



Year 2: Physical Education Standards Workshop
Continuing Curriculum Design
Focus: Assessment and Grading Best Practices

Mary Thissen-Milder, PhD | Physical Education

2019 - 2020

Implementation Assistance

Year 1

Personalizing the standards

Academic language

Learning progressions

Deconstructing benchmarks

Bundling

Year 2

- Beyond Bundling
- Compare and contrast assessment and grading
- The meaning of a grade
- Best Practices in grading
- Best practices in assessment

Year 3

Pulling it all together

Curriculum

Instructional practices

Standards-aligned assessments

Implementation logistics

Year 2 Schedule

- MNDAPE Conference September 26-27, 2019, Camp Friendship, Annandale, MN
- MNSHAPE Conference October Mound Westonka High School, Minnetrista, MN 55364
- November: 2 “Catch-up” sessions
- December – March: Regional Trainings throughout the state
 - Training sites, dates and registration are posted to MDE and MNSHAPE websites



- Identify the importance of Standards-based Education
- Identify components of curriculum design
- Define and accurately use academic language related to assessment and grading in physical education
- Analyze grading practices in physical education
- Examine best practices in grading physical education
- Examine best practices in assessment physical education
- Apply standards-based assessment and grading practices

Physical Education State Stands Review Committee and Leadership Team



Resources for training found on MNSHAPE website

The screenshot shows the MNSHAPE website homepage. At the top left, the logo reads "MNSHAPE Minnesota Society of Health and Physical Educators" with the tagline "Teaching learners to think on their feet". To the right is a small map of Minnesota with the text "MNSHAPE 43.5.18" and a banner that says "Teaching learners to think on their feet". Below the logo is a navigation menu with buttons for HOME, FALL CONFERENCE, RECOGNITION & AWARDS, GRANTS & SCHOLARSHIPS, MEMBERSHIP INFORMATION, and RESOURCES. The main content area features two large images: on the left, a "Virtual Race" banner for "BIG FEATS VIRTUAL RACE" from October 22 to December 31, 2018, with logos for SHAPE America and National Partner GOPHER; on the right, a photo of a group of people in a gymnasium. Below these images is a row of seven small circular icons. The footer contains four columns of text: "Loon Lines" (newsletter), "PE Standards" (2018 Minnesota PE Standards), "About Us" (mission and goals), and "Board of Directors" (contact info). Each column has a "READ MORE >" button. At the bottom, there is a social media bar with the MNSHAPE logo, the handle "@MNSHAPE", and buttons to "Follow @MNSHAPE" and "Tweet".

<http://www.mnshape.org/>



Identify the importance of Standards-based Education

We use Standard-Based to talk about ...

Standard- based curriculum

Standard-based planning

Standard-based instruction

Standard-based assessment

Standard-based grading

In Standards-based learning, our students know **WHAT** to learn and know **HOW** to demonstrate that learning...additionally, we want our students to value and justify the **WHY** of the learning.

Getting a clearer picture of what our students know, do and think. Teachers can see beyond the “busy, happy, good” and reveal the “thinking behind moving” so that the learning becomes transferable and memorable.

MINNESOTA STANDARDS PORTAL

Guidance and resources for implementing Minnesota's academic standards



HOME



GETTING
STARTED ▾



SUPPORT
STRUCTURES ▾



INSTRUCTION ▾



CURRICULUM ▾



MINNESOTA
STANDARDS

Search

[User Guide](#) | [Glossary](#) | [Content Area Resources](#)

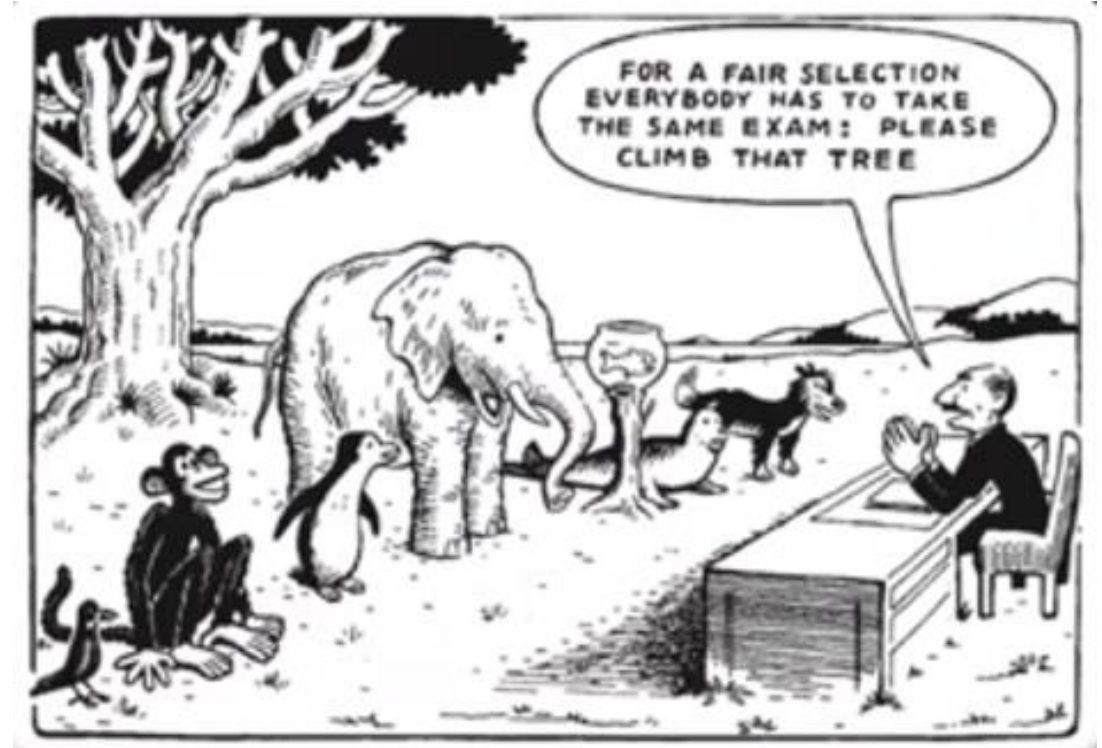
Welcome to the Standards Portal!

The heart of standards-based education is a system that supports effective instruction and learning for all students. The Standards Portal helps teams of educators implement policies, programs and practices that systematically impact teaching, learning and assessment so that all students achieve Minnesota's K-12 academic standards. [Let's Get Started](#)



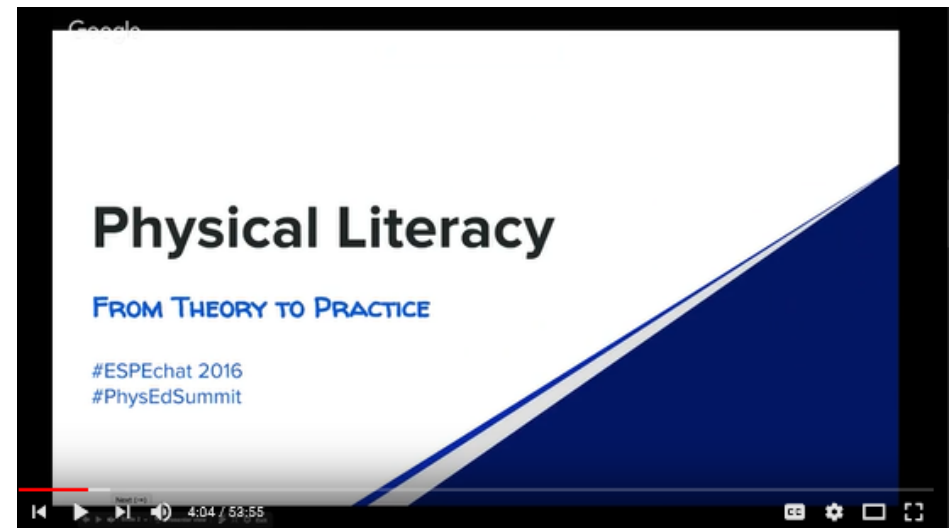
In a Standards-Based Learning Environment

- The learning journey is personalized.
- Students come with a wide range of experience and opportunities.
- Teachers provide opportunities for consistent, specific feedback to and for student learning
- Standards-based PE allows students to have multiple opportunities to demonstrate their level of understanding and performance (with lots of formative assessment).



A Physically Literate Person is on a Journey to...

- Apply the skills, motivations and dispositions needed to participate in any/all physical activities.
- Adjust physical activity choices as life circumstances change.
- Participate in a wide-variety of health-enhancing activities now and in later life.
- Meet the physical requirements of their occupations and daily life.
- Avoid injuries.
- Discover their joy in moving for a lifetime.



Terri Drain - Physical Literacy: From Theory to Practice

https://www.youtube.com/watch?v=s7EZxngeu0w&list=P_Lt3ZCcs2_5D9PcE5SRkdMt4aAqfT_x-kh&index=2



Identify components of Curriculum Design

Backwards Design



*What do I want students **to learn**?*

*How will I know they **have learned** it?*

NOT what are students going to do, play, or play with

NOT what am I going to teach; what am I going to cover



Backwards Designing The Ideal #PhysEd Teacher



by Joey Feith

<https://thephysicaleducator.com/2015/05/18/backwards-designing-the-ideal-physed-teacher/>

Backwards Design: What do we want our students to learn?

- Throughout K-12
- In this year or in this course
- In this series of lessons or long-term plan
- In this single lesson
- In this learning experience



<https://thephysicaleducator.com/2017/04/18/unpacking-the-national-standards/>



https://www.podomatic.com/podcasts/voxcast/episodes/2017-04-09T20_54_18-07_00

Activity-based Curriculum VS. Standards-based Curriculum

1. Identify what students will do and what I will teach or cover, & equipment I will use
2. Determine number of days I will spend on this activity & what students will do each day
3. Create opportunities for students to play this activity or with this equipment, until the pre-determined number of days are up; move on to the next activity or piece of equipment

Emphasis is on **teaching or covering content** (*inputs*), and students doing the activity

1. Identify what students will learn and what learning will look like
2. Diagnose what students already know and can do
3. Create an assessment plan, determine feedback and cues, and design learning experiences
4. Create opportunities for students to learn, with guidance & support, until they demonstrate the desired learning

Emphasis is on **student learning** (*outputs*); the ***activity is the tool*** for learning

WHY: program purpose
[mission, vision, values]

Standards & Benchmarks

using the bundled benchmarks,
articulate what students will be
able to do after learning the
content in these benchmarks =
Performance Outcome(s)

Consider the Learners:
student characteristics,
interests, prior learning,
pre-requisite skills

Bundle the Benchmarks

Distribute Bundles across time –
year, semester, entire course

Create and Plan:
Summative Assessment/s

Determine Impacting Factors:
space, equipment, time,
schedule, people

Unpack the Bundles and Performance Outcome(s) to
identify the content that must be taught so all students

**Daily Lesson
Content**

White = DRIVES all decisions
Red = Influences decisions
Blue & Aqua = big picture planning
Purple = long term planning
Orange = short-term planning

Organize, Distribute, Scaffold, Spiral this
content across the allocated time (e.g.,

Plan the Lessons: Objectives-Learning Targets, Formative
Assessment Plans, Academic Language, Activities & Organization,
Adaptations-Modifications, Cues, Questions, Supports

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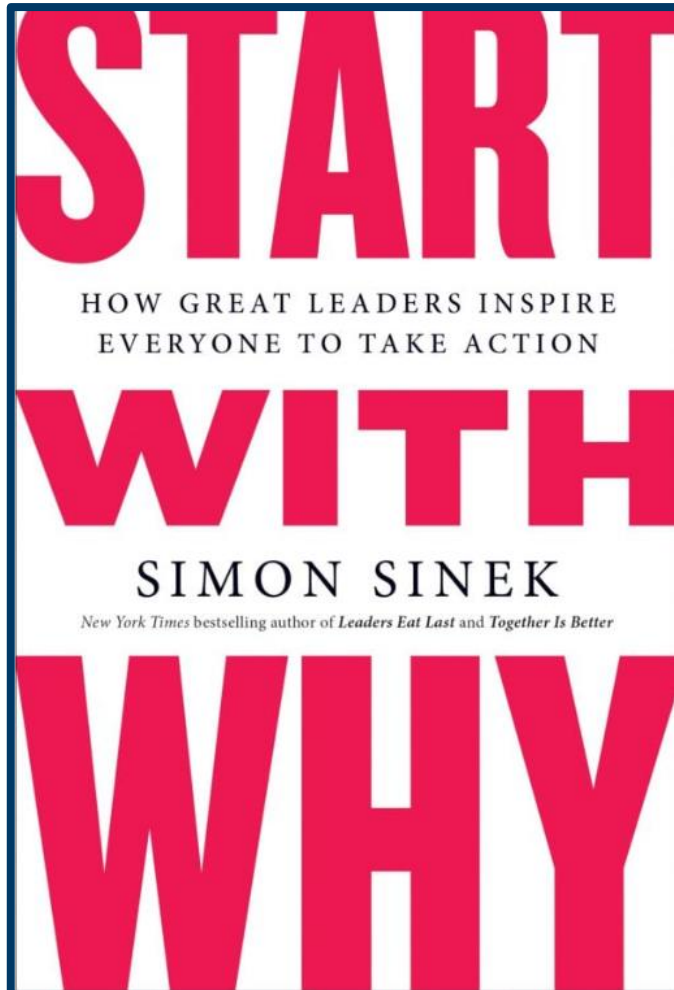
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Start With Why



- Think about all the great teachers you've had.
- Researchers found one common characteristic – **PASSION.**
- “Start With Why” explores people’s passion.
- Great leaders inspire passion in others
- Great teachers inspire passion in their students
- Physical Education: Inspire students to be lifelong participants in some form of physical activity and help students find activities they passionately pursue.

Remembering Your Why

- Having a sense of purpose at work can sustain and inspire us when things are going well; and motivate us when things get challenging.
- A sense of meaning at work makes you feel happier when you believe what you do has a purpose.
- It's easier to describe "WHAT" we do, then "WHY" we do it.

Defining your WHY
Keep yourself inspired as a teacher

Knowing your WHY can keep your motivation level high on those mornings when you just want to stay in bed.

If you know your WHY, you won't get so frustrated when Johnny wants to be Johnny.

Reminding yourself of your WHY keeps you from burning out.



SUCCESSINTHECLASSROOM.COM

Everyone Needs a Personal “Why”

- Your “why” then becomes part of the collective as your department, school and district articulate their “why” through mission, vision and values.
- When our why is grounded with **clarity of values**, it *guides* our journey; it *provides* an anchor to what we ‘say’ we are all about; it *pulls up back* when we get distracted, lazy, cynical, negative, tired, disheartened, drained ... it keeps us coming back for more even in the face of failure and obstacles



<https://www.happyteachershappyschools.com/whats-your-why/>

Why I Teach

- I am an educator because I love to use my skills and talents to help students be successful in every area of their life. Every student in my school is my kid. They have value. They have the potential for greatness, and I am dedicated to provide them the best education possible.
- I hope to influence my students in a positive way so that they go out and always remember SOMETHING they learned in my class. I also want them to discover something great about themselves. I'd like to be remembered as the teacher who cared about them—the one they could trust to be understanding of what they're going through. I want to have inspired everyone in some way.
- Now, more than ever, students need good teachers. I don't want to leave these students with a warm body in the room; I want them to learn, to flourish, to become the next CEO who has a heart and gives back to their communities on multiple levels. So I work hard to get to know each student individually. I pay attention to what they say, what they do, what they are participating in, and more. I share my life with them so they know I'm a real person, too. The biggest thing I do for my students is earn their respect.

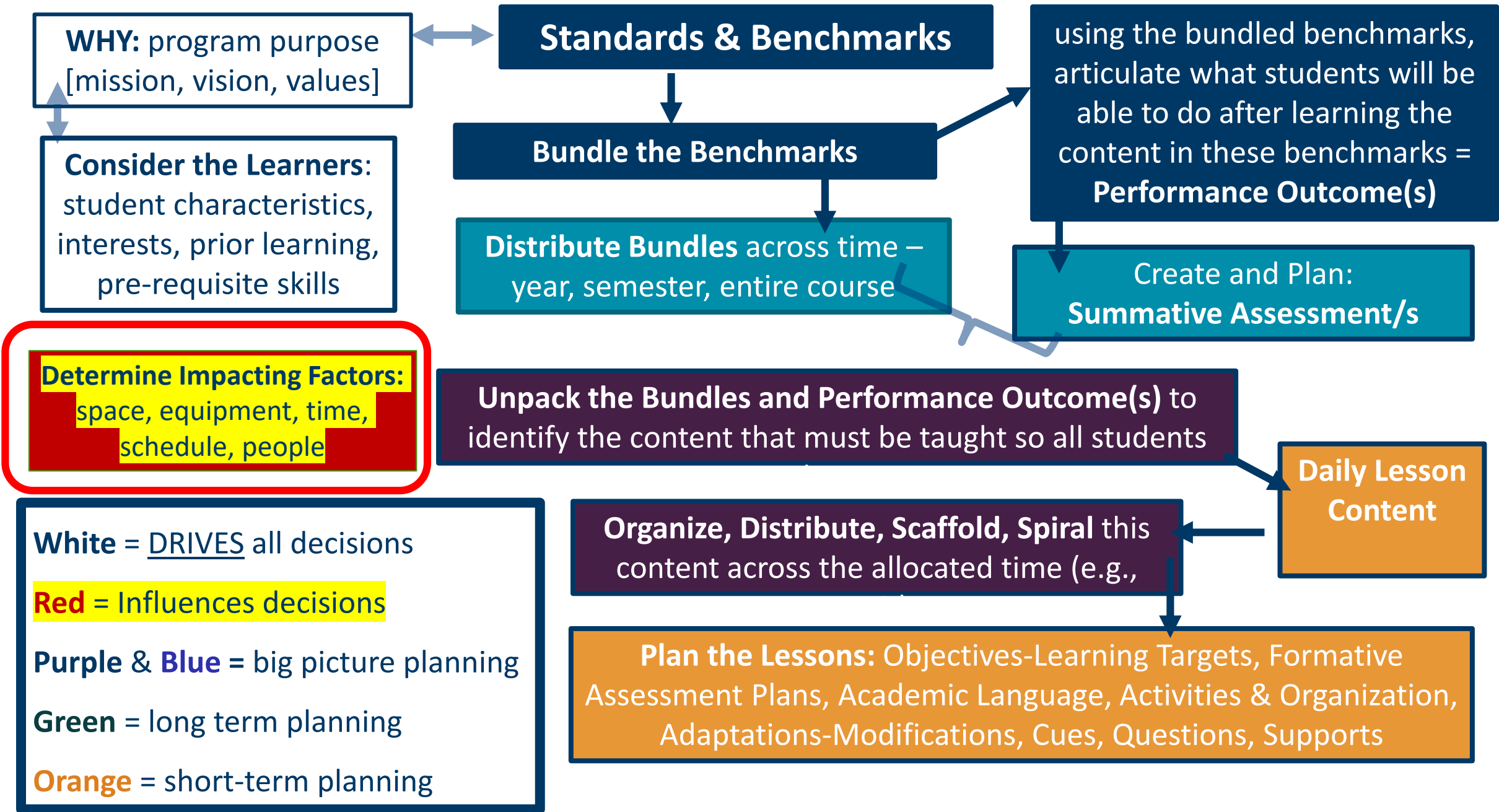
Articulating Your Why

Why do I teach PE?

How do I want my teaching to impact my students?



**Write your Why
Post it on the Wall**



Impacting Factors on PE Programs

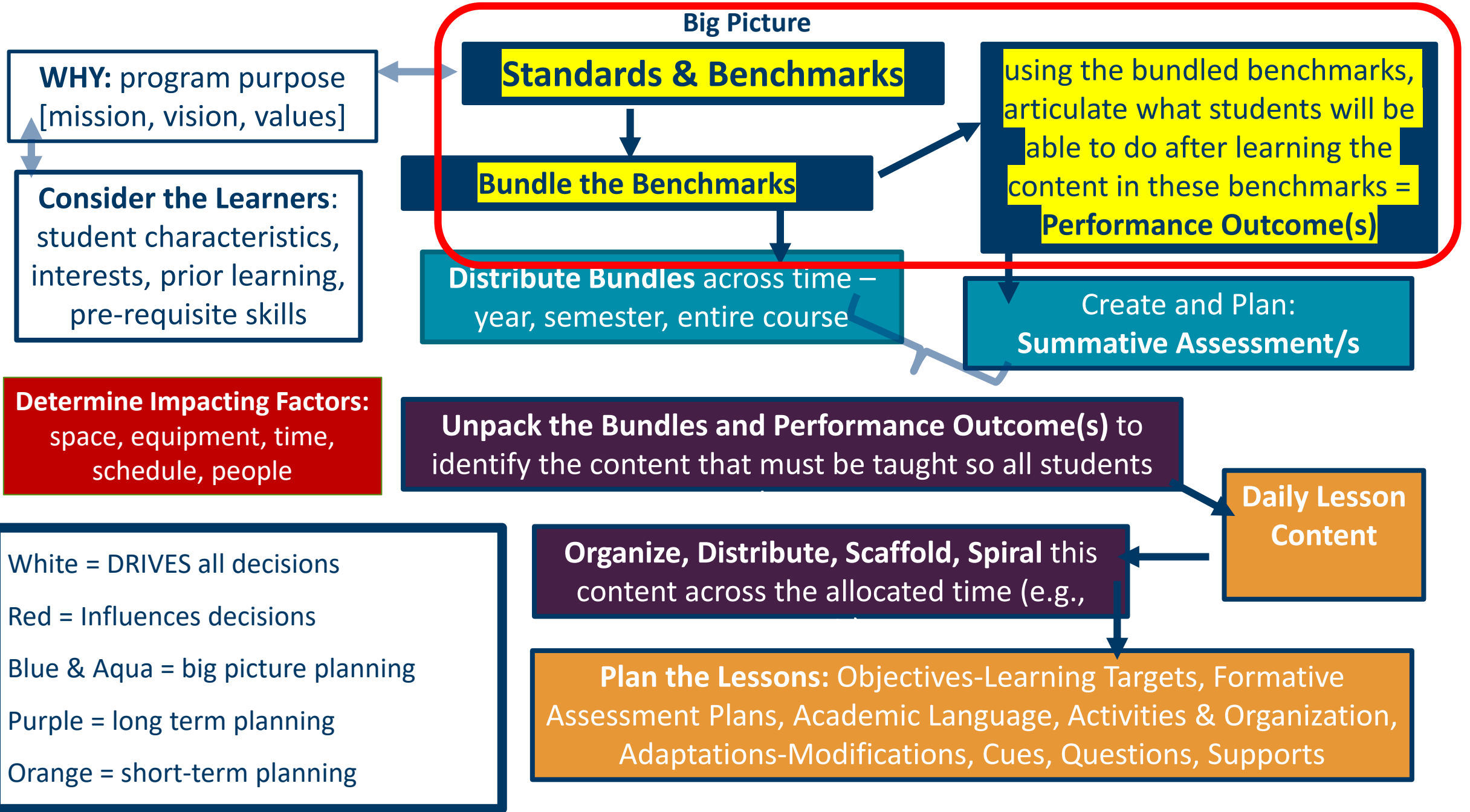
Structural	Functional	Cultural
<ul style="list-style-type: none">• Scheduling (time, other classes, lunch, recess)• Facilities – indoor, outdoor• Weather – climate• Resources and equipment – sharing?• Funding	<ul style="list-style-type: none">• Community, town, city• School district, building• Administration• Relationships• Hierarchy, rank• Social norms	<ul style="list-style-type: none">• Values – program and individual• Beliefs• Knowledge base• Skills

Determine Factors You can Control/Influence or Have No Control

You Can Control	You Can Influence	You Have No Control

Have to let these go





Deconstructing Benchmarks

Deconstructing = making sense of the benchmark; identifying the defining parts of the benchmark that will help teachers understand the key components of the benchmark.

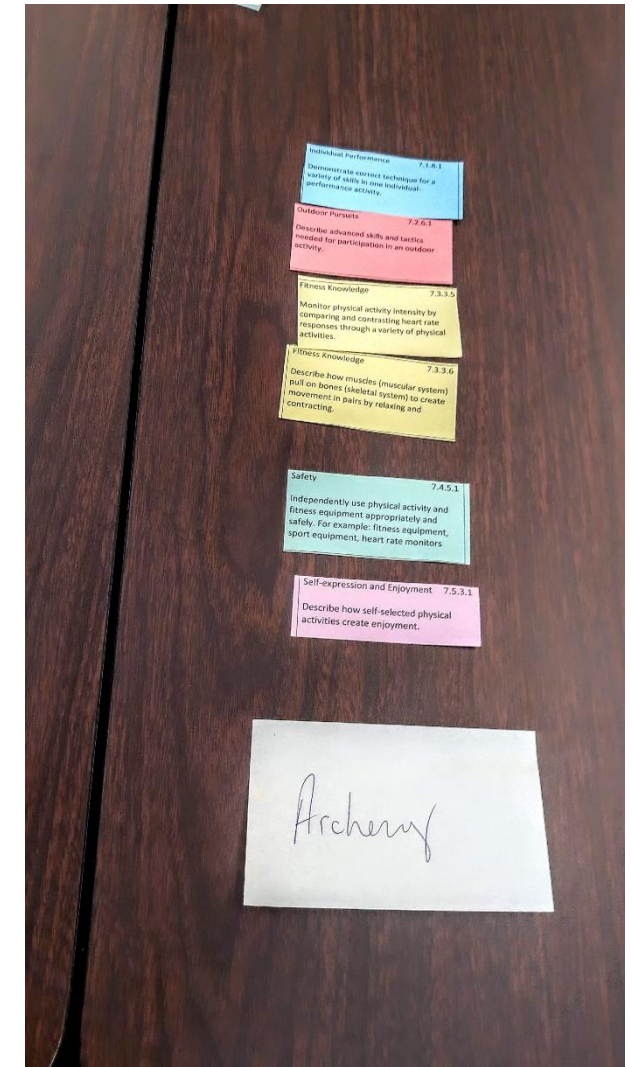
1. Look for the **content or 'what' (verb)** students will be doing and learning
2. Look for anything that might indicate the level of desired learning = **criteria**
3. Look for anything that might help you determine the context in which the content and criteria must occur = **condition**

8.1.1.1: demonstrate a movement sequence using correct rhythm and timing as an individual or in a group

Bundling Benchmarks

Bundling/Synthesizing = Grouping elements or concepts from benchmarks that students can develop and use together to build toward proficiency on a set of benchmarks in a coherent manner.

- Start with standard 1 benchmark/s
- Add benchmarks from standards 2-5 that you 'go together' to 'learn' common bundle concepts
- Use blank paper to explain 'what' your students will be 'learning' from your bundle



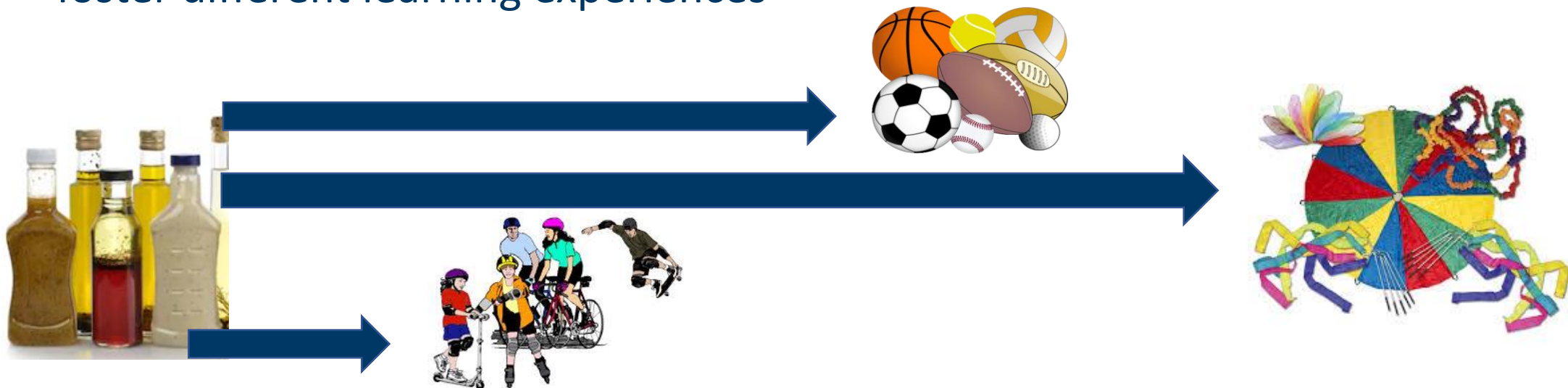
What is your favorite salad?



There many ways to make a salad!

Salad Dressing = Physical Activities & Equipment

- salad dressing makes the same salad appear and taste different
- just like the physical activity or equipment changes the appearance and experience of the bundle of benchmarks
- benchmarks can be bundled & re-bundled, using different activities and equipment to foster different learning experiences



There Is NOT only one way to create a good salad!

✓ Many ways to bundle benchmarks!

✓ But ... don't start with the dressing



✓ *start with a clear vision of what students will learn and what learning will look like*

WHY: program purpose
[mission, vision, values]

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Things to Remember as We Proceed

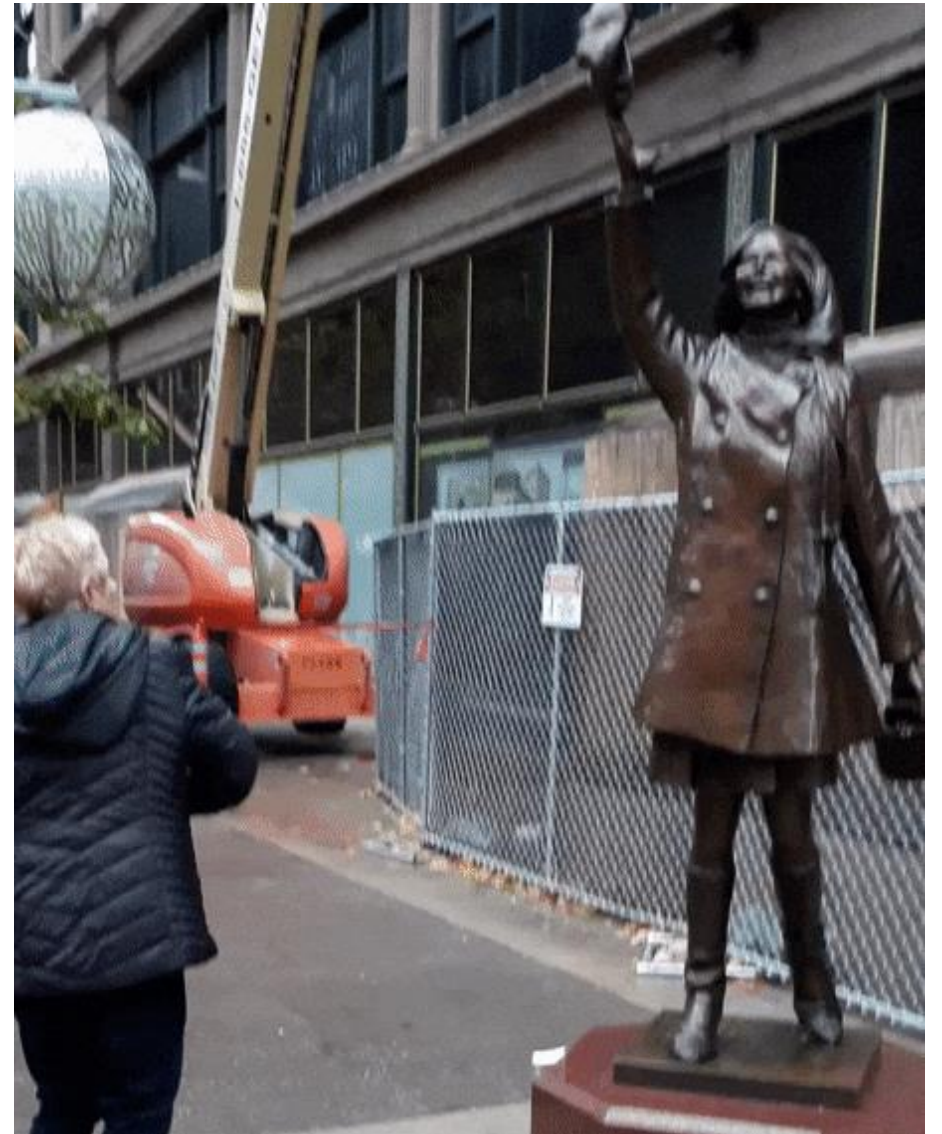
- Curriculum design and implementation is **not about being perfect**
- Curriculum design is **more about the process not product**
- Curriculum is a **verb not a noun**
 - it is living, breathing ... which can be hard for those of us who like a plan
- Curriculum is **impacted by the day-to-day unexpected changes**



Activating the Benchmarks

Mary Thissen-Milder, PhD | Physical Education

October, 2019





Define and use academic language
related to assessment and grading

Academic Language Related to Assessment and Grading

- Academic Language refers to the vocabulary used within a discipline. Effective teachers use this vocabulary regularly when introducing new content and throughout the learning time.
- In the context of physical education, think of it as the language that our students must speak and navigate in order to become physically active and healthy for a lifetime. This language includes PE-specific vocabulary as well as the understanding of activity-specific symbols and signals.

Compare and Contrast Assessment and Grading

- Assessment and grading are not the same.
- Generally, the goal of grading is to evaluate individual students' learning and performance.
- The goal of assessment is to improve student learning. Although grading can play a role in assessment, assessment also involves many ungraded measures of learning.

Eberly Center. Assess Teaching & Learning. Basics. Grading vs Assessment

<https://www.cmu.edu/teaching/assessment/basics/grading-assessment.html>

Compare and Contrast Assessment and Grading

- The purpose of grading is to describe how well students have achieved the learning objectives or goals established for a class or course of study. Grades should reflect students' performance on specific learning criteria.
- Purpose of assessment is to provide evidence of student learning and student achievement towards outcomes and standards. They provide feedback to students on their progress and information /data can be used to inform instructional decision-making and inform teaching

<https://www.cmu.edu/teaching/assessment/basics/grading-assessment.html>

Eberly Center. Assess Teaching & Learning. Basics. Grading vs Assessment

Academic Language: Categories of Assessments

Informal Assessments

- Content and performance driven.
- Includes assessments such as:
 - Checks for understanding, Rubrics, checklists, rating scales, portfolios, projects, tests, quizzes, pre-assessments
- Still provide data that informs instruction.

Usually criterion referenced (students assessed on achieving outcome of the standard)

Formal Assessments

- Standardized measures
 - Conclusions based on statistical analysis
 - Data are mathematically computed and summarized.
 - Uses percentiles, standard scores, or other statistical comparisons.
 - Used to assess overall achievement to compare student's performance with others.
- Most common formal assessments in physical education in health-related fitness test.

Academic Language: TYPES of Assessments

Formative	Summative	Authentic
Range of formal and informal assessments occurring during the learning process.	Used to evaluate student learning at the end of an instructional unit against a standard or benchmark.	Students asked to perform real-world task or in the environment that is closest to real world.
<ul style="list-style-type: none"> To modify instruction. 	Determines student's mastery of skills, concepts.	<ul style="list-style-type: none"> 3 vs. 3 game play is more authentic than practice tasks or isolated skill assessment.
<ul style="list-style-type: none"> To modify learning experiences. 	Used to assign grades and evaluate achievement.	<ul style="list-style-type: none"> Usually devised by teacher or groups of teachers.
<ul style="list-style-type: none"> To improve student learning. 	Considers evaluation as a product.	<ul style="list-style-type: none"> Provides direct performance measures.
<ul style="list-style-type: none"> To determine student progress (pre and post). 	Often high stakes with high point values.	<ul style="list-style-type: none"> Provides multiple paths to students to demonstrate competency.
Considers evaluation as a process.		<ul style="list-style-type: none"> Integrates teaching, learning, and assessment.
Seeks to determine how students are progressing in meeting learning goal or outcome.		

Academic Language Related to Assessment and Grading

Assessment and Grading

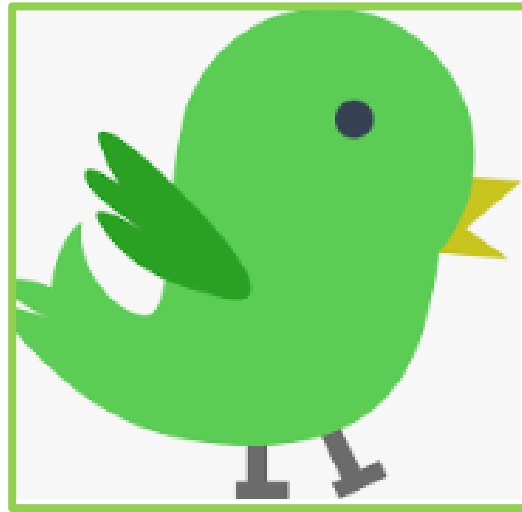
- Standards-based
- Grade-Level benchmarks
- Proficiency
- Partially proficient
- Developing
- Competent
- Below expectations

Examples of PE Academic Language

- Accuracy
- Applying
- Maturing
- Critical elements
- Closed environment
- Open environment
- Personal space
- General space
- Competency
- Health-related fitness components

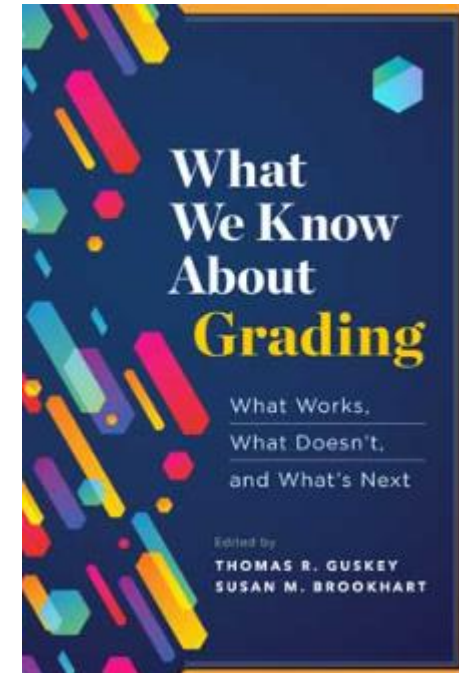


A little Bird Walk....before we talk about grading practices

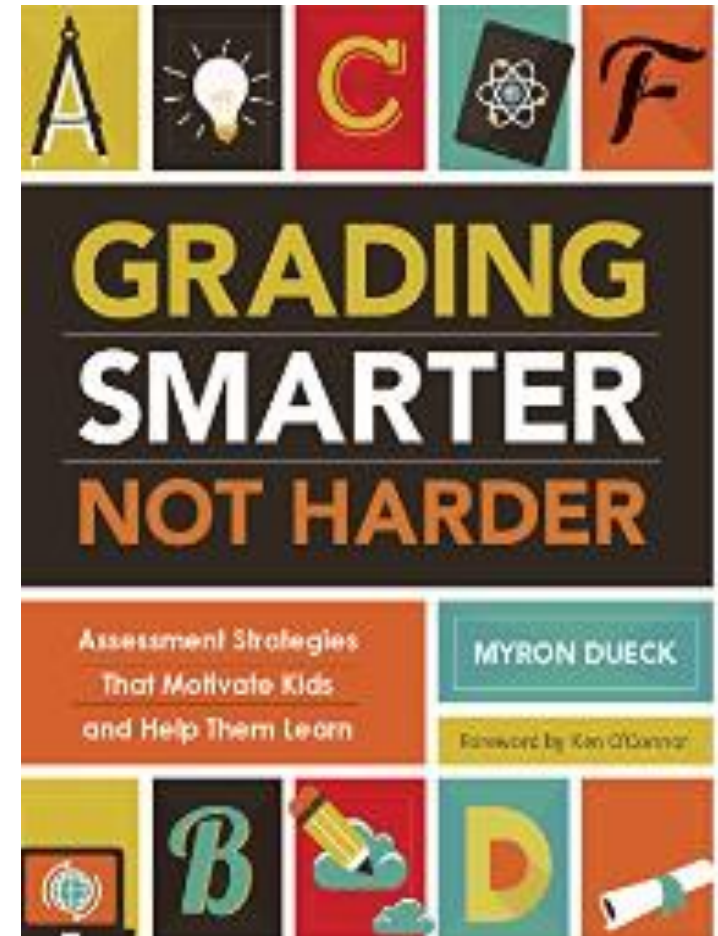
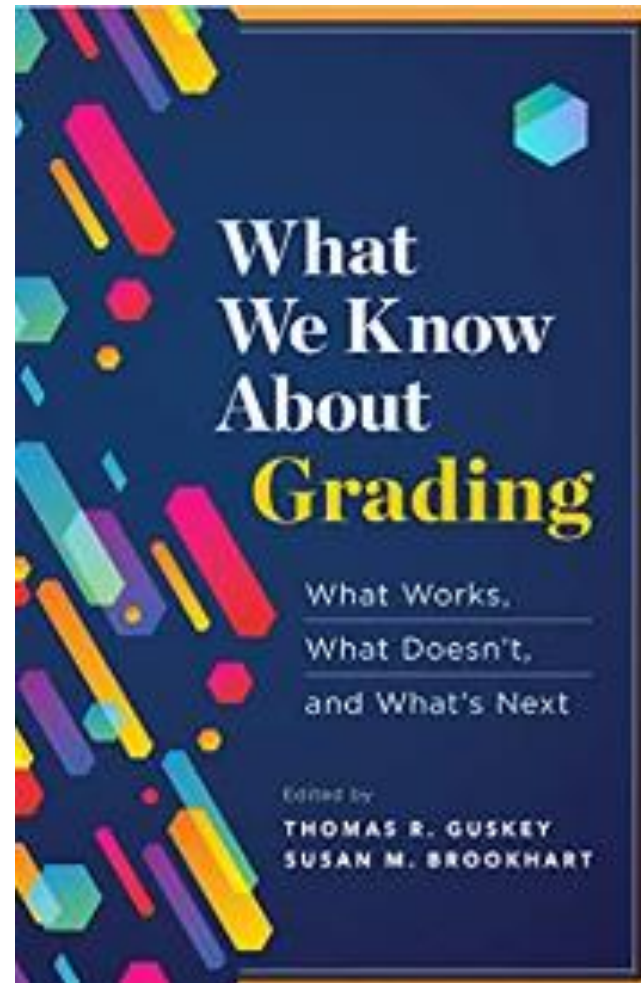
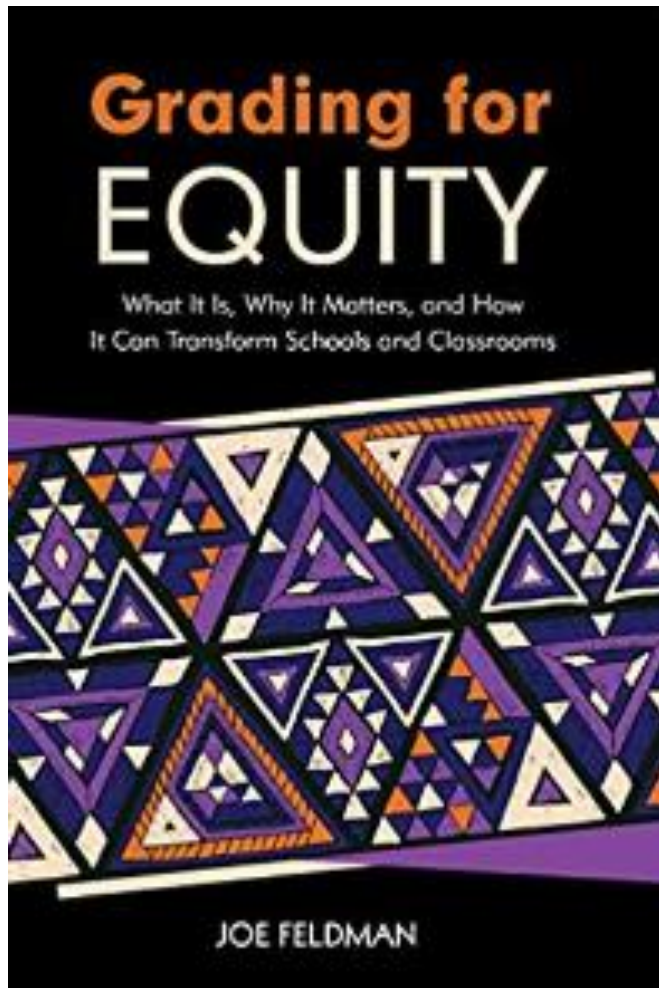


Surveys of Teachers' Grading Practices and Perceptions

1. Measures of academic achievement (e.g., tests, quizzes, papers) were the most important determinants of grades.
2. Teachers emphasized the need for *fair* grading. Fairness was enhanced by using multiple sources of information for grades, being clear about what was assessed and how it would be graded, and by being consistent.
3. It was clear in 12 of the studies that teachers included nonachievement factors to determine grades. These factors included ability, effort, improvement, completion of work, and other student behaviors.
4. There was strong evidence that grading practices were not consistent from one teacher to another, with respect to either purpose or the extent to which nonachievement factors were considered. It was evident that individual teachers emphasize different factors when grading students, reflecting different beliefs and values. Some teachers reported using mostly achievement with few nonachievement factors, while others mixed several factors together.
5. Grading practices tended to vary somewhat by grade level. Although limited by the relatively small number of studies at the elementary level, secondary teachers emphasized achievement products (such as tests) more, while elementary teachers used more informal evidence of learning along with achievement and performance assessments.



Teacher Implicit Bias in Grading Practices



Defining Implicit Bias

“Unconscious bias refers to a bias that we are unaware of, and which happens outside of our control. It is a bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences”

A Few Characteristics to Emphasize Implicit Bias

Implicit biases are **pervasive**. Everyone possesses them, even people with avowed commitments to impartiality such as judges.

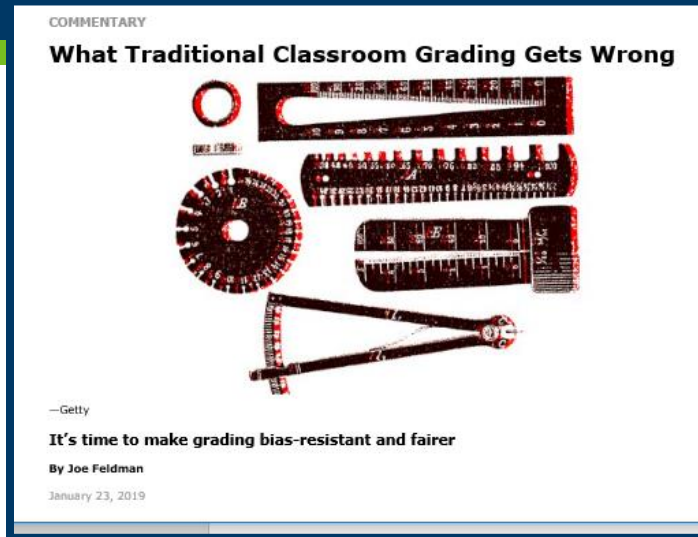
Implicit and explicit biases are **related but distinct mental constructs**. They are not mutually exclusive and may even reinforce each other.

The implicit associations we hold **do not necessarily align with our declared beliefs** or even reflect stances we would explicitly endorse.

We generally tend to hold implicit biases that **favor our own in-group**, though research has shown that we can still hold implicit biases against our in-group.

Implicit biases are **influenced by peer decisions**. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned through a variety of debiasing techniques.

Teacher Implicit Bias in Grading Practices



<https://www.edweek.org/ew/articles/2019/01/23/what-traditional-classroom-grading-gets-wrong.html?PageSpeed=noscript>



<https://www.thegraidenetwork.com/blog-all/2018/8/1/teacher-bias-the-elephant-in-the-classroom>



Unconscious Discrimination: How to Defeat Four Hidden Teacher Biases

<https://education.cu-portland.edu/blog/classroom-resources/unconscious-discrimination-avoiding-teacher-biases/>



<http://neatoday.org/2015/09/09/when-implicit-bias-shapes-teacher-expectations/>

<https://www.edweek.org/tm/articles/2018/07/25/why-teachers-must-fight-implicit-biases.html?intc=main-mpsmvs>



Implicit Bias to be Aware of in Physical Education

Implicit Bias: What It Means and How It Affects Behavior

Race

Gender

Weight

Disability

Gifted

Religion

Sexuality



Bias Related to Grading in Physical Education: An experimental assessment of physical educators' expectations and attitudes: the importance of student weight and gender.

RESULTS:

- Physical educators endorsed inferior ability expectations for overweight students compared to non-overweight students.
- Poorer performance expectations were limited to overweight female targets, but when controlling for participant characteristics, this effect became marginally significant for overweight male targets.
- There was a trend such that participants endorsed more external attributions for the abilities and performance of overweight female students
- Participants endorsed more negative attitudes for both overweight males and females compared to non-overweight youth.

CONCLUSIONS: Findings indicate that physical educators' expectations, attributions, and attitudes regarding students may be negatively influenced by youth body weight, and differ by student gender. The potential effect of physical educators' weight bias on adolescent participation in physical activity and its implications for students' physical health, academic achievement, and social development are discussed.

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Toolkit



Analyzing grading practices in physical education

How Grades are Utilized

- Primary purpose of a grade is to report achievement of a student to external audiences
 - communicate to parents, administrators, college officials, and students themselves the degree to which a student achieved learning goals.
- Performance during the school year represented by grades is also utilized to determine whether secondary students earn credit towards graduation requirements.
- Employers use grades to indicate competence of potential employees
- Grades can be used to “sort” students into more advanced classes.
- Colleges use GPA’s as a predictor of student success in higher education.

Developing a Meaningful Grading System

- Grades should indicate the proportion of targets that students have mastered and should be based on student achievement. Guskey (1996)
- Grade reports, if done correctly, represent a summary of a students' major strengths and areas of incomplete learning.
- To do this, teachers advocate for a standards-based reporting system in which a student receives a score on each standard the class addresses.
- Progress is reported in terms of whether student has demonstrated an expected level of performance (e.g., proficient or advanced), or has failed to satisfy the grade-level expectations (e.g., partially proficient or below expectations) based on the content areas standards.

Food for Thought

- Some feel that grades limit student achievement
- Students pay more attention to the grade than feedback they receive on assessment
 - Papers or tests returned with grades – don't read any feedback
 - Papers or tests with no grades – students read feedback
- When assessments are used only at the end of a unit, students cannot use them to improve.
- Can they be replaced by a standards-based assessment system?

Roadblocks to Effective Assessment and Grading in PE

- Teacher using observation with no written record or documentation
- Difficulties in assessment affective behaviors
- Large class sizes
- Time limitations
- Lack of agreement on grading practices
- Administrative or school policy

Implementing Proficiency-Based Learning and Evidence-Based Grading in Physical Education

Tricia Grajeda, Glenn Hushman, Marjori M. Krebs & Carolyn J. Hushman

Pages 9-16 | Published online: 02 Jul 2019

https://www.tandfonline.com/eprint/Eb66QGWSIXZExYiespW9/full?target=10.1080%2F08924562.2019.1607638&utm_source=TrendMD&utm_medium=cpc&utm_campaign=Strategies_TrendMD_0

How Physical Education Teachers Undermine the Profession by Grading Effort and Participation

Timothy Baghurst, Ph.D
Oklahoma State University

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1024.802&rep=rep1&type=pdf>

Grading in Physical Education

Alisa R. James

Pages 5-7 | Published online: 11 May 2018

Download citation

<https://doi.org/10.1080/07303084.2018.1442063>



<https://www.tandfonline.com/doi/full/10.1080/07303084.2018.1442063>

Coach Devore's Physical Education Page

Time to End This Outdated #PhysEd Practice

1/2/2019

2 Comments

This post also appears as a guest blog at www.newphysicaleducator.com/

<https://coachbdevore.weebly.com/my-blog/time-to-end-this-outdated-physed-practice>

Grading and Report Cards for Standards-Based Physical Education

VINCENT J. MELOGRANO

Methods of grading have become more complicated—and more appropriate!

<https://files.eric.ed.gov/fulltext/EJ795585.pdf>

DRESS FOR SUCCESS
Changing How We Approach Having Students Change For Physical Education

Dress For Success: Changing How We Approach Having Students Change For Physical Education

<https://thephysicaleducator.com/2018/09/05/dress-for-success-in-physical-education/>

Traditional Grading Practices

“Building assessments to improve performance...requires that grades and reports reflect our values and provide apt feedback”

(Wiggins, 1998, 288)

Problems with traditional grading practices:

“When teachers try and factor in non- academic components into a grade, the meaning of the grade becomes distorted and confusing.” (Wiggins, 1998)



Grading Dilemmas



PERFORMANCE-BASED ASSESSMENT FOR MIDDLE AND HIGH SCHOOL PHYSICAL EDUCATION

Jacalyn Lea Lund
Mary Fortman Kirk

GRADING: UNVEILING THE DILEMMAS

Presented for SHAPE America 2019 Convention
Jacalyn Lund, Casey Holibaugh, Myung ha Sur
Georgia State University
Lauren Lieberman, SUNY Brockport

Grading on “Managerial Concerns”

- Traditional PE grading practices have included: student attendance, dressing out for class, participation, and class behavior.
 - Consider what is communicated to students and parents by these factors
 - What do factors like attendance and punctuality, being dressed for class, mean to students and parents? These are class managerial issues, not learning targets. It is the student’s responsibility to come to class on time, dressed appropriately, and be ready to learn.
 - These factors lowers learning expectations in exchange for student compliance in a teacher managerial system.

“ This practices is called a “grade exchange”, wherein teachers reduce their expectations in return for compliant behaviors”. (Doyle, 1983).

- If students can earn a passing grade by simply showing up, dressing, and not misbehaving, then that’s what they will do. But if the only way to earn a passing grade is by demonstrating certain knowledge and skills in learning targets defined in the curriculum, that is where they will focus.
- Managerial concerns should be addressed through class rules, and school policies and handled administratively rather than as part of a grade.

Grading on “Effort”

- “You’ll be just fine if you “give 100%”.
 - What does this mean? Participation? Exertion?
 - What happens when teacher and student define it differently?
- Low fit students vs. fit students
- Best approach for evaluating effort is to set goals that require effort on the part of students. Students who complete assessments and assignments are demonstrating effort.



Effort is very difficult to judge or measure.

Including “Behavior” in a Grade

- Standards 4 and 5 are in the affective domain
 - 6.4.3.1 Cooperate with a small group of classmates during game play, or team-building activities.
 - 9.4.2.1 Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity or social dance
- Hold student accountable only if behavior is part of the standards and is defined in clear, measurable, defensible terms that students understand. Teachers should define fair play and appropriate behavior and include it in course objectives, identify behaviors that represent them, and hold students accountable for demonstrating learning. If it is used to calculate grades, there must be instruction associated with it.(Lund and Kirk, 2018).

I learned something from Lund/Kirk

“Some physical education teachers tell students that everyone starts with an “A” in the class and it was up to them to lose it. This system usually consists of points and if students do things wrong, points are subtracted from their original score.” Issues:

- Includes student behavior in grade instead of basing grade on student learning
- The teacher focus is on when students do things wrong instead of good things
- Increases the chance of teacher bias

“Lowering goals and expectations for students in return for student compliance diminishes the content of physical education. Although poor attitude and behavior are frustrating, they should not be used to calculate grades unless they affect student performance and directly cause a student to not meet instructional goals”.

Grading on “Improvement”

- Grading on improvement is often a “moving target”.
 - Learning new skills: Novice vs. skilled students – Who makes greater gains?
 - Sandbagging
 - Might ‘improve’ but not meet objective
 - Need for pre-post tests – time is an issue
- When teachers clearly state criteria for performance, they stabilize the “moving target”. Goals need to be stated; followed by appropriate instruction, numerous practice opportunities, and chances to test and retest.

Grading on “Fitness Testing”




- Many factors other than physical activity influence fitness testing
 - Heredity, maturation, chronological age, and factors outside of student or teacher control
 - Fitness gain require time and many programs do not provide sufficient time which means students are inappropriately penalized for factors related to program issues.
 - Remember, there is only 1 standard that addresses physical fitness. Inappropriate to base a student’s grade purely

Grading on Fitness Tests: SHAPE America

Appropriate

- Teachers use fitness assessments as part of the ongoing process of helping students understand, enjoy, improve, and/or maintain their physical fitness and well-being (e.g., students set goals for improvement that are revisited during the school year)
- As part of an ongoing program of physical education, students are physically prepared in each fitness component so they can complete the assessments safely.
- Teachers make every effort to create testing situations that are private, nonthreatening, educational and encouraging (e.g., they explain what the test is designed for.

Inappropriate

-  Teachers use fitness test results to assign a grade
-  Students are required to run a mile without appropriate conditioning or acclimatization.
-  Testing is public (e.g., students observe others completing the test while they wait for their turn to take it) with no reason given for the test.

Grading Including “Extra Credit”

- The final grade that a teacher gives a student should reflect the degree in which the student has met the objectives.
- Extra credit distorts the original intention of the objective.
- If a student wishes to increase a grade, that increase should directly align to the course objective.
- Allow extra practice time and retest opportunities for students wishing to improve.

You are teaching a basketball unit. In your class you have a student, Ben, who is on the school basketball team, and a student, Tony, who has never touched a basketball. When conducting their skill assessment, Ben passes all the criteria on the first trial. Tony fails the test on their first trial, but is able to meet all on their 5th trial. How are each student scored?

- a. Both students score the same
- b. Ben receives a higher score than Tony.
- c. Tony receives a higher score than Ben.

You are teaching a soccer unit. Maria arrives for class on time, completes all the skills tests, but is not dressed for the activity. What points does Maria receive?

- a. Maria receives full points.
- b. Maria receives reduced points for failure to dress for the activity.
- c. Maria receives no points for lack of attire.

You are teaching a lacrosse unit. John is a standout athlete on the lacrosse team. He has perfect scores on all written and skills tests. During game play John is often critical of his teammates execution of skills which impacts their abilities. You are assessing game play through a rubric aligned with standard 4 benchmark: **9.4.2.1: Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity.**

How do you assess John?

- a. John receives full points because of his high skill level.
- b. John receives partial points because of bad sportsmanship.

You are teaching a team soccer unit. Jenny is new to the activity and on the pre-test scores very low in skill level. David is on the school soccer team and yet on the pre-test also scores very low. Jenny scores advance significantly during the post test; as do David's. What grade does each receive?

- a. Both get the same score.
- b. Maria receives more points because she shows more improvement,
- c. David receives less points because you know he was “sandbagging”.

You are administering a physical fitness test. Sue scores in the ‘healthy fitness zone’ in all 6 test batteries. Chris reaches the healthy fitness zone (HFZ) in 2 out of the 6. How do you score their fitness test results?

- a. Sue receives full points for meeting all 6 in the HFZ
- b. Chris receives reduced points for failure to score in the healthy fitness zone in all 6 test batteries.
- c. They both get the same points for completing the tests.
- d. Neither receives any points. Points regarding fitness testing are related to self-assessment and planning by the student; not by test results.






Best Practices in Grading Physical Education

Best Practice Guidelines from SHAPE America in Assessment and Grading

Appropriate

- Physical education grades are based on thoughtfully identified components that are aligned with course goals and state standards.
- Students know the components of and criteria included in their grade, and the rationale for each.
- Data on student achievement are used to evaluate program effectiveness on a regular basis.

Inappