

# Sample Assessments for Minnesota Academic Standards and Grade-Level Benchmarks in Physical Education

# High School (Grades 9-12)

## Minnesota Statutes, Section 120B.021

The Minnesota Department of Education must make available sample assessments, which schools may use as an alternative to local assessments, to assess students’ mastery of the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf).

## Sample Physical Education Assessments

This document provides sample assessments for measuring student performance aligned with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). These user-friendly sample assessments allow teachers to measure performance and knowledge across all five state physical education standards. Teachers can use samples as they are, modify them to fit a curriculum, or use them to create an original assessment that is more appropriate for the school’s teaching environment and needs.

### Assessment Tools

There are many tools available for gathering data on student knowledge and performance. Selecting the appropriate tool depends on the tool’s ability to provide evidence specific to the benchmark and performance criteria. The sample assessment tools provided in this document include: checklists, tally sheets, exit slips, short answer, performance, self-assessments, rubrics, student logs and essays. These assessments should all be part of a cohesive assessment plan, which ties learning and teaching together.

### How to Use the Sample Assessments

When viewing the sample assessments, teachers should remember the context of their teaching environment (e.g., space, number of students, availability of equipment). Select, modify or create assessments that fit the program and provide the most robust information on what students know and are able to do.

#### Additional Recommended Physical Education Sample Assessment Resource

SHAPE America – Society of Health and Physical Educators. (2019). *PE Metrics: Assessing Student performance Using the National Standards and Grade-Level Outcomes for K-12 Physical Education* (3rd ed.). Champaign, IL: Human Kinetics.

### How to Read the Standards Code

The benchmarks for each standard are designated by four-digit codes. For example, in the code **9.3.3.2*:***

* The 9 refers to high school.
* The 3 refers to the third standard, *Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.*
* The second 3 refers to the third focus area, *Fitness Knowledge*.

The 2 refers to the second benchmark for focus area three, *Analyze short- and long-term physiological responses to regular physical activity.*



# Grade 9: Standard 1

Demonstrate competency in a variety of motor skills and movement patterns.

* Focus Area: Lifetime activities
* Benchmark: 9.1.1.1: Demonstrate competency and refine activity-specific movement skills in two of the following lifetime activity categories: individual performance activities, outdoor pursuits.

## Assessment Task

Checklist: Students will be able to successfully demonstrate correct backstroke form in aquatics by using correct hand, body positioning, and flutter kick. This is one activity that could be utilized to meet one of the two lifetime activities required in this benchmark.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example is for performing the backstroke in aquatics.

Provide instruction in the backstroke:

* Body position
* Flutter kick
* Hand entry
* Hand recovery

Utilize the critical elements of the skill to describe the progression of the steps.

Provide multiple practice opportunities.

## Critical Elements

Skill: Backstroke

* Legs (flutter kick):
  + The legs kick in an alternating up-down manner, where the kick is driven by the hip.
  + The legs kick in vertical or oblique directions, depending on the body’s position, because [in backstroke the body rolls from side to side](http://www.enjoy-swimming.com/backstroke-swimming.html).
  + The feet are pointed.
* Body position:
  + Flat and horizontal, with ears slightly below the water surface
* Hand position Entry:
  + The arm should be straight and as inline with the shoulder as much as possible.
  + Hand should be turned with palm facing outwards and little finger entering the water first.
* Recovery:
  + The thumb or the back of the hand should exit the water first.
  + The arm rotates through 180 degrees over the shoulder.
  + The palm is turned outwards during recovery to ensure that the hand enters the water, little finger first.

## Directions

Students start from one end of a 25-meter pool, and using the backstroke, swim the length of the pool. This skill will be repeated twice. They will successfully demonstrate correct backstroke form using correct hand, body positioning, and flutter kick in at least one of two of the 25-meter attempts. Correct skill positioning must occur on each stroke during the 25-meter attempt.

Circle the Y or N in each trial to indicate a successful or unsuccessful attempt by the student. Students must achieve success in at least one of the two trials on both skills to be successful.

### Backstroke Checklist

| Name | Body Position Trial 1 | Body Position Trial 2 | Flutter Kick Trial 1 | Flutter Kick Trial 2 | Hand Entry Trial 1 | Hand Entry Trial 2 | Hand recovery Trial 1 | Hand recovery Trial 2 | Successful |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N |  |
|  | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N |  |
|  | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N |  |
|  | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N |  |

Scoring guide: Students must receive a “yes” on one of the two trials in body position, flutter kick, hand entry, and hand recovery to successfully achieve this benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).

## Additional Notes

Common Developmental Difficulties or Common Errors:

* Catch up stroking
* Thumb not up when hand exits water
* Kick is bicycle versus flutter



# Grade 9: Standard 1

Demonstrate competency in a variety of motor skills and movement patterns.

* Focus Area: Lifetime activities
* Benchmark: 9.1.1.1: Demonstrate competency and refine activity-specific movement skills in two of the following lifetime activity categories: individual performance activities, outdoor pursuits.

## Assessment Task

Checklist: Students will be able to successfully demonstrate competency in cross-country skiing by ascending a hill (incline) using the kick step and successfully demonstrate getting back up from the ground to standing position. This is one activity that could be utilized to meet one of the two lifetime activities required in this benchmark.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example is for cross-country skiing.

Provide instruction in the cross-country skills of:

* Kick stepping up an incline.
* Getting up from the ground to a standing position.

Utilize the critical elements of the skill to describe the progression of the steps.

Provide multiple practice opportunities on an incline.

## Critical Elements

Skill: Kick step

* Pick up foot and literally kick into the snow with the toe of your boot to create a step.
* Snowshoes will be on the angle of the slope, with the tails hanging behind and the toes above boots.
* Crampons or cleats are planted into the snow, directly under the balls of feet.

Skill: Getting Yourself Back Up

* Lie on back or side.
* To get back up, take pole straps off and move poles and hands so they are sideways to the hill.
* Roll body to get knees underneath and pointed towards the slope.
* Use your poles as a brace to assist standing up.

## Setup and Equipment

Equipment: Cross-country ski’s, poles, and shoes for each student.

## Directions

Students start from a position on the ground as if they have fallen. They will demonstrate how to stand up using the technique practiced in class. Once they are standing, students will snow shoe up an assigned hill (incline) using the “kick step” technique. They must successfully demonstrate “getting back up” and the “kick step” in at least one of two attempts.

Circle the Y or N in each trial to indicate a successful or unsuccessful attempt by the student. Students must achieve success in at least one of the two trials on both skills to be successful

### Kayak Checklist

| Name | Getting Back Up Trial 1 | Getting Back Up Trial 2 | Kick Step Trial 1 | Kick Step Trial 2 | Successful |
| --- | --- | --- | --- | --- | --- |
|  | Y/N | Y/N | Y/N | Y/N |  |
|  | Y/N | Y/N | Y/N | Y/N |  |
|  | Y/N | Y/N | Y/N | Y/N |  |
|  | Y/N | Y/N | Y/N | Y/N |  |

Scoring guide: Students must receive a “yes” on one of the two trials in “getting back up” and “kick step” to successfully achieve this benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 1

Demonstrate competency in a variety of motor skills and movement patterns.

* Focus Area: Dance and rhythms
* Benchmark: 9.1.2.1: Demonstrate competency in one or more forms of dance. For example: ballroom, ballet, cultural dances, hip-hop, modern, social dances, tap.

## Assessment Task

Performance: Student will perform a dance displaying dance characteristics identified in class.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example can be modified for any form of dance.

Demonstrate how to repeat dance steps in the correct order, stay on beat with the music, show clear direction changes, and use arms and hands correctly.

Provide multiple practice times.

Characteristics:

* Repeat dance steps in the correct order.
* Stay on beat with the music.
* Show clear direction changes.
* Use arms and hands correctly.

## Directions

During the dancing activity, evaluate each student’s ability to perform dance and rhythm. Students must utilize three out of the four dancing characteristics correctly to pass the dancing assessment. Circle the criteria number(s) in the respective category (Target, Acceptable, Needs Remediation) that each student performs for each evaluation area. The students must at least score in the acceptable (two characteristics) category of the evaluation area to successfully pass the assessment. Students will have to do the dance correctly two out of the three attempts to pass.

