	Activities	How Long
Monday ()		
Tuesday ()		
Wednesday ()		
Thursday ()		
Friday ()		
Saturday ()		
Sunday ()		

Adult Confirmation Signature: _____ How to contact: _____

Sample 2 Outside Activity Report Form
G.O.T.C.H.A.
Get Off The Couch Home Activity Log

NAME: _____

PE Teacher: _____

Block: _____

Instructions: You are to record after school physical activities on this calendar. The F.I.T.T. Principle (Frequency, Intensity, Time, and Type) will be your guide for filling in the log.

FOUR details are required for each entry:

1. FREQUENCY: how many days a week? Should be at least four days a week
2. INTENSITY: **circle E, M, or H:**
 - E** = easy workout, little sweat, slight rise in heart and breathing rate
 - M** = medium workout, sweaty, heart rate up to target, breathing hard
 - H** = hard workout, really sweaty, chest pounding, sucking wind, shower
3. TIME: record total **minutes active**
4. TYPE: record the **activity** you did

At the end of the week, add your total minutes of physical activity for the week. 100 minutes a week = 100 points.

- Your **parent or guardian signs their first and last name (NO INITIALS)**.
- Log should be signed one week at a time.
- The log is 10% of your Physical Education grade.
- **We will not accept this log late unless the student is absent.**
- **Logs are due the first day of the week.**
- **This assignment must be turned in on this form.** If the student loses the original copy, there are copies on the PE Teachers' doors.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total & Signature
22B I = E M H T = _____minutes T =	23A I = E M H T = _____minutes T =	24B I = E M H T = _____minutes T =	25A I = E M H T = _____minutes T =	26B I = E M H T = _____minutes T =	27 I = E M H T = _____minutes T =	28 I = E M H T = _____minutes T =	DUE: 1/29 or 1/30 Week's Total Minutes: _____ Signature: _____
29A I = E M H T = _____minutes T =	30B I = E M H T = _____minutes T =	31A I = E M H T = _____minutes T =	1B I = E M H T = _____minutes T =	2A I = E M H T = _____minutes T =	3 I = E M H T = _____minutes T =	4 I = E M H T = _____minutes T =	DUE: 2/5 or 2/6 Week's Total Minutes: _____ Signature: _____

Dear Parents/Guardians: It is our sincere hope that you will join us in an effort to improve your child's physical fitness levels through encouraging physical activity. G.O.TC.H.A. is meant to give kids an academic incentive to exercise, but it is our hope that the joy of physical activity will soon be his/her motivator. Thank you for participating in this important step to improving your child's health.

SAMPLE FORM PROVIDED THANKS TO PHYSICAL EDUCATION TEACHERS AT CROSSROADS MIDDLE SCHOOL

South Carolina Physical Education Program Assessment
Sample 3 Outside Activity Report Form
Outside Activity Daily Log

NAME _____
TEACHER _____ **CLASS** _____

"F." Frequency	"I." Intensity	"T." Time	"T." Type
3-4 times per week	easy, medium, hard	how long in activity	name of activity

SAMPLE

Monday 8/15	Medium	50 minutes	Jogged 4 miles
Week of			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
Week of			Weekly check _____
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
Week of			Weekly check _____
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
Week of			Weekly check _____
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
Week of			Weekly check _____

Calendar Grade _____

Validation of Adult _____ Relationship to child _____

* Results indicators

- A) The contact person confirmed student participation with certainty
- B) The contact person was fairly confident that this student participated.
- C) The contact person could not recall student participation.
- D) The contact person could not be reached.
- E) The student did not identify a contact person.
- F) The contact person is confident that this student did not participate.

**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.**

Performance Indicator Four – Fitness Test Data

Following the plan approved by the Assessment Plan Review Committee, each teacher of eighth grade physical education will submit electronic recordings of curl-ups for ONE of the classes, the FitnessGram Summary Score Sheet – PI-4 (MS-9), and an official POWER SCHOOL computer generated class roll of students in each class required for Performance Indicator Four.

