

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

# Middle School (Grades 6-8)

## 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 **6.5.1.1*:***

* The 6 refers to grade six
* The 5 refers to the fifth standard, *Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.*
* The 1 refers to the first focus area, *Health*
* The 1 refers to the first benchmark for focus area one, *Describe the impact of screen time on levels of health.*



# Grade 6: Standard 1

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

* Focus area: Dance and Rhythms
* Benchmark 6.1.1.1: Demonstrate correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance.

## Assessment Task

Checklist: Students will be able to successfully demonstrate rhythm and pattern in a selected dance.

## 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 students to demonstrate correct rhythm and pattern in any of the following dance forms: folk, social, creative, line or world dance.

Provide various practice opportunities for students to master correct rhythm and patterns in a variety of dance forms (folk, social, creative, line, social).

* Pattern used in a rhythm or dance unit is the sequence of movement (e.g., four repeating eight-count phrases); transition between movements.
* Rhythm is time spent between two movements that repeat itself within a familiar pattern.

## Directions

Make a tally mark under the Rhythm and Pattern column each time the student demonstrates incorrect rhythm and pattern during the selected dance form.

### Dance and Rhythm Checklist

| Name | Rhythm | Pattern | Successful Rhythm | Successful Pattern |
| --- | --- | --- | --- | --- |
| Example | I | IIII | Yes | No |
|  |  |  |  |  |

Scoring guide: Students must score two or fewer errors in each component (rhythm, pattern) 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 6: Standard 1

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

* Focus area: Games and Sports: Invasion and Fielding and Striking Games
* Benchmark 6.1.2.2: Catch from a variety of trajectories using different objects in varying invasion or fielding and striking game practice tasks.
* Benchmark 6.1.3.2: Throw, while stationary, a leading pass to a moving receiver in invasion game practice tasks.

## Assessment Task

Peer assessment checklist: Students will be able to successfully throw leading passes to a receiver and catch from various trajectories during invasion game practice tasks.

## 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 any invasion or fielding and striking game when students demonstrate catching from a variety of trajectories and throw a leading pass to a receiver.

Create several areas in the playing field or gym where groups (3-4 students per group) will be participating in invasion or fielding game practice tasks.

* Students will take turns throwing, receiving, and assessing during the practice tasks.
* The passes from the thrower must lead the receiver and be thrown with different trajectories (low, medium, high).

## Setup and Equipment

Equipment: Balls utilized in the identified invasion games.

## Directions

Identify a student assessor. When the student to be assessed is the passer, the student assessor will make a tally mark in the **Throws Leading Pass** column each time the pass leads the receiver during the practice task. When the student to be assessed is the receiver, the student assessor will make a tally mark in the appropriate **Catch** column specific to the trajectory of the pass each time the object is caught.

### Catching and Throwing Peer Checklist

| Name | Throws Leading Pass | Catch: Low Trajectory | Catch: Medium Trajectory | Catch: High Trajectory |
| --- | --- | --- | --- | --- |
| Example | IIIII | I | II | I |

Scoring guide: Students must catch at least three passes from different trajectories and must throw at least three leading passes 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 7: Standards 1 and 2

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

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

* Focus area: Games and Sports: Invasion Games
* Benchmark 7.1.3.3: Execute at least one of the following skills designed to create open space during small-sided invasion games, with varying levels of defense: pivots, fakes, jab steps, and give-and-go.
* Benchmark 7.1.3.4: Dribble with preferred and non-preferred hands using a change of speed and direction in a variety of invasion game practice tasks.
* Benchmark 7.2.1.4: Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly and communicating with teammates.

## Assessment Task

Self-Assessment: Students will be able to successfully:

* Identify, in a video clip, where they performed a tactic (pivot, fake, jab step or give-and-go) to create open space against varying levels of defense in small-sided invasion games.
* Identify, in a video clip, where they performed a dribble with preferred and non-preferred hands while changing speed and direction during a variety of invasion game practice tasks.
* Identify, in a video clip, where they transitioned from offense to defense (or defense to offense) with a quick recovery and communicating with teammates during a variety of small-sided invasion games.

## 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 used for any invasion game when students can apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Provide a variety of invasion game practice tasks and small-sided invasion games to hone student offensive skills (pivot, fake, jab step or give-and-go; dribbling) as well as their transition skills (offense to defense or defense to offense).