### Dance Characteristic Checklist

NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DANCE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| TARGET | ACCEPTABLE | NEEDS REMEDIATION |
| --- | --- | --- |
| 1. Repeats dance steps in correct order | 1. Repeats dance steps in correct order | Any two of the target criteria |
| 2. Stays on beat with music | 1. Stays on beat with music | OR LESS |
| 3. Shows clear direction changes | AND: 3. Shows clear direction changes |  |
| 4. Uses arms and hands correctly | OR: 4. Uses arms and hands correctly |  |

Attempt 1 \_\_\_\_\_\_ Attempt 2 \_\_\_\_\_\_\_ Attempt 3 \_\_\_\_\_\_\_\_

Scoring guide: Students will perform assigned dance three times. They must perform at least two of the criteria on at least two of the attempts to fully address this benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 1

Demonstrate competency in a variety of motor skills and movement patterns.

* Focus Area: Dance and rhythms
* Benchmark 9.1.2.1: Demonstrate competency in one or more forms of dance. For example: ballroom, ballet, cultural dances, hip hop, modern, social dances, tap.

## Assessment Task

Performance: Students will be able to successfully perform a dance demonstrating steps and a fluid transition between steps.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example can be modified for any form of dance.

Identify a minimum of three specific steps required for the dance movement to be assessed.

Demonstrate fluid transitions between dance steps.

Provide instruction and practice opportunities in the selected dance area for steps and fluidity.

This assessment can be transferable across all dance types.

## Definitions

Fluid transition – switch dance skills smoothly and without hesitation.

## Directions

“Social Dance” Checklist – Place a “+” in the corresponding box to show success; a “0” in the corresponding box to show lack of success.

### Dance Skill and Transition Checklist

| NAME | SKILL 1 | SKILL 2 | SKILL 3 | TRANSITION | TRANSITION | TRANSITION | SUCCESSFUL |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
|  |  |  | a |  | na |  |  |
|  |  |  |  |  |  |  |  |

Scoring guide: Students will perform at least three skills with smooth transitions between at least three skills in order to meet this benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 2

Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

* Focus Area: Movement concepts, principles and knowledge
* Benchmark 9.2.1.2: Use movement concepts and principles (force, motion, rotation) to analyze and improve performance for a self-selected skill.

## Assessment Task

Short Answer: Students will be able to select a skill, successfully analyze personal form flaws, and provide one drill to help improve their skill.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example is for kayaking.

Assist students with identifying skills within the chosen activity. Skills that could be assessed include:

* Entering and leaving the kayak from shore or a dock.
* Paddling techniques for 180-degree turn.
* Flipping the kayak and recovery.

Discuss movement concepts and principals (force, motion, rotation) to analyze the skill.

## Definitions

Force: To be able to create and modify one’s force to meet the demands of the task.

Motion: Something that causes a change in the position of an object over time.

Rotation: A variety of movement patterns that require the body to move through space and around its own axis, including movements such as twisting, rolling, turning and spinning.

## Directions

Select a skill identified for personal improvement and fill out the template below.

### Movement Concepts, Principles and Knowledge – Short Answer

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| Skill to be improved | Provide an analysis of the weakness in your performance (cause, triggers) | How does force, motion, or rotation contribute to this skill? (Select one) | Provide a drill that you will use to correct this weakness | Did the drill correct the weakness? | Why did the drill work or not work? |
| --- | --- | --- | --- | --- | --- |
|  | na | na | na | na | na |
| na | na | na | na | na | na |

Scoring guide: Students accurately complete the entire above chart to address the benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 2

Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

* Focus Area: Movement concepts, principles and knowledge
* Benchmark 9.2.1.3: Design a practice plan to improve performance for a self-selected skill and justify how the components of the plan will address the areas of concern.

## Assessment Task

Short Answer: Students will be able to design a practice plan to improve performance for a self-selected skill.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example is for tennis.

The skill to improve on could be:

* Forehand stroke placement in the opponents’ court.
* Backhand placement on the opponent’s court.
* Overhand serve placement in the opponent’s court.
* Returning an overhand serve placement in the opponent’s court.

The student then creates a practice plan with specific steps to improve their performance with measurable outcomes.

## Directions

Student selects a skill and develops a practice plan to improve skills in this area. Complete the short answer assessment below regarding the plan.

### Practice Plan

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| Identify skill to be improved | Identify Problem(s) | Provide One Drill you used to remediate problem | Why do you believe this drill will help? | Did the correction work? | Why did your plan work or why did it not work? |
| --- | --- | --- | --- | --- | --- |
| na | na | na | na | na | na |

Scoring guide: To successfully address this benchmark, the student completes the template and correctly identifies skill problem AND either develops a drill that will correct the problem OR provides a correct explanation of why the drill did not work.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 2

Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

* Focus Area: Movement concepts, principles and knowledge
* Benchmark 9.2.1.4: Analyze similarities and differences between various dance forms.

## Assessment Task

Short Answer: Students will be able to successfully analyze similarities and differences of two dance forms.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example is for various dance forms such as ballroom, ballet, cultural dances, hip hop, modern, social dances, or tap.

Provide instruction in how dance forms differ based on the following criteria:

* Body: Symmetrical, twisted; how the movement initiated
* Action: Dance steps, facial movements, partner lifts, gestures, pauses
* Space: Pathway, relationships, focus, level, direction, size
* Time: Duration, beat, speed, tempo, timing rhythmic pattern
* Energy: Force, weight, flow, tension

Allow time in class for students to analyze commonalities and differences among dances covered.

## Directions

Complete the template below. Select two dances that you learned in class. Analyze two commonalities between the dances and analyze two differences between these dances using the criteria above.

### Dance Type Differences – Short Answer

NAME \_\_\_\_\_\_\_\_\_\_\_\_

| Identify Dance #1 and Dance #2. | Describe one common element. | What makes them common? | Describe a second common element. | What about the movement actually makes them common? | Describe one difference. | What about the movement actually makes them different? | Describe a second difference. | What makes them different? |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| na | na | na | na | na | na | na | na | na |

Scoring guide: Students successfully analyze at least two similarities and two differences between two different dance forms, correctly responding to all columns in the template.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 3

Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

* Focus: Physical activity knowledge
* Benchmark: 9.3.1.1: Explain the benefits of a physically active lifestyle as it relates to college or career productivity.

## Assessment Task

Short Answer: Students will be able to successfully list the benefits of staying physically active in college/career and explain how each of these benefits support future goals.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example is for identifying the benefits of physical activity.

Provide instruction on the benefits of physical activity. Benefits include, but are not limited to:

* Increased energy level.
* Increased brain function.
* Reduced stress levels.
* Improved creative thinking.
* Improved work-life balance.
* Improved alertness and focus.
* Improved ability to work through struggles.

Discuss how the benefits of a physically active lifestyle can be maintained after high school; in college or career productivity.

## Directions

Select five of the seven benefits listed and provide one description for each explaining how staying physically active will contribute to these areas and support your future goals in college and/or career choices. Complete the template provided.

* Increased energy level.
* Increased brain function.
* Reduced stress levels.
* Improved creative thinking.
* Improved work-life balance.
* Improved alertness and focus.
* Improved ability to work through struggles.

### Benefits of Physical Activity for College or Career

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| Physical Activity lifestyle benefits | Explain how physical activity currently provides this benefit to you. | How these will continue to benefit your college or career choice? | Complete |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Scoring guide: To address this benchmark, students will correctly complete this table including: five lifestyle benefits explaining how physical activity contributes to each benefit in your life, and how continuing to be active will benefit you through college and/or career path:

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 3

Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

* Focus Area: Physical activity knowledge
* Benchmark 9.3.1.2: Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.

## Assessment Task

Rubric: Students will be able to successfully research an advertised fitness product or program and identify if claims are valid.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example is for the evaluation of commercial products.