The Fitnessgram manual should be consulted for test administration specifics and all teachers are encouraged to seek Fitnessgram training regularly supplied by SCPEAP.

1. The first 40 eighth grade students on the official POWER SCHOOL computer generated class roll of students in each class required for Performance Indicator Four are required to take the fitness test unless they have an IEP, 504, or OHI which specifically excludes them or makes the assessment task inappropriate for them. The teacher should examine material such as The Brockport Test for appropriate modifications, but if it is determined that there are none, then the IEPs, 504s, or OHIs must be documented by the school resource teacher or other appropriate official (Form G-1 p.171).
2. Student scores will be recorded on the PI-4 FitnessGram Summary Score Sheet (MS-9, p.163) for the following five FitnessGram test items: Cardiovascular score, the Curl Ups, Sit and Reach, Push Ups, and Percent Body Composition.
3. FITNESSGRAM TEST ITEMS:
 - A. CARDIOVASCULAR (AEROBIC CAPACITY) OPTIONS:
(Choose one)
 - Mile run
 - Pacer test
 - B. MUSCULAR STRENGTH AND ENDURANCE:
(Both required)
 - Curl up test
 - Push up test
 - C. FLEXIBILITY:
 - Back saver sit and reach (left and right)
 - D. BODY COMPOSITION:
(Choose one)
 - Electrical impedance
 - Body Mass Index (BMI) score

The exact testing protocols to be used for each test are found in the FITNESSGRAM Manual. 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, and FITNESSGRAM data may be collected and recorded at any time during the assigned unit/block/semester/year.

All students in the classes required to take the Fitness Test must take all parts of the test, and the sit-ups **MUST BE RECORDED FOR ANY ONE OF THOSE CLASSES**. The following information is specifically related to the recording of that one class of students.

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.171) 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. If there are more than 40 students on the roll, the first 40 who do not meet the qualifications of Exceptionality must be tested and recorded. If there are G-1 forms needed for students in the first 40 then those may be substituted until 40 students are tested.

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.160) 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, adjustments 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 have been 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 Middle School Personal Fitness Record Sheet (MS-8, p.162) 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 (MS-9 p,163) 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 (MS-9, p163) (Personal Fitness Records – MS-8, p.162 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 (MS-9, p. 163) 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 to be recorded on Form MS-8, but is not factored into the calculation of competence on Form MS-9. 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 (MS-9, p.163) and submitted for the four items identified in 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

8.0 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 - Personal Fitness Record
(for class use only-do not submit with other data)
Form MS-8**

Name: _____

Age: _____ **Grade:** _____ **Gender:** M F
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	L R	_____	<input type="checkbox"/>	<input type="checkbox"/>	Back Saver	L R	_____	<input type="checkbox"/>	<input type="checkbox"/>
Sit and Reach	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	Sit and Reach	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
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 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. 171). 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 MS-3, p. 191) 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

FORMS

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South Carolina Physical Education Assessment Program
Documentation of Student Exceptionality
Form G-1

Any student on the official computer generated class list must either have an assessment score or must have his/her name on one of these forms.

Teacher _____ Class _____

Date _____ School _____

Student's Name _____
Last First MI

IEP

_____ The student has an IEP Form with the following documented:

- | | | | |
|----|-------------------------------|-----|---------------------------------|
| PM | =Profoundly Mentally Disabled | EMD | = Educably Disabled |
| A | = Autism | ED | = Educably Emotionally Disabled |
| TB | =Traumatic Brain Injury | PD | = Physically Disabled |
| DB | =Deaf-Blindness | | |
| M | = Multiple Disabled | | |

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 _____

EXCESSIVE ABSENCES

_____ Student will not receive credit for this course.

ACADEMIC CREDIT

_____ The student is not taking this class for academic credit in physical education.

- _____ Repeating course
- _____ Doctor's excuse
- _____ Transfer

Teacher Signature _____

Resource Teacher or other official school representative:

Signature Position

Printed Name Date

MIDDLE SCHOOL ASSESSMENT PLAN – Cover Page

MS-1

Name of School _____
 Principal's Name _____
 Physical Education Department Chair/Lead Teacher Name _____

 Office Phone _____ Office FAX _____
 Email _____

District/School Designated Physical Education Test Coordinator name (printed)

Office Phone _____ Office FAX _____
 Email _____

The following signatures indicate that the personnel involved are aware of the fact that this school will be assessed during this academic year. They also agree that they have been informed of the Assessment Plan that is being submitted.