During the practice tasks and small-sided games, one team (group of three) is responsible for videotaping the task or game being played on their court. At the conclusion of the practice task or small-sided game, students involved in the task or game will take turns reviewing the video clip to identify their performance of the tasks listed in the self-assessment sheet.

## Directions

Students will complete the self-assessment tasks below after viewing the video clips of their performance in various invasion game practice tasks and small-sided invasion games.

### Invasion Game Self-Assessment

| Name: Physical Activity: During the video clips of your \_\_\_\_\_\_\_\_\_\_\_ invasion practice tasks and small-sided games, provide the time stamp (minutes/seconds) when you see yourself performing the following:1. At least one offense tactic (pivot, fake, jab step or give-and-go) to create open space against varying levels of defense:
2. A dribble with preferred and non-preferred hands while changing speed and direction a minimum of two times:

b.1. A transition from offense to defense (or defense to offense) with a quick recovery:
2. A transition from offense to defense (or defense to offense) while communicating with teammates:
 |
| --- |

Scoring guide: Students must provide the time stamp for all items in the Invasion Game Self-Assessment 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).

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# Grade 7: Standard 1

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

* Focus area: Games and Sports: Individual Performance
* Benchmark 7.1.8.1: Demonstrate correct technique for a variety of skills in one individual-performance activity.

## Assessment Task

Self-Assessment: Students will be able to successfully self-assess an individual-performance 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 any individualized performance activity, such as track and field.

In a track and field unit, provide students with instruction and practice opportunities for a number of different events that could include:

* sprints
* hurdles
* long jump
* high jump
* shot put
* relays

At the conclusion of the unit, the students will complete a self-assessment worksheet on at least one of the events.

Example of skill cues for long jump:

* fast approach to the runway
* take off on two feet
* hit the board, but don’t go over it (scratch)
* use arms to get high in the air after take off
* land with momentum forward

## Directions

Complete the following tasks identified below regarding your performance in the Track and Field Unit.

### Track and Field Self-Assessment

| Name: Physical Activity: Based on the track and field event you identified above, complete the following questions:1. Describe the components of the track and field event you listed above that you feel you performed correctly:
2. Describe the components of the track and field event you listed above for which you feel you still need additional practice to move toward skill mastery:
 |
| --- |

Scoring guide: Students need to complete all items in the Track and Field Self-Assessment 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 8: Standards 1 and 2

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

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

* Focus area: Games and Sports: Net and Wall Games
* Benchmark 8.1.4.2: Strike consistently using an overhand pattern for accuracy in small-sided net and wall games.
* Benchmark 8.2.2.1: Create open space in net and wall game practice tasks, with either a long- or short-handled implement, by varying force and direction, and moving an opponent forward and back and from side to side.
* Benchmark 8.2.2.2: Vary placement, force, and timing of a return, in net and wall game practice tasks to prevent anticipation by opponent.

## Assessment Task

Observation Tally Sheet: Students will be able to successfully demonstrate tactics in a variety of net and wall practice tasks.

## 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 students to demonstrate tactics in a variety of net and wall practice tasks.

Provide students with number practice task opportunities in which they can apply various offensive net and wall game tactics that include:

* Overhand Stroke Accuracy
* Create Open Space (force and direction of shot to move opponent)
* Winning the Point (placement, force, timing of shot)

## Definitions

Tactic: Movement decisions based on characteristics of the physical activity situation. Tactical movements and decisions are performed in response to stimuli in the environment (e.g., relationship between self and defenders or the goal, distance from an obstacle). Tactical situations apply to the game-play categories (i.e., invasion, net and wall, target, fielding and striking games) and other activity categories (e.g., outdoor pursuits, individual-performance activities).

## Directions

While observing students in a net and wall game practice tasks, make a tally mark in the correct tactic column each time the student performs the respective offensive tactic. Students should demonstrate a minimum of three different tactics.

### Net and Wall Tactic Tally Sheet

| Name | Tactic: Overhand Stroke Accuracy | Tactic: Create Open Space (force and direction of shot to move opponent) | Tactic: Winning the Point (placement, force, timing of shot) |
| --- | --- | --- | --- |
| Example | III | II | III |

Scoring guide: The students must use at least three different offensive tactics 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 8: Standard 1

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

* Focus area: Games and Sports: Net and Wall Games
* Benchmark 8.1.4.3: Demonstrate forehand and backhand strokes using a short- or long-handled implement for accuracy in small-sided net and wall games.