Provide an opportunity for classroom discussion on commercial products or programs that claim health-enhancing results such as:

* The Shake weight. This is a 2.5 pound spring-loaded dumbbell. (More than 2.5 million units were sold in the first year that it was sold.)
* Claim: Seven times more effective than a regular dumbbell, “Strong, Toned, Ripped Arms & Chest in Just 6 Minutes a Day”

Discuss criteria that could be utilized to research the validity of claims. Focus of research should be on the impact of claims to health-related fitness components.

For this assignment, product/program claims can either be supplied by the teacher or students can select their own commercial product to research.

## Definitions

Commercial products – equipment (exercise or technology) that are advertised either on TV, the internet, or magazines. For example: treadmills, Fitbits®, Motiv Ring®, Core Max®

Commercial programs – These are advertised via TV, internet, or magazines and can either be purchased or attended. For example: Team Beachbody®, Beachbody®, Livefit®

Health- related fitness components: Muscular strength, muscular endurance, flexibility, cardiorespiratory endurance and body composition.

## Directions

Students will submit a research paper on a fitness product or program of their choice. The paper will be typed, double-spaced, with a bibliography included. The paper will identify the fitness program or product that they have selected, where the student found their information on the product (TV, internet, other) and what claims were made related to this product. The student will discuss whether or not this program/product addresses all five health-related components of fitness, how they are addressed or why they are not addressing some or all of the components. Information on what research was provided by the company as evidence that the product/program actually “works” must be included. The student must determine if this research (if provided) actually provides strong evidence of potentially addressing health fitness components. Lastly, does the student believe this product/program would be a good fitness purchase for the general population and themselves?

### Product Claim Rubric

| Score | Requirements |
| --- | --- |
| 20 points | * Product or program is identified and connected to fitness. * Student identifies where they got their information about the product. * Student identifies the claims made in the advertisement related to the product/program and fitness. * Student accurately discusses the potential impact of the product/program on all five health-related components. * Student identifies if any research was supplied supporting the validity of the advertisement claims or if no research evidence was provided. * Student includes their perception of the potential fitness value of the product/program for the general population and themselves. * A section could be included on grammar and spelling here – for example no mistakes. |
| 15 points | * Product or program is identified and connected to fitness. * Student identifies where they got their information about the product. * Student identifies the claims made in the advertisement related to the product/program and fitness. * Student accurately discusses the potential impact of the product/program on only four of the health-related components. * Student identifies if any research was supplied supporting the validity of the advertisement claims or if no research evidence was provided. * Student includes their perception of the potential fitness value of the product/program for either the general population OR themselves. * A section could be included on grammar and spelling here – for example a few mistakes. |
| 12 points | * Product or program is identified and connected to fitness. * Student identifies where they got their information about the product. * Student identifies the claims made in the advertisement related to the product/program and fitness. * Student accurately discusses the potential impact of the product/program on only three of the health-related components. * Student identifies if any research was supplied supporting the validity of the advertisement claims or if no research evidence was provided. * Student perception of the potential fitness value of the product/program is not included. * This category must reflect accomplishing the benchmark. |
| 8 points | * Product or program is identified and connected to fitness. * Student identifies where they got their information about the product. * Student identifies the claims made in the advertisement related to the product/program and fitness. * Or, student accurately discusses the potential impact of the product/program on only two of the health-related components. * Student identifies if any research was supplied supporting the validity of the advertisement claims or if no research evidence was provided. * Or, student perception of the potential fitness value of the product/program is not included. |
| 0 points | Assignment not submitted, or   * Product or Program is identified and NOT connected to fitness. * Student does not identify where they got their information about the product. * Student does not identify the claims made in the advertisement related to the product/program and fitness. * Student inaccurately discusses the potential impact of the product/program OR only discusses two or fewer of the health-related components. * Student does not identify if any research was supplied supporting the validity of the advertisement claims or if no research evidence was provided. |

Scoring guide: 12 points is the passing level to meet this benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).

## Additional Notes

### Assessment Option 2

Checklist: Students will be able to select one fitness product and research the validity of claims, challenging or supporting at least one claim.

#### Directions:

#### Select a fitness/healthy lifestyle product. Fill in the template below.

* Product/program
* What does the product/program claim to do?
* Can this product/program actually contribute to fitness and a healthy, active lifestyle?
* Explain why it can or does not contribute to a healthy lifestyle.
* Does the advertisement provide research from reputable sources?

#### Checklist Assessment

NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| Product/Program that is sold commercially | What does the advertisement Claim? | Can the product contribute to fitness and a healthy active lifestyle? | Explain why or why not. | What is the research and or evidence to support the claim? | Is the source reputable and why? |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Scoring guide: All sections must be correctly answered to successfully address the benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., space, number of students, availability of equipment).



# Grade 9: Standard 3

Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

* Focus: Physical activity knowledge
* Benchmark 9.3.1.3: Apply technology and social media as tools to support a healthy, active lifestyle.

## Assessment Task

Short Answer: Students will be able to successfully select a fitness technology product and a social media site, and identify how they contribute to support a healthy lifestyle.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example is focused on the use of technology and social media to support a healthy, active lifestyle.

Provide opportunities for class discussions or out-of-class research on how the following contribute to a healthy lifestyle:

Technology

* computers
* apps
* treadmills, rowers or steppers

Social media sites

* Facebook
* Twitter
* Instagram

## Directions

Select a fitness/healthy lifestyle product.

* Identify fitness technology product.
* How would you use it to support a healthy lifestyle?
* Identify a social media site that can contribute to a healthy lifestyle.
* Explain how you could use social media to support a healthy, active lifestyle.

Complete the table below.

### Technology and Social Media Impacts Healthy Lifestyles

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| Fitness Technology Product | How you would use it to support a healthy lifestyle? | Social Media Site | How you would use it to support a healthy lifestyle? |
| --- | --- | --- | --- |
|  |  |  |  |

Scoring guide: All categories must be successfully accomplished to meet this benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 3

Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

* Focus: Physical activity knowledge
* Benchmark 9.3.1.4: Identify issues associated with exercising in heat, humidity and cold, and provide strategies for addressing the issues.

## Assessment Task

Exit Slip: Students will be able to successfully identify issues related to exercising in heat, humidity, and cold, providing at least one strategy for each.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example focuses on the effect of environmental conditions on exercise.

Provide instruction regarding negative effects of climate on the body:

* Heat exhaustion: triggered by prolonged exposure to heat/humidity. While not as life threatening as heat stroke, exhaustion symptoms include profuse sweating and rapid pulse.
* Heat stroke: This most serious form of heat injury is usually triggered by exercising in high temperatures. Heatstroke can occur if your body temperature rises to 104 degrees or higher. Symptoms include: hot skin, no sweating, rapid pulse, nausea/vomiting.
* Frost bite: During the early stage of frostbite, your skin will become cold, numb and white, and you may feel a tingling sensation. Intermediate stage: skin feels hard and frozen. Advanced stage: The skin becomes white, blue or blotchy, and the tissue underneath feels hard and cold to touch.
* Hypothermia: Normal body temperature averages 98.6 degrees. With hypothermia, core temperature drops below 95 degrees.

Tips for exercising in hot weather:

* Try early morning workouts.
* Wear loose, light-colored, light-weight clothing.
* Make sure you are hydrated.
* Watch for heat zone, ozone or air pollution advisories.
* Pay attention to how your body feels.

Tips for exercising in cold weather:

* Warm up properly.
* Dress in layers.
* Hands, feet, and ears need protection.
* Consider the effects of the wind.
* Hydration.

Tips for exercising in high humidity:

\*Humidity prevents your sweat from evaporating, reducing your body’s ability to cool. Advanced symptoms include: nausea, stitches, breathing shallow and uneven.

* Get acclimated to the humidity.
* Increase your fluid intake.
* Pay attention to heat/humidity alerts.

## Directions

At the end of class, complete the Exit Slip provided.

### Exit Slip

| Name: \_\_\_\_\_\_\_\_\_\_\_\_  Please answer the following question(s).   1. Identify one issue related to exercising in heat and what you could do to reduce potential risks if you had to exercise on a hot day. 2. Identify one issue related to exercising in high humidity and what you could do to reduce potential risks if you had to exercise on a humid day. 3. Identify one issue related to exercising in the cold and what you could do to reduce potential risks if you had to exercise on a very cold day. |
| --- |

Scoring guide: All Criterion must be successfully accomplished to meet this benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 3

Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

* Focus: Physical activity knowledge
* Benchmark 9.3.1.5: Evaluate physical activities that can be pursued in the local environment for their benefits, social support network, and participation requirements.

## Assessment Task

Exit Slip: Students will be able to successfully select an available and appealing out-of-school-time activity, identify a local sponsoring group and the participation requirement.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example focuses on the availability of physical activity outside of physical education.

Provide time for classroom discussion for students to identify physical activity opportunities available in local environments.

* Outdoor activities such as: swimming, rock climbing, cross -country skiing, fishing, orienteering, skateboarding.
* Indoor activities such as boxing, martial arts, yoga, dance, gymnastics.

Students can identify social support networks providing the activity opportunities such as clubs, community education, city recreation and identify any participation requirements such as age limits, costs, travel requirements, etc., that could impact ability to participate.

## Directions

At the end of class, students identify an available and appealing out-of-school-time activity in the community, identify the local sponsoring group and the participation requirements on the Exit Slip.

### Out of School Physical Activity Exit Slip

| Name \_\_\_\_\_\_\_\_\_\_\_\_   1. Identify one physical activity that is available to you in the summer. 2. Identify one organization or club that sponsors this activity. 3. Are there any participation requirements? If so, list one. |
| --- |

Scoring guide: Students should be able to provide one activity, one organization or club, and identify any participation requirements to fully address this benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 3

Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

* Focus Area: Physical activity knowledge
* Benchmark 9.3.1.6: Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.

## Assessment Task

Short Answer: Students will be able to successfully identify risks and safety factors of a self-selected activity and determine if they change during the aging process.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example focuses on risks and safety measures in physical activity throughout the life cycle.

Provide instruction or facilitate a class discussion identifying various physical activities that result in health-enhancing levels of fitness and identify the risks and safety factors involved in participation. Discuss how they may change in the aging process. Examples of risks and safety factors may include:

* potential for injuries.
* environmental conditions.
* personal physical health condition.
* appropriate dress and footwear.
* protective gear.

## Directions

Select a current favorite physical activity that provides a health-enhancing level of fitness and complete the table below identifying:

* Current risk and safety factors.
* If you can continue this activity through your 20s – why or why not.
* If you could continue this activity throughout your life – why or why not.
* Identify one additional activity that could be continued throughout your life and why.

### Risk and Safety Factors Exit Slip

| Identify your current physical activity or intended activity. | Identify any risks or safety factors involved. | Could you continue this through your 20s? Why/why not? | Could you continue this activity for the rest of your life? Why? | List one activity that could be continued throughout your life. | What makes this activity something that could be continued for years? |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |

Scoring guide: Students must successfully answer each category. All categories need to be correctly completed to address this benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 3

Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

* Focus Area: Engages in physical activity
* Benchmark 9.3.2.1: Participate in moderate to vigorous aerobic or muscle- and bone-strengthening physical activity several times per week.

## Assessment Task

Log: Students will keep a log of physical activity that includes identifying the intensity, duration, and include both aerobic and strengthening exercise.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example focuses on moderate to vigorous physical activity.

Provide instruction on the 2008 Physical Activity Guidelines for Americans issued by the U.S. Department of Health and Human Services that children and adolescents should have 60 minutes (one hour) or more of physical activity daily.

* Aerobic: Most of the 60 or more minutes a day should be either moderate- or vigorous-intensity aerobic physical activity and should include vigorous-intensity physical activity at least three days a week.
* Muscle-strengthening: As part of their 60 or more minutes of daily physical activity, children and adolescents should include muscle-strengthening physical activity on at least three days of the week.
* Bone-strengthening: As part of their 60 or more minutes of daily physical activity, children and adolescents should include bone-strengthening physical activity on at least three days of the week.

This assessment provides students the opportunity to log their physical activity and self-monitor intensity levels. Self-monitoring how hard the body is working can help students adjust the intensity of the activity by speeding up or slowing down their movements.

Provide instruction on the different intensity levels for physical activity that include moderate to vigorous activity.

Examples of Moderate Intensity:

* Walking briskly (3 miles per hour or faster, but not race-walking)
* Water aerobics
* Bicycling slower than 10 miles per hour
* Tennis (doubles)
* Ballroom dancing

Examples of Vigorous Intensity:

* Race-walking, jogging, or running
* Swimming laps
* Tennis (singles)
* Aerobic dancing
* Bicycling 10 miles per hour or faster
* Jumping rope
* Hiking uphill or with a heavy backpack

## Definitions

Moderate-intensity physical activity – Physical activity done on a scale relative to an individual's personal capacity. Moderate-intensity physical activity is usually 11-14 on a scale of 1 to 20.

Vigorous-intensity physical activity – Physical activity done on a scale relative to an individual's personal capacity. Vigorous-intensity physical activity is usually 15-20 on a scale of 1 to 20.

## Directions

Keep a log of your aerobic and muscle and bone strengthening exercises for this “current semester.” Use the above-mentioned physical activity recommendations by the U.S. Department of Health and Human Services as your guide to an acceptable submission. Record your aerobic activities in “blue” and your muscle and bone strengthening activities in “black.”

* Include the length of time that you participated in each effort. To receive full credit for this project, you must engage in one of these types of activities (or a combination of the two) at least three times per week for at least 60 minutes (total) per day of exercise.
* Include your perceived exertion “Intensity” – reflecting moderate to intense at least three times per week. The intensity rating scale is:
  + - * + **1-6** No exertion at all
        + **7-8** Extremely light (7.5)
        + **9-10** Very light
        + **11-12** Light
        + **13-14** Somewhat hard
        + **15-16** Hard (heavy)
        + **17-2**0 Very hard

Complete the log below for this assignment. Use one log for each week of the assignment (length of time is identified by the teacher).

### Student Log

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month \_\_\_\_\_\_\_\_\_\_\_\_

|  | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | S/U |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Activity: |  |  |  |  |  |  |  |  |
| Total time: |  |  |  |  |  |  |  |  |
| # of days: |  |  |  |  |  |  |  |  |
| Intensity: |  |  |  |  |  |  |  |  |
| Activity: |  |  |  |  |  |  |  |  |
| time: |  |  |  |  |  |  |  |  |
| # of days: |  |  |  |  |  |  |  |  |
| Intensity: |  |  |  |  |  |  |  |  |

Scoring guide: Students must:

* Correctly label either aerobic or muscle and bone strengthening activity.
* Participate in one or both of these activities at least three times per week.
* Engage in activities totaling 60 minutes of workout time per day.
* At least of three days submitted per week of self-assessed moderate to intense exercise.

Students must successfully address each of these areas to achieve this benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 3

Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

* Focus Area: Fitness knowledge
* Benchmark 9.3.3.2: Analyze short- and long-term physiological responses to regular physical activity.

## Assessment Task

Exit Slip: Students will be able to analyze short-and long-term physiological responses resulting from engaging in regular physical activity.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example is for short- and long-term physiological responses to regular physical activity.

Provide instruction regarding the impact of regular physical activity on different body systems, such as:

* Circulatory system
  + The release of adrenaline (often before exercise even begins) causes the heart rate to rise.
  + Increasing cardiac output
  + Increases in lactic acid, and carbon dioxide (due to increased rates of energy production) and temperature all act as stimuli to the cardiac control center which responds by further increasing the heart rate.
  + Oxygen levels within the blood decrease from your lungs.
  + Blood pressure increases, thus increasing flow rate and the speed of delivery of oxygen and nutrients to the working muscles.
  + Vasodilation and vasoconstriction ensure blood is directed to areas that need it (muscles, lungs, heart) and away from inactive organs.
* Respiratory system
  + Increase the rate of breathing, caused by changes in the concentration of carbon dioxide and oxygen in the blood
  + The intercostal muscles, diaphragm and other muscles which aid the expansion of the thoracic cavity, work harder to further increase the expansion during inhalation, to draw in more air.
* Muscles
  + The higher rate of muscle contraction depletes energy stores and therefore stimulates a higher rate of energy metabolism.
  + The body's energy stores are slowly depleted.
  + Myoglobin releases its stored oxygen to use in aerobic respiration. Oxygen can now be diffused into the muscle from the capillaries more quickly due to the decreased O2 concentration in the muscle.

Long-Term Effects of Exercise

* Circulatory system
  + The [cardiac muscle](http://www.teachpe.com/anatomy/types_of_muscle.php) surrounding the heart hypertrophies, resulting in thicker, stronger walls and therefore increases in heart volume. The more blood is pumped around the body per minute, the faster oxygen is delivered to the working muscles.
  + The number of red blood cells increases, improving the body’s ability to transport oxygen to the muscles for aerobic energy production.
  + The density of the capillary beds in the muscles and surrounding the heart and lungs increases as more branches develop. This allows more efficient gaseous exchange of oxygen and carbon dioxide.
  + The resting heart rate decreases in trained individuals due to the more efficient circulatory system.
  + The accumulation of lactic acid is much lower during high-level activity, due to the circulatory system providing more oxygen and removing waste products faster.
  + Arterial walls become more elastic which allows greater tolerance of changes in blood pressure.
* Respiratory system and exercise
  + The respiratory muscles (Diaphragm/intercostals) increase in strength.
  + This results in larger respiratory volumes, which allows more oxygen to be diffused into the blood flow (VO2 max).
  + An increase in the number and diameter of [capillaries](http://www.teachpe.com/anatomy/capillaries.php) surrounding the alveoli leads to an increase in the efficiency of gaseous exchange.
* Muscle
  + Increased numbers of mitochondria means an increase in the rate of energy production.
  + The muscles, bones and ligaments become stronger to cope with the additional stresses and impact put through them.
  + The amount of myoglobin within skeletal muscle increases, which allows more oxygen to be stored within the muscle, and transported to the mitochondria.
  + Muscles are capable of storing a larger amount of glycogen for energy.
  + Enzymes involved in energy production become more concentrated and efficient to aid the speed of metabolism.

## Directions

Students will complete an Exit Slip (or even potentially a quiz) at the end of class.

### Short and Long term Responses Exit Slip

| Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Instructions: Provide an explanation for what happens (physiologically speaking) to your body when you exercise. You will Analyze one short-term physiological impact of exercise; and one long-term physiological impact of exercise.   1. Analyze one short-term physiological impact of regular physical activity. 2. Analyze one long-term physiological impact of regular physical activity. |
| --- |

Scoring guide: To fully address this benchmark, student must correctly analyze one short-and long-term physiological effect of regular exercise.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 3

Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

* Focus Area: Fitness knowledge
* Benchmark: 9.3.3.3: Differentiate among types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, dynamic) for personal fitness development.

## Assessment Task

Exit Slip: Students will be able to differentiate between the types of strength exercises and types of stretches.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example focuses on the types of exercises and stretches.

The teacher should integrate personal fitness discussions throughout the semester/year, identifying different types of strength exercises and stretches and provide examples of actions for each.

Strength Exercises:

* Isometric example: plank and side bridge or wall sit
* Concentric example: During a biceps curl, the biceps contract concentrically during the lifting phase of the exercise.
* Eccentric example: a barbell in a biceps curl

Stretching Exercises:

* Static example: shoulder stretch or triceps stretch
* Dynamic example: torso twists, walking lunges

## Definitions

Strength Exercises:

* Isometric – contraction of a muscle at one specific angle; tension is developed without contracting the muscle.
* Concentric – The muscle shortens while producing force.
* Eccentric- negatives. The muscle lengthens while producing force.

Stretching Exercises:

* Static – Exercise the muscle without visible movement of the angle of the joint.
* Dynamic – Slow, controlled movement throughout the range of motion.

## Directions

Students will complete an Exit Slip (or even potentially a quiz) at the end of class.

### Exercise Type Exit Slip

| Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Instructions: Respond correctly to the three questions below.   1. Describe how to perform an isometric strength lift that would strengthen your biceps. 2. Describe how to perform a concentric strength lift that would strengthen your biceps. 3. Describe how to perform an eccentric lift that would strengthen your biceps. |
| --- |

### Exercise Type Exit Slip

| NAME \_\_\_\_\_\_\_\_\_\_\_\_  Instructions: Answer the two questions below:   1. Describe the process for stretching your hamstrings using static stretches. 2. Describe the process for stretching your hamstrings using dynamic stretches. |
| --- |

Scoring guide: To successfully address the 9.3.3.3 benchmark, students will need to respond correctly to all five questions.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 3

Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

* Focus Area: Fitness knowledge
* Benchmark: 9.3.3.5: Adjust pacing to keep one’s heart rate in the target zone using available technology to self-monitor aerobic intensity.

## Assessment Task

Short Answer: Students will be able to utilize available technology to self-monitor and make adjustments in exercise intensity to maintain their target heart rate zone.

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example focuses on pacing to keep one’s heart rate in the target zone using available technology to self-monitor aerobic intensity.

Provide students the opportunity to experience pacing of their target heart rate zones through participation in varying activities.

Students can demonstrate knowledge of the experience to adjust the intensity of any workout during and after class and be able to explain it on an exit slip.

## Setup and Equipment

Equipment: Index card and pencil

## Directions

Students begin a five-minute casual walk around the gym or track. When the teacher tells them to stop, they will take their pulse for 15 seconds and multiply the result by 4. Students will record the result on their index card. Students will then self-select their next activity for 10 minutes with the goal of achieving or maintaining their target heart rate. At the end of 10 minutes, students will once again take their pulse and record the results. Students will repeat their self-selected activity for an additional five minutes, making any necessary adjustments and recording their heart rate at the end of the five minutes.

### Target Heart Rate Short Answer

| Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age \_\_\_\_\_\_\_ Target Zone \_\_\_\_\_\_\_\_  Lower Heart Rate Zone \_\_\_\_\_\_-\_\_\_\_\_\_  Moderate Heart Rate Zone \_\_\_\_\_\_-\_\_\_\_\_\_  Intense Zone \_\_\_\_\_\_-\_\_\_\_\_\_  Pulse taken for :15 seconds multiplied by 4 after first five minutes \_\_\_\_\_\_\_\_  Pulse after student engages in self-selected activity for 10 minutes \_\_\_\_\_\_\_\_\_\_  Pulse (second attempt) after student exercises for an additional five minutes \_\_\_\_\_\_\_\_\_\_ |
| --- |

Scoring guide: To successfully address this benchmark, students will be able to make any necessary adjustments to their initial walking heart rate to increase or maintain their pulse to their target heart rate within two attempts.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 3

Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

* Focus Area: Assessment and program knowledge
* Benchmark: 9.3.4.2: Design a fitness program, including all components of health-related fitness, for a college student or an employee in the learner’s chosen field of work.

## Assessment Task

Short Answer: Students will be able to design a fitness program, including all components of health-related fitness, for a college student or an employee in the learner’s chosen field of work.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example focuses on designing a fitness program, including all components of health-related fitness, for a college student or an employee in the learner’s chosen field of work.

Students apply the health-related fitness information presented in class, and create a plan for either a college student or an employee in the student’s chosen field.

## Definitions

Health-related fitness components: muscular strength, muscular endurance, flexibility, cardiorespiratory endurance and body composition

Muscular strength: the ability of a muscle to generate force

Muscular endurance: the ability of a muscle to generate force over several repetitions

Flexibility: the ability to move joints and muscles through a full range of motion

Cardiorespiratory endurance: the ability to deliver oxygen and to muscles and organs

Body composition: a method of describing what the body is made of. It includes fat, protein, minerals and bodywater.

## Directions

Students: Once you enter the workforce and/or attend college, and the demands on your life change, consider how you will continue to address a healthy lifestyle. Design a plan that will help you address all five components of a healthy lifestyle. In each section below, discuss how you can address the designated piece of your long-term fitness. Each area will be assessed either “S” (satisfactory) or “I” (incomplete.)

### Fitness Program Design Short Answer

| Name: | Explain how you can address each component below **After High School** to maintain a healthy, active lifestyle. | S/I |
| --- | --- | --- |
| Body Composition | na |  |
| Muscle Strength | na |  |
| Muscle Endurance | na |  |
| Cardiovascular Endurance | na |  |
| Flexibility | na |  |

Scoring guide: Students must satisfactorily identify how they will address all of five of these categories in a health-enhancing manner to address this benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 3

Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

* Focus Area: Nutrition
* Benchmark 9.3.5.1: Design a nutritional plan to maintain an appropriate energy balance that supports a healthy, active lifestyle for a college student or an employee in the learner’s chosen field of work.

## Assessment Task

Essay: Students will design a nutrition plan for post high school life that fully addresses energy balance in terms of age, sex, food/liquid choices and caloric expenditures.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example focuses on designing a nutritional plan to maintain an appropriate energy balance that supports a healthy, active lifestyle for a college student or an employee in the learner’s chosen field of work.

Facilitate a nutrition discussion that will assist students in applying the information to develop nutritional plans that balance caloric intake and energy expenditure that can be applied to their future

* Energy is another word for calories.
* Energy balance is the number of calories taken in and the amount of exercise needed to use those calories. In essence, you maintain the same body weight.

Nutrition Tips:

* Make half your plate veggies and fruits. Vegetables and fruits are full of nutrients that support good health. Choose fruits and red, orange, and dark-green vegetables such as tomatoes, sweet potatoes, and broccoli.
* Include whole grains. Aim to make at least half your grains whole grains. Look for the words “100% whole grain” or “100% whole wheat” on the food label. Whole grains provide more nutrients, like fiber, than refined grains;
* Don’t forget the dairy. Complete your meal with a cup of fat-free or low-fat milk. You will get the same amount of calcium and other essential nutrients as whole milk but fewer calories. Don’t drink milk? Try a soy beverage (soymilk) as your drink or include low-fat yogurt in your meal or snack. There are also food sources rich in calcium: sardines, spinach, kale, turnips, collard greens.
* Add lean protein. Choose protein foods such as lean beef, pork, chicken, or turkey, and eggs, nuts, beans, or tofu. Twice a week, make seafood the protein on your plate.
* Avoid extra fat. Using heavy gravies or sauces will add fat and calories to otherwise healthy choices. Try steamed broccoli with a sprinkling of low-fat parmesan cheese or a squeeze of lemon.
* Get creative in the kitchen. Whether you are making a sandwich, a stir-fry, or a casserole, find ways to make them healthier. Try using less meat and cheese, which can be higher in saturated fat and sodium, and adding in more veggies that add new flavors and textures to your meals.
* Take control of your food. Eat at home more often so you know exactly what you are eating. If you eat out, check and compare the nutrition information. Choose options that are lower in calories, saturated fat, and sodium.
* Try new foods. Keep it interesting by picking out new foods you’ve never tried before, like mango, lentils, quinoa, kale, or sardines. You may find a new favorite! Trade fun and tasty recipes with friends or find them online.
* Satisfy your sweet tooth in a healthy way. Indulge in a naturally sweet dessert dish—fruit! Serve a fresh fruit salad or a fruit parfait made with yogurt. For a hot dessert, bake apples and top with cinnamon.
* Everything you eat and drink matters. The right mix of foods in your meals and snacks can help you be healthier now and into the future. Turn small changes in how you eat into your MyPlate, MyWins.

Estimated Calorie Requirements:

This calorie requirement chart presents estimated amounts of calories needed to maintain energy balance (and a healthy body weight) for various gender and age groups at three different levels of physical activity. The estimates are rounded to the nearest 200 calories and were determined using an equation from the Institute of Medicine (IOM).

| Gender | Years | Sedentary | Moderately Active | Active |
| --- | --- | --- | --- | --- |
| Female | 14-18 | 1,800 | 2,000 | 2,400 |
| Female | 19-30 | 2,000 | 2,000 - 2,200 | 2,400 |
| Male | 14-18 | 2,200 | 2,400 - 2,800 | 2,800 - 3,200 |
| Male | 19-30 | 2,400 | 2,600 - 2,800 | 3,000 |

## Directions

Students should write at least a two-page, double-spaced typed paper covering the topics identified in the rubric. Students will provide a plan narrative that estimates calorie intake and lifestyle activity caloric expenditure for your future college/career path.

* Discuss your future caloric intake that you believe will fit into your lifestyle based upon your sex, and age.
* Discuss how you determine your caloric intake – what foods/liquids you will chose and why.
* Discuss how you will obtain energy balance through the use of activity and exercise.

### Potential Essay Rubric (Example)

| * Score | * Description |
| --- | --- |
| * Point value * example * 10 pts | * Student identifies expected future (college/career) caloric intake based upon * Age once graduated from H.S. * Sex   Student identifies their plan to either attend college or selected career path.  Student discusses caloric expenditure potential from everyday activities that reflect **either:**   * Career and potential energy expenditure that may occur during work, OR * College life and potential energy expenditure that may occur during class day;   Student discusses daily caloric intake.  Student discusses selected food/liquid sources for calories and how they will be balanced.  Student discusses daily caloric expenditure from planned exercising.  Student discusses indicators that show adjustments may need to be made to a daily plan and food selections.  Student uses valid internet resource to discuss food selections.  Student discusses safety concerns related to energy balance.  One or no spelling/grammar issues |
| 8 points | * Student identifies expected future (college/career) caloric intake based upon: * Age once graduated from H.S. * Sex   Student identifies their plan to either attend college or selected career path.  Student discusses caloric expenditure potential from everyday activities that reflect **either:**   * Career and potential energy expenditure that may occur during work, OR * College life and potential energy expenditure that may occur during class day.   Student discusses daily caloric intake:  Student discusses selected food/liquid sources for calories and how they will be balanced.  Student discusses daily caloric expenditure from planned exercising.  Student discusses indicators that show adjustments may need to be made to a daily plan and food selections.  Two or more spelling/grammar issues, OR  Student fully addresses only one or two of the below points:  Student discusses indicators that adjustments need to be made to a daily plan.  Student uses valid internet resource to discuss food selections.  Student discusses safety concerns related to energy balance. |
| 7 points  This is the minimum acceptable level to address the benchmark. | * Student identifies expected future (college/career) caloric intake based upon: * Age once graduated from H.S. * Sex   Student identifies their plan to either attend college or selected career path.  Student discusses caloric expenditure potential from everyday activities that reflect **either:**   * Career and potential energy expenditure that may occur during work, OR * College life and potential energy expenditure that may occur during class day.   Student discusses daily caloric intake.  Student discusses selected food/liquid sources for calories and how they will be balanced.  Student discusses daily caloric expenditure from planned exercising. |
| * 0 points | * Student identifies expected future (college/career) caloric intake based upon: * Age * Sex   Student identifies their plan to either attend college or selected career path.  Student discusses caloric expenditure potential from everyday activities that reflect **either:**   * Career and potential energy expenditure that may occur during work. * College life and potential energy expenditure that may occur during class day.   Student discusses daily caloric intake.  Student discusses selected food/liquid sources for calories and how they will be balanced.  Student discusses daily caloric expenditure from planned exercising.  \*\*\*\*Any of the above requirements is missing |

Scoring guide:

10 pts – All benchmark indicators are present along with spelling/grammar requirements and three additional offered topics.

8 pts – All benchmark indicators are present along with spelling/grammar requirements and two of the three additional offered topics.

7 pts – Minimum PASS – This addresses the benchmark. All benchmark indicators are present.

0 pts – The indicator lacks any of the requirements of the benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 3

Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

* Focus Area: Stress management
* Benchmark 9.3.6.1: Explain how stress-management strategies in physical activity settings can reduce stress and affect health. For example: physical activities such as aerobic exercise, deep breathing, meditation, mental imagery, relaxation techniques

## Assessment Task

Exit Slip: Students will be able to explain how providing a stress-management strategy in a physical activity setting can help reduce stress and positively impact health.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example focuses on how stress-management strategies in physical activity settings can reduce stress and affect health.

Facilitate a class discussion focusing on strategies to help create reduced stress.

Common effects of stress.

Stress symptoms can affect your body, your thoughts and feelings, and your behavior. Stress can contribute to a variety of health problems, such as high blood pressure, heart disease, obesity and diabetes. During elevated stress, your hypothalamus triggers your autonomic nervous system to respond to the stress. This includes your heart, lungs, blood vessels, glands and stomach. Your heart rate increases, sugar and fat levels increase to supply energy, blood clotting slows, intestinal movements slow, pupils dilate, adrenaline and noradrenaline are released into the blood. This triggers the flight or fight response.

Common effects of stress on your body:

* Headache, muscle tension or pain, chest pain
* Fatigue, upset stomach, sleep problems

Common effects of stress on your mood:

* Anxiety, restlessness, lack of motivation or focus
* Feeling overwhelmed, irritability or anger, sadness or depression

Common effects of stress on your behavior:

* Overeating or undereating, angry outbursts, drug, alcohol or tobacco use
* Social withdrawal, exercising less often

Common stress management strategies in physical activity settings:

* Learn and practice relaxation techniques; try [meditation](https://www.webmd.com/balance/stress-management/stress-management), [yoga](https://www.webmd.com/balance/guide/the-health-benefits-of-yoga), or tai-chi for [stress management](https://www.webmd.com/balance/stress-management/stress-management).
* Exercise regularly. Your body can fight stress better when it is fit.
* Make time for hobbies, interests, and relaxation.

## Directions

Students will complete the following Exit Slip by identifying a stress-reducing activity and providing a description for how it can reduce stress and have a positive impact upon health.

### Stress Management Exit Slip

| NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Explain how engaging in thiscan help you:   1. Reduce stress 2. Have a positive impact on your health |
| --- |

Scoring guide: Students must provide at least one correct response to each of the two (2) statements within the Exit slip. To address this benchmark, both responses must be correct.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 4

Exhibit responsible personal and social behavior that respects self and others.

* Focus Area: Personal responsibility
* Benchmark 9.4.1.1: Employ effective self-management skills to analyze barriers and appropriately modify physical activity patterns as needed.

## Assessment Task

Short Answer: Students will identify internal and external factors that create barriers to staying physically active and identify strategies to address each barrier.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example identifies internal and external factors that create barriers to staying physically active and identifies strategies to address each barrier. For example:

Provide opportunities for classroom discussion identifying barriers that could impact physical activity.

* External factors that influence physical activity could include the weather, daily schedules, and availability of facilities.
* Internal factors could include mood, motivation, and personal health.

Provide opportunities for students to identify and analyze skills that could be used in managing physical activity levels.

## Directions

Complete the template below:

* Provide one (1) internal factor that creates a barrier for your pursuit of regular healthy physical activity.
* Provide one (1) strategy that you can use to address this barrier.
* Provide one (1) external factor that creates a barrier for your pursuit of regular healthy physical activity.
* Provide one (1) strategy that you can use to address this barrier.

### Name\_\_\_\_\_\_\_\_\_\_\_\_\_ Self-Management Template

| Internal factors that create barriers to exercise | Your plan to address this barrier | Internal: Successful or Incomplete | External factors that create barriers to exercise | Your plan to address this barrier | External: Successful or Incomplete | Total  S/I |
| --- | --- | --- | --- | --- | --- | --- |
| na | na | na | na | na | na | na |
| na | na | na | na | na | na | na |

Scoring guide: Students successfully addressing this benchmark will provide an internal and external barrier to healthy physical activity and a plan to address each barrier.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 4

Exhibit responsible personal and social behavior that respects self and others.

* Focus Area: Rules and etiquette
* Benchmark 9.4.2.1: Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity or social dance.

## Assessment Task

Checklist: Students will participate in a net and wall activity without any infractions related to etiquette, respect, and teamwork.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example identifies students who exhibit proper etiquette, respect for others, and teamwork.

Provide instruction to address clear expectations for proper etiquette, respect for others, and teamwork during a net and wall activity.

Examples include:

* Etiquette expectations: Not moving into a teammate’s coverage space or not talking when the opponent is serving.
* Respect for Others: Positive comments to both opponents and teammates.
* Teamwork: Passing to open teammates.

## Directions

Students will participate on a team and play a 10-minute game against assigned opponent. During this time, the teacher will observe the games and score students on etiquette, respect and teamwork.

* Students are expected to always demonstrate proper etiquette.
* Students will make positive comments to teammates and opponents.
* Students will demonstrate teamwork.

Checklist: Place a “0” in appropriate box to designate a problem; Place a “+” in the appropriate box to designate observing expected behavior to achieve benchmarks.

|  | Etiquette | Describe Issue | Respect for Teammates | Respect for Opponents | Teamwork |  | Total +/0 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student | +/0 |  | +/0 | +/0 | +/0 |  |  |
| Student | +/0 |  | +/0 | +/0 | +/0 |  |  |

Scoring guide: For students to successfully achieve this benchmark, they must receive a “+” in each box. Any “0” will be automatic failure. Teacher must be able to observe these behaviors during evaluation period or the student will receive an incomplete for this task.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 4

Exhibit responsible personal and social behavior that respects self and others.

* Focus Area: Working with others
* Benchmark 9.4.3.1: Apply positive communication skills and strategies to the completion of a group task in a physical activity setting.
* Benchmark 9.4.3.2: Solve problems and think critically in physical activity or dance settings both as an individual and in groups.

## Assessment Task

Checklist: Working cooperatively in a group, students will design and perform an original dance, providing positive communication to other members.

Checklist: Students will design and demonstrate a dance step that flows smoothly from one movement to the next movement.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example focuses on students demonstrating positive communication skills and strategies to the completion of a group task, solving problems, and thinking critically in physical activity or dance settings, both as an individual and in groups.

Assign students to work collaboratively in a group. It is important that students are aware that they are being assessed on how they work with others, how they participate in creating the dance, and how they support other members of the group. It is also important students know they are being assessed on how well the created dance flows smoothly from one movement to the next.

Assessments for this group activity include:

* Everyone must participate in the creation of some portion of the dance.
* The dance must last between three and five minutes.
* There must be fluid movements around floor.
* Change of direction is included.
* Turns must be included.
* There must be a minimum of five different steps: one created by each student. The dance stays with rhythm of music.
* The dance step created by each student must flow from the previous step and each step created must be utilized two different times (not sequential) during the dance.

## Directions

Students will work in assigned groups of five students per group (teacher choice of group size). Students will create a dance that lasts three to five minutes and select the music that accompanies it. The dance will be performed by the group in class. The following are requirements of the dance:

* Everyone must participate in the creation of some portion of the dance.
* The dance must last between three and five minutes.
* There must be fluid movements around floor.
* Change of direction is included.
* Turns must be included.
* There must be a minimum of five different steps: one created by each student. The dance stays with rhythm of music.
* The dance step created by each student must flow from the previous step and each step created must be utilized two different times (not sequential) during the dance.

Complete the following checklist, circling a “Y” for criteria completed or an “N” if not completed.

### 9.4.3.1 Checklist

| NAME | Positive Comment While Creating Dance 1 | Positive Comment While Creating Dance 2 | Positive Comment While Creating Dance 3 | Each Person Create at Least One Dance Step | Dance Stays with Rhythm of Music | S/U  Benchmark 9.4.3.1 |
| --- | --- | --- | --- | --- | --- | --- |
|  | Y/N | Y/N | Y/N | Y/N | Y/N |  |
|  | Y/N | Y/N | Y/N | Y/N | Y/N |  |

### 9.4.3.2 Checklist

| NAME | Dance Lasts 3 – 5 minutes | Fluid movements | Direction change | Turns exist | Dance must flow throughout and students must work together to ensure this 9.4.3.2 | Dance must flow throughout and students must work together to ensure this 9.4.3.2 | S/U 9.4.3.2 |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
|  | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N |  |
|  | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N |  |

Scoring guide: To address 9.4.3.1, students must receive an “S” in each of the first three categories: communication, creation of a step, and stay with the rhythm of the music.

Scoring guide: To address 9.4.3.2, students must receive an “S” in the last two descriptors: designed step must flow from previous step, and dance must flow throughout the 3-5 minutes.

The remainder of the categories can be utilized or modified to create an individual grade for each student.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 4

Exhibit responsible personal and social behavior that respects self and others.

* Focus Area: Safety
* Benchmark 9.4.4.1: Apply best practices for safe participation in physical activity, exercise or dance. For example: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection.

## Assessment Task

Exit Slip: Students will be able to apply environmental, equipment, and personal safety choices to a teacher-selected activity.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example focuses on experiences to which students can apply best practices for safe participation in physical activity, exercise or dance.

Provide opportunities for class discussion describing what it means to safely participate in physical activity, exercise or dance. The discussion should include examples of physical activities and safety considerations:

* How to prevent injuries ensure proper hydration
* The proper use of equipment and the need to follow rules of the game or activity
* Safety environmental factors should also be discussed, including weather safety guidelines for outdoor activities and the need for sun protection.

## Directions

Students will complete an Exit Slip at the end of class that applies safety to a selected activity.

### Exit Slip

| NAME \_\_\_\_\_\_\_\_\_\_\_\_  Answer the three questions below that are related to safety.   1. Name your self-selected activity and apply one environmental safety consideration when participating in physical activity. 2. Name your self-selected activity and apply one equipment consideration when participating in physical activity. 3. Name your self-selected activity and apply one personal safety consideration when participating in physical activity. |
| --- |
|  |

Scoring guide: Students must be able to provide a correct response to all three questions in order to address this benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 5

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

* Focus Area: Health
* Benchmark 9.5.1.1: Analyze the health benefits of a self-selected physical activity.

## Assessment Task

Short Answer: Students will identify a physical activity and analyze the potential for reducing health risks.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This examples focuses on the health benefits of a student self-selected physical activity. For example:

Facilitate a classroom discussion regarding the health benefits of physical activity. These could include:

* Reduced risk of heart disease.
* Reduced risk of stroke.
* Reduced risk of high blood pressure; raise HDL’s, lower LDL’s.
* Reduced risk of type II diabetes.
* Reduced risk of obesity.
* Reduced risk of back pain.
* Reduced risk of osteoporosis.
* Increased self esteem.
* Assists to control stress management.

## Directions

Students will complete the template below. Students select a physical activity and analyze how this activity contributes to the reduction of three health risks.

Health Risks include:

* Reduced risk of heart disease.
* Reduced risk of stroke.
* Reduced risk of high blood pressure; raise HDL’s, lower LDL’s.
* Reduced risk of type II diabetes.
* Reduced risk of obesity.
* Reduced risk of back pain.
* Reduced risk of osteoporosis.
* Increased self esteem.
* Assists to control stress management.

### Short Answer Health Risks

NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| Activity | Explain how the activity can reduce one potential health risk. | Explain how the activity can reduce a second potential health risk. | Explain how the activity can reduce a third potential health risk. |
| --- | --- | --- | --- |
| na | na | na | na |

Scoring guide: Students must identify three health benefits in this activity in order to address this benchmark.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 5

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction:

* Focus Area: Challenge
* Benchmark 9.5.2.1: Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

## Assessment Task

Tally Sheet: Students will participate in either badminton or pickleball by selecting a level of competition and challenging other students in that same level to play a game.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

The example focuses on student self-selected physical activity and identification of an appropriate level of challenge to experience success.

Provide students with choice of activity, choice of competition levels, and the opportunity to challenge other students in small-sided net and wall games. Students will self-assess their enjoyment level of the activity.

Provide two net and wall activity options for the student to play. For example: badminton and pickle ball.

* Split the gym-in halves. Half of the gym is reserved for badminton. Split the half into zones, varying zone sizes and equipment used in the zones. Some can use regulation racquets and balls, while others use shorter racquets, a lower net, and a yarn ball.
* Set up the other half of the gym similarly for pickleball.
* Designate courts as high, moderate, and recreation level of competition.
* Students select which activity and the competition level. They must challenge at least two students in a 10-minute game. They may change competition levels throughout the class.
* Success is self-determined by each student by either winning and/or enjoyment of the selected competitive level.

## Setup and Equipment

Varying sizes of tennis and pickleball racquets and balls. See guidelines for set up.

## Directions

Students will select the activity in which they wish to engage and the skill level that provides both challenge and opportunities for success. Students must challenge at least two classmates. Once the first challenge is completed, students can either move to a more challenging court/activity or remain at their selection. Students will self-identify whether or not they enjoyed their selections.

Checklist: Complete the checklist by identifying the activity and challenge level you selected, identifying your competitor and identify if you enjoyed the activity.

### 9.5.2.1 Checklist

| Name | Selected activity/level | Competitor #1 | Competitor #2 | Self Identified success Y/N |
| --- | --- | --- | --- | --- |
| na | na | na | na | na |
| na | na | na | na | na |
| na | na | na | na | na |

Scoring guide: To successfully achieve this benchmark, students identified a desired game and level to participate, identified two competitors, and provided whether or not they enjoyed their selections.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 5

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

* Focus Area: Self-Expression and Enjoyment
* Benchmark 9.5.3.1: Select and participate in physical activities that meet the need for self-expression and enjoyment.

## Assessment Task

* Term Paper: Students will be able to select and participate in a physical activity outside of physical education class and identify if participation met their need for self-expression and enjoyment.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example focuses on student selection and participation in physical activities they identify that meet their need for self-expression and enjoyment. For example:

Allow students to select an activity and participate in it outside of physical education throughout the duration of the physical education course, then provide the student with an opportunity to rate their participation in the activity in reference to self-expression and personal enjoyment.

At the end of the course, students will submit a paper describing their experience in the activity. The paper should include the following information:

* Identify the physical activity.
* Confirm participation throughout the physical education course.
* Identify why the activity was selected as it relates to choice and personal interests.
* Provide an experience in the activity that was fun and memorable.
* Identify if participation in the activity will continue beyond the physical education course and provide a rationale.
* Identify that after participation, they may have chosen something different.

## Directions

Students must select a physical activity outside of classroom hours in which they will participate during this course. At the end of the course, students will submit a maximum of a one-page typed paper that will include the following six required content areas:

* Identify the physical activity.
* Confirm participation throughout the physical education course.
* Identify why the activity was selected as it relates to choice and personal interests.
* Provide an experience in the activity that was fun and memorable.
* Identify if participation in the activity will continue beyond the physical education course and provide a rationale.
* Identify that after participation, they may have chosen something different.

### 9.5.3.1 Checklist/Rubric

| 9 points | * All six requirements are met. |
| --- | --- |
| 6 points | * One of the requirements are missing. |
| 3 points | * Two of the requirements are missing. |
| 0 points | * Three or more of the requirements are missing. * Or, student did not submit paper. |

Scoring guide: To successfully address this benchmark, students must score three points.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).



# Grade 9: Standard 5

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

* Focus Area: Social interaction
* Benchmark 9.5.4.1: Identify the opportunity for social support in a self-selected physical activity or dance.

## Assessment Task

Exit Slip: Students will identify a local team, club, community organization or class that provides social support for a physical activity that interests them.

## Guidelines

This sample assessment aligns with the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](http://edu-ucm-11g.educ.state.mn.us:16500/mdeprod/groups/educ/documents/basic/bwrl/mdcz/~edisp/mde073333.pdf). Teachers can use the sample as is, modify it to fit a curriculum, or use it to create an original assessment that is more appropriate to the school’s teaching environment and needs.

This example focuses on student self-selection of a physical activity or dance, and identifies how it provides social support.

During class discussion, generate a list of local teams, clubs, and community organizations that provide physical activity opportunities for students.

Students should have the opportunity to identify a physical activity they are interested in pursuing outside of the school setting and determine which community resource can provide the opportunity for participation in that activity.

## Directions

At the end of class, students will complete three questions on an Exit Slip identifying an activity available that provides an opportunity to engage in this activity with others.

### Exit Slip

| Name\_\_\_\_\_\_\_\_\_\_  Instructions: Answer the two questions below.   1. Identify one (1) physical activity of interest to you that could provide social experiences. 2. Explain the potential social experience. 3. Identify one (1) “out of school” team or club, or community organization, or community classes that offer the activity that interests you. |
| --- |

Scoring guide: In order to address this benchmark, students must provide acceptable answers to all three questions.

This scoring guide is an example; the teacher should determine appropriate passing scores for the assessment depending on the context of their teaching environment (e.g., time, space, number of students, availability of equipment).