All faculty involved should be aware of the rules and regulations regarding security of state tests and confidentiality of student information. Furthermore, they should understand that the Middle School Assessment Plan Review Committee must approve this Assessment Plan and, once approved, this plan becomes a contract for assessment during this academic year.

Principal _____

Please Print	Signature	Date
--------------	-----------	------

Physical Education Department Chair/Lead Teacher

Please Print	Signature	Date
--------------	-----------	------

Other Teacher(s)

Please Print	Signature	Date
--------------	-----------	------

Please Print	Signature	Date
--------------	-----------	------

Please Print	Signature	Date
--------------	-----------	------

Please Print	Signature	Date
--------------	-----------	------

Please Print	Signature	Date
--------------	-----------	------

****This completed Assessment Plan is due to the Middle School Assessment Office of SCPEAP by the date designated on the SCPEAP website.**

Review of Assessment Plan Form MS-2

The following checklist is designed to help you make sure you have completed your assessment plan appropriately. The members of the Assessment Plan Committee of SCPEAP will look for these items as they examine your material and as they make decisions concerning whether or not it is acceptable. This form must be completed and submitted with the completed Assessment Plan.

This page must be completed and submitted with your plan. You are strongly encouraged to use this for a self-check before the Assessment Plan is submitted.

_____ The title page is complete with accurate information and signed by the principal, the district/school designated physical education test coordinator, the department chair/lead teacher, and all teachers of 8th grade physical education.

_____ The program description (section I) and program schedule (section II) is sufficient to explain how this program is delivered.

_____ It is clear how many classes there are with 8th graders in them and when they are taught.

_____ It is clear who teaches classes with 8th graders in them.

_____ It is clear how many 8th grade classes each teacher teaches

_____ It is clear what activities are taught in each 8th grade class

_____ Data Collection options for indicators (Section III) are clear and correct

_____ All physical education teachers of 8th grade students are listed and each 8th grade class is identified

_____ Each teacher has correctly identified the number of PIs he/she must complete.

_____ Each teacher has correctly identified what PIs will be assessed in which classes

_____ Each teacher's selection of which PIs he/she will complete with each class is clear and correctly determined.

**South Carolina Physical Education Assessment Program
Performance Indicator 2 – Written Test Administration
Form
Form MS-4**

School _____

District _____

Name of Class Instructor _____ Date _____

Class identification (time/period/term/etc.) _____

Name of Test Administrator _____ Date Test Given _____

Number of tests received in envelope ____ #of tests administered on this date ____

Time at which students began the test _____ Time finished _____

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

Signature- Test Administrator

Position

Teacher Administration of Make-up or Special Administration (with G-1 forms) of Tests

Make-up tests or special administration of tests were administered to the following students on the dates and times indicated.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

Signature

Position

Total number of tests printed _____

Number of completed tests returned _____

Number of unused tests returned _____

South Carolina Physical Education Program Assessment Sample Outside Activity Report Forms

Following are three sample forms which may be used for student reporting of their outside activity. You may use either of these forms, adapt them to suit your needs, or create your own forms. It is recommended that you use a weekly form so students will not have to keep up with the same form for a month, but if you prefer, you may use a month long form. Remember that you must grade their outside participation forms each week.

Sample 1

Student's Name: _____ Week: 1 2 3 4
(circle one)

Physical Education Teacher: _____

Class Time: _____ Date Due: _____

Physical Education Homework Outside Activity Participation

Day (Date)	Activities	How Long
Monday ()		
Tuesday ()		
Wednesday ()		
Thursday ()		
Friday ()		
Saturday ()		
Sunday ()		

Adult Confirmation Signature: _____ How to contact: _____

Sample 2 Outside Activity Report Form
G.O.T.C.H.A.
Get Off The Couch Home Activity Log

NAME: _____

PE Teacher: _____

Block: _____

Instructions: You are to record after school physical activities on this calendar. The F.I.T.T. Principle (Frequency, Intensity, Time, and Type) will be your guide for filling in the log.

FOUR details are required for each entry:

1. FREQUENCY: how many days a week? Should be at least four days a week
2. INTENSITY: **circle E, M, or H:**
 - E** = easy workout, little sweat, slight rise in heart and breathing rate
 - M** = medium workout, sweaty, heart rate up to target, breathing hard
 - H** = hard workout, really sweaty, chest pounding, sucking wind, shower
5. TIME: record total **minutes active**
6. TYPE: record the **activity** you did

At the end of the week, add your total minutes of physical activity for the week. 100 minutes a week = 100 points.

- Your **parent or guardian signs their first and last name (NO INITIALS)**.
- Log should be signed one week at a time.
- The log is 10% of your Physical Education grade.
- **We will not accept this log late unless the student is absent.**
- **Logs are due the first day of the week.**
- **This assignment must be turned in on this form.** If the student loses the original copy, there are copies on the PE Teachers' doors.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total & Signature
22B I = E M H T = _____minutes T =	23A I = E M H T = _____minutes T =	24B I = E M H T = _____minutes T =	25A I = E M H T = _____minutes T =	26B I = E M H T = _____minutes T =	27 I = E M H T = _____minutes T =	28 I = E M H T = _____minutes T =	DUE: 1/29 or 1/30 Week's Total Minutes: _____ Signature: _____
29A I = E M H T = _____minutes T =	30B I = E M H T = _____minutes T =	31A I = E M H T = _____minutes T =	1B I = E M H T = _____minutes T =	2A I = E M H T = _____minutes T =	3 I = E M H T = _____minutes T =	4 I = E M H T = _____minutes T =	DUE: 2/5 or 2/6 Week's Total Minutes: _____ Signature: _____

Dear Parents/Guardians: It is our sincere hope that you will join us in an effort to improve your child's physical fitness levels through encouraging physical activity. G.O.TC.H.A. is meant to give kids an academic incentive to exercise, but it is our hope that the joy of physical activity will soon be his/her motivator. Thank you for participating in this important step to improving your child's health.

SAMPLE FORM PROVIDED THANKS TO PHYSICAL EDUCATION TEACHERS AT CROSSROADS MIDDLE SCHOOL

South Carolina Physical Education Program Assessment
Sample 3 – Outside Activity Report Form
Outside Activity Daily Log

NAME _____
TEACHER _____ **CLASS** _____

"F." Frequency	"I." Intensity	"T." Time	"T." Type
3-4 times per week	easy, medium, hard	how long in activity	name of activity

SAMPLE

Monday 8/15	Medium	50 minutes	Jogged 4 miles
Week of			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
Week of			Weekly check _____
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
Week of			Weekly check _____
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
Week of			Weekly check _____
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			Weekly check _____

Calendar Grade _____

Validation of Adult _____ Relationship to child _____

* Results indicators

- A) The contact person confirmed student participation with certainty
- B) The contact person was fairly confident that this student participated.
- C) The contact person could not recall student participation.
- D) The contact person could not be reached.
- E) The student did not identify a contact person.
- F) The contact person is confident that this student did not participate.

**South Carolina Physical Education Program Assessment
Performance Indicator Four - Personal Fitness Record
(for class use only-do not submit with other data)
Form MS-8**

Name: _____

Age: _____ **Grade:** _____ **Gender:** M F **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	L R <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	Back Saver Sit and Reach	L R <input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
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"/>