## Assessment Task

Observation Tally Sheet: Students will be able to successfully demonstrate both forehand and backhand strokes in small-sided net and wall games.

## 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 net and wall games.

Provide practice opportunities for student in the use of forehand and backhand strokes in a variety of net and wall games. Students will use both strokes in small-sided games to accurately place the ball in the opponent’s court.

## Definitions

Backhand stroke for accuracy: Students will contact the ball with the racket on the side of the body opposite the racket hand and accurately place the ball in the opponent’s court.

Forehand stroke for accuracy: Students will contact the ball with the racket on the same side of the body as the racket hand and accurately place the ball in the opponent’s court.

Small-sided games: Use of 1 versus 1, or 2 versus 2 games to emphasize the application of sport-specific skills and tactics (accuracy), and the ability to modify or adapt the performance of the skill (forehand and backhand strokes) to the specific game-play situation.

## Directions

While observing students in a small-sided net and wall game, make a tally mark under the forehand or backhand stroke column for each shot that accurately lands in the opponent’s court. Students will use both strokes to accurately place the ball in the opponent’s court on three out of four attempts using the forehand stroke and three out of four attempts using the backhand stroke.

### Forehand Backhand Tally Sheet

| Name | Forehand Stroke Accuracy | Backhand Stroke Accuracy | Successful Forehand | Successful Backhand |
| --- | --- | --- | --- | --- |
| Example | II | IIII | No | Yes |

Scoring guide: The students must score at least three accurately placed balls for both the forehand and the backhand strokes 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 6: Standard 2

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

* Focus area: Games and Sports: Fielding and Striking Games
* Benchmark 6.2.4.2: Identify the correct defensive play based on the situation in fielding and striking practice tasks.

## Assessment Task

Exit Slip: Students will be able to successfully identify a minimum of two defensive plays specific to offensive situations.

## 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 any activity in which the student is able to identify the correct defensive play for offensive situations in fielding and striking.

Provide instruction and practice task opportunities to use a variety of defensive tactics based on a specific offensive situation in fielding and striking games.

* The two beginning level tactics are fielding and supporting players.
* The fielding tactics consist of determining where the defensive player is going to throw the fielded ball, communicating the number of outs, defending the space in the outfield, and completing accurate throws.
* The supporting players tactic could consist of determining the best position for base coverage and determining where is the best position for backing up players.

## Directions

Students will complete the following exit slip at the end of class.

Instructions: Complete the exit slip questions below by describing at least two defensive tactics for fielding OR supporting players based on the offensive situation provided in fielding and striking tasks.

### Fielding and Striking Exit Slip

| Name: example |
| --- |
| Situations1. One tactic I would use if I was a fielder in an offensive situation of 0 or 1 out and no runners on base would be:

Answer: e.g., throw ball to first base or have the catcher back up the first base person |
| 1. One tactic I would use if I was a fielder in an offensive situation of 0, 1, or 2 outs and no runners on base would be:

Answer: |

Scoring guide: Students must correctly identify a minimum of two defensive plays specific to offensive situations 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 6: Standard 2

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

* Focus area: Games and Sports: Outdoor Pursuits
* Benchmark 6.2.6.1: Describe the basic skills and tactics needed for participation in an outdoor activity.

## Assessment Task

Exit Slip: Students will be able to successfully describe skills or tactics that are used in one specific outdoor 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.

Provide instruction regarding the basic skills and tactics used in selected outdoor pursuit. For example, skateboarding. Some basic skills and tactics include:

* determining stance (goofy or regular)
* determining how to push
* determining how to turn
* determining how to stop
* determining how to kickturn
* determining how to roll and tic-tack

Provide numerous practice opportunities for the selected outdoor pursuit.

Outdoor pursuits could include any recreational boating activities (e.g, canoe, kayak, paddle board), hiking, fishing, geocaching, skateboarding, skiing or any other outdoor activity opportunity that is appropriate to your geographical region.

## Directions

Students will complete the following exit slip at the end of a class in the unit.

### Outdoor Pursuits Skills/Tactics Exit Slip

| Name: Example |
| --- |
| 1. Based on the various outdoor pursuit activities covered in our unit, write the name of the activity that refers to your answers for question 2:
 |
| 1. Describe a minimum of three skills or tactics you need to use while doing your selected outdoor pursuit:
 |

Scoring guide: The students must correctly describe a minimum of three skills or tactics specific to the self-selected outdoor pursuit 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 6: Standard 3

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

* Focus areas: Assessment and Program Planning
* Benchmark 6.3.4.1: Use SMART goals, based on the results of a health-related fitness assessment, to design, implement, and modify a maintenance or remediation program for one health-related fitness area.

## Assessment Task

Planning template: Students will be able to successfully design, implement, and modify a personal workout plan using SMART goals to maintain or remediate one area of physical fitness.

## 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 developed SMART goals, based on the results of a health-related fitness assessment, to design, implement, and modify a maintenance or remediation program for one health-related fitness area.

Provide instruction on various physical fitness assessments, identifying which fitness components they are assessing, and why it is important to assess one’s level of physical fitness. Examples of fitness assessments include the Brockport physical fitness assessment and FITNESSGRAM® physical fitness assessment.

Provide instruction on fitness training principles that can be applied in developing a fitness plan. These include the FITT (principle components frequency, intensity, time, and type) and components of health-related physical fitness (cardiorespiratory fitness, muscular endurance, muscular strength, and flexibility).

Provide instruction on fitness program development utilizing SMART goal components (specific, measurable, attainable, results-based, time-based.)

Identify the importance of warm-up activities, strength training, cardiovascular training and cool-downs in developing a physical fitness plan.

Using sample physical fitness plans, identify how to modify or adjust components within a fitness program for maintenance or remediation.

Using sample fitness assessment results, identify how to interpret performance on each assessment item as it relates to recommended guidelines e.g., healthy fitness zone, FITNESSGRAM®.

## Definitions

Aerobic exercise: any activity that will increase the rate of breathing and heart, and uses large muscle groups continuously.

Cool-down activities: low-intensity activity and stretching to help the body systems to return to its normal pre-activity state.

Strength training: activities or exercises that build muscular strength and endurance through the use of resistance (own body weight, machines, free weights).

Warm-up activities: low-intensity activity to increase blood flow to muscles, and increase core temperature.

## Directions

Students will design a personal workout plan that remediates or maintains one area of physical fitness identified from previously conducted physical fitness assessments. The personal workout plan must include activities for each area identified in the Workout Planning template below (warm-up, aerobic, strength training, flexibility, cool-down) that address each area of the FITT principle. Additionally, students will implement the workout plan for a three-week period (minimum of three sessions per week), collecting performance data and completing reflections addressing their SMART goal (see Workout Plan Data Recording Sheets below).

### Workout Planning Template

| Name: example |
| --- |
| SMART Goal: Improve my cardiorespiratory endurance by “x” (running, swimming, cycling, etc.) in my target heart rate zone from 15 minutes to 20 minutes by the end of the three-week period. |
| Warm-Up Activities: four-minute jog, upper body, lower body dynamic warm-up activities |
| Aerobic Activities: CyclingFrequency: three times per weekIntensity: moderate to vigorousTime: 15-20 minutesType: aerobicExpand this row for additional activities. |
| Strength Training Activities: Variety of activities that utilize my own body weight (planks, wall sits, supermans, etc.)Frequency: two times per weekIntensity: moderate resistanceTime: 8-12 repetitions; 1-3 setsType: body weight resistanceExpand this row for additional activities. |
| Flexibility Activities: Variety of stretching activities for upper body, lower body, and trunk/back.Frequency: four days per weekIntensity: slight pulling/stretchTime: hold for 15-60 seconds; 1 to 3 setsType: stretches that move through the whole range of motionExpand this row for additional activities. |
| Cool-down Activities: three-minute walk and talk with partner identifying the highlights of the workout session |

Workout Plan Data Recording Sheets

Name:

SMART goal:

Warm-Up Activities:

Cool-Down Activities:

Reflection on this week’s performances:

Modifications to SMART goal or FITT principle components:

|  | Week 1–day 1 | Week 1–day 2 | Week 1–day 3 |
| --- | --- | --- | --- |
| Aerobic Activities:Frequency:Intensity:Time:Type: | Record your completed FITT data in this cell | Record your completed FITT data in this cell | Record your completed FITT data in this cell |
| Strength Training Activities:Frequency:Intensity:Time:Type: | Record your completed FITT data in this cell | Record your completed FITT data in this cell | Record your completed FITT data in this cell |
| Flexibility Activities:Frequency:Intensity:Time:Type: | Record your completed FITT data in this cell | Record your completed FITT data in this cell | Record your completed FITT data in this cell |

Name:

SMART goal:

Warm-Up Activities:

Cool-Down Activities:

Reflection on this week’s performances:

Modifications to SMART goal or FITT principle components:

|  | Week 2–day 1 | Week 2–day 2 | Week 2–day 3 |
| --- | --- | --- | --- |
| Aerobic Activities:Frequency:Intensity:Time:Type: | Record your completed FITT data in this cell | Record your completed FITT data in this cell | Record your completed FITT data in this cell |
| Strength Training Activities:Frequency:Intensity:Time:Type: | Record your completed FITT data in this cell | Record your completed FITT data in this cell | Record your completed FITT data in this cell |
| Flexibility Activities:Frequency:Intensity:Time:Type: | Record your completed FITT data in this cell | Record your completed FITT data in this cell | Record your completed FITT data in this cell |

Name:

SMART goal:

Warm-Up Activities:

Cool-Down Activities:

Reflection on this week’s performances:

Modifications to SMART goal or FITT principle components:

|  | Week 3–day 1 | Week 3–day 2 | Week 3–day 3 |
| --- | --- | --- | --- |
| Aerobic Activities:Frequency:Intensity:Time:Type: | Record your completed FITT data in this cell | Record your completed FITT data in this cell | Record your completed FITT data in this cell |
| Strength Training Activities:Frequency:Intensity:Time:Type: | Record your completed FITT data in this cell | Record your completed FITT data in this cell | Record your completed FITT data in this cell |
| Flexibility Activities:Frequency:Intensity:Time:Type: | Record your completed FITT data in this cell | Record your completed FITT data in this cell | Record your completed FITT data in this cell |

Scoring guide: Students must correctly complete the Workout Planning Template and fully complete the Workout Plan Data Recording Sheets (for a minimum of three weeks) 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).

## Additional Notes

This assessment could be nicely bundled with 6.4.1.2.



# Grade 7: Standard 3

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

* Focus area: Stress Management
* Benchmark 7.3.6.1: Identify several strategies for dealing with stress.

## Assessment Task

Exit Slip: Students will be able to successfully identify strategies that can manage stress.

## 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 identification of strategies that can manage stress.

 Identify strategies for stress relief that might include:

* Deep breathing
* Guided visualization
* Aerobic exercise

Provide an opportunity for students to discuss how they apply these strategies in their current lives.

## Directions

Complete the exit slip below by identifying a minimum of two strategies that can used to manage stress.

### Stress Management Exit Slip

| Name:Instructions: identify at least two strategies you can use to manage the stress in your life. Explain how this strategy will specifically help reduce your stress level. |
| --- |

Scoring guide: Students must correctly identify a minimum of two strategies specific to managing stress 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 8: Standard 3

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

* Focus area: Fitness Knowledge
* Benchmark 8.3.3.2: Apply appropriate stretching techniques for all major muscle groups.
* Benchmark 8.3.3.3: Apply the overload and specificity principles in preparing a personal workout.
* Benchmark 8.3.3.4: Design and implement a warm-up and cool down regimen for a self-selected physical activity.

## Assessment Task

Worksheet: Students will be able to successfully design a personal 10-day workout plan to implement overload and specificity training.

## 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.

Provide instruction on various physical fitness training principles that include:

* The overload principle
* The specificity principle

Provide guidance utilizing a sample activity. For example, use mountain biking. Provide guidance on creating a daily workout plan that would include warm-up activities, aerobic activities and cool-down activities specific to the sample activity.

By the end of instruction, students should be able to successfully design and implement a personal workout plan that includes stretching techniques and the overload and specificity training principles for a self-selected physical activity.

## Definitions

Aerobic exercise: any activity that will increase the rate of breathing and heart, and uses large muscle groups continuously.

Cool-down activities: low-intensity activity and stretching to help the body systems to return to its normal pre-activity state.

Overload principle: in order to keep making gains from an exercise program, the workload/activity must be increased.

Specificity principle: exercising a specific body part, component of the body, or specific skill will primarily develop that body part or skill.

Strength training: activities or exercises that build muscular strength and endurance through the use of resistance (own body weight, machines, free weights).

Warm-up activities: low-intensity activity to increase blood flow to muscles, and increase core temperature.

## Directions

Students will design a personal 10-day workout plan using the worksheet below. Students will indicate where in the workout plan they plan to implement the overload and specificity training. The example below is for mountain biking. Have the students create a workout plan utilizing their selected activity.

### Sample Workout Plan Worksheet

|  | Warm-Up Activities | Aerobic Activities | Strength Training Activities | Cool-Down Activities |
| --- | --- | --- | --- | --- |
| Day 1 | 2-min jog | 15-minStationary cycle | Leg Press10 reps; 1 set | Stretches need to be specific to their self-selected activity. |
| Day 2 | 3-min jog | 15-minStationary cycle | None |  |
| Day 3 | 4-min jog | 15-minStationary cycle | Leg Press10 reps; 1 set |  |
| Day 4 | 4-min jog | 20-minStationary cycle | None |  |
| Day 5 | 4-min jog | 20-minStationary cycle | Leg Press10 reps; 2 sets |  |
| Etc. to Day 10 | 4-min jog | 25-minStationary cycle | None |  |

| 1. In your workout plan described above, indicate where you have used the overload training principle:
2. In your workout plan described above, indicate where you have used the specificity training principle:
3. Reflect on the effectiveness of overload and specificity principles you applied in your 10-day workout plan. Do they need to be adjusted? If so, how?
 |
| --- |

Scoring Guide: The students must complete all components of the 10-day workout plan worksheet to achieve

### Workout Plan Worksheet

|  | Warm-Up Activities | Aerobic Activities | Strength Training Activities | Cool-Down Activities |
| --- | --- | --- | --- | --- |
| Day 1 |  |  |  |  |
| Day 2 |  |  |  |  |
| Day 3 |  |  |  |  |
| Day 4 |  |  |  |  |
| Day 5 |  |  |  |  |
| Etc. to Day 10 |  |  |  |  |

| 1. In your workout plan described above, indicate where you have used the overload training principle:
2. In your workout plan described above, indicate where you have used the specificity training principle:
3. Reflect on the effectiveness of overload and specificity principles you applied in your 10-day workout plan. Do they need to be adjusted? If so, how?
 |
| --- |

Scoring guide: The students must complete all components of the 10-day workout plan worksheet 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 6: Standard 4

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

* Focus area: Personal and Social Responsibility
* Benchmark 6.4.1.2: Identify appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.

## Assessment Task

Exit Slip: Students will be able to successfully identify strategies that can be used to self-reinforce positive fitness behaviors.

## 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 identification of appropriate strategies to self-reinforce positive fitness behaviors.

Provide instruction regarding behavior change factors that can be used for self-motivation during any behavior change process including:

* positive self-talk
* use of social support
* use of classical conditioning (positive rewards/reinforcements)

Have a discussion regarding how the behavior change factors listed above can impact fitness concepts such as:

* Components of a physical activity program (warm-up, aerobic activity, resistance training [using body weight], cool-down), and the FITT (frequency, intensity, time, type) principle.
* Physical fitness components and the assessment of each, and how to create SMART (specific, measurable, attainable, results-based, time-based) goals based on the results of the assessment.
* Trans Theoretical Model of Behavior Change (stages of behavior change: pre-contemplation, contemplation, preparation, action, maintenance)

## Directions

Students will complete the following exit slip at the end of class.

### Positive Reinforcement Exit Slip

| Name:Instructions: identify at least two strategies you can use to self-reinforce positive fitness behaviors.1.2.  |
| --- |

Scoring guide: Students must correctly identify a minimum of two strategies specific to the self-reinforcement of positive fitness behaviors 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).

## Additional Notes

This assessment could be nicely bundled with 6.3.4.1.



# Grade 7: Standard 4

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

* Focus area: Rules and Etiquette, Safety
* Benchmark 7.4.4.1: Apply rules and etiquette while self-monitoring personal behavior during physical activities.
* Benchmark 7.4.5.1: Independently use physical activity and fitness equipment appropriately and safely.

## Assessment Task

Self-Assessment: Students will be able to successfully identify application of correct rules, game etiquette, and using equipment appropriately and safely during 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 student application of rules and etiquette while self-monitoring personal behavior during physical activities and to independently use physical activity and fitness equipment appropriately and safely.

Provide instruction on rules and etiquette for a variety of activities or for example, student:

* Acknowledges ball placement accurately as out or in
* Acknowledges any infractions such as fouls
* Promotes and uses positive self-talk
* Encourages classmates during physical activity
* Claps or wishes luck to opponent

Provide instruction on the proper use of equipment appropriately and safely. Examples may include:

* Uses equipment as intended
* Does not slam or throw equipment
* Does not leave equipment out
* Does not leave open bottles of water near equipment

## Directions

Students complete the self-assessment tasks below during any unit of the physical education curriculum.

### Personal Social Behavior Self-Assessment

| Name: Physical Activity: 1. During the \_\_\_\_\_\_\_\_\_\_ unit, describe two examples where you used the correct rules in the games:
2. Describe a minimum of two examples, during the \_\_\_\_\_\_\_\_\_\_ game, where you used appropriate game etiquette:
3. Describe how you used the equipment appropriately and safely during the \_\_\_\_\_\_\_\_ unit:
 |
| --- |

Scoring guide: Students must completely respond to all components in the Personal Social Behavior Self-Assessment 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 7: Standard 5

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

* Focus area: Health
* Benchmark 7.5.1.1: Chart and analyze personal screen-time behaviors.

## Assessment Task

Self-Assessment: Students will be able to chart, analyze and reflect on screen-time behaviors.

## 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.

In a physical-wellness unit, provide the students with a number of resources that address the issues associated with the use of mobile screen devices, and materials that provide the various recommendations regarding screen time for adolescents.

Provide students with negative health issues associated with screen-time, such as:

* less active, outdoor and creative play
* slower development of language skills
* poor social skills
* an increased risk of being overweight.

Provide the students with resources that address the issues associated with the use of mobile screen devices, such as:

* American Heart Association
* Centers for Disease Control and Prevention
* Department of Health

Provide the students with recommendations regarding screen time:

* Under 2 years old – no screen time
* Ages 2-5 – One hour or less
* 6 years and older should have established and consistent limits on the time spent using media, with parents ensuring that digital media doesn’t take the place of sleep, physical activity or real-life personal interactions

## Directions

1. Students will record the time spent viewing their mobile screen devices for a two-week period of time in the table below.
2. Students will graph their total number of screen time minutes for the 14 days.
3. Students will analyze and reflect on their screen time behaviors.

| Name:  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 | Day 8 | Day 9 | Day 10 | Day 11 | Day 12 | Day 13 | Day 14 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of Screen Time Minutes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Analyze and Reflect onScreen Time Minutes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

### Screen Time Assignment Rubric

Name:

| Score  | Assessment Criteria |
| --- | --- |
| 3 (exceeds benchmark) | 1. Project included the raw data for the two-week data collection period.
2. Project included accurate graph of the screen-time data.
3. Project included accurate analysis of screen time-data.
4. Project included complete reflection of screen-time data.
 |
| 2 (meets benchmark) | 1. Project included accurate graph of the screen-time data.
2. Project included accurate analysis of screen-time data.
 |
| 1 (working toward benchmark) | 1. Project included accurate graph of the screen-time data.

OR1. Project included accurate analysis of screen-time data.
 |

Scoring guide: Students must score a 2 on the rubric 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 7: Standard 5

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

* Focus area: Challenge
* Benchmark 7.5.2.1: Generate positive statements such as offering suggestions or assistance, leading or following others, and providing possible solutions when faced with a group challenge.

## Assessment Task

Self-Assessment: Students will be able to successfully provide positive solutions to a specific challenge that occurred during a 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.

Generate scenarios students can react to and identify positive statements such as offering suggestions or assistance, leading or following others, and providing possible solutions when faced with a group challenge.

This assessment can be utilized during any team-oriented unit of the physical education curriculum.

## Directions

Students complete the self-assessment tasks during any team-oriented unit of the physical education curriculum.

### Challenge Self-Assessment

| Name: ExamplePhysical Activity: Specific Challenge that occurred:Provide at least three possible solutions to solve (or fix) the challenge identified above:1. Solution:
2. Solution:
3. Solution:
 |
| --- |

Scoring guide: The students must provide at least three solutions that address the identified challenge in the Supporting Teammates Self-Assessment 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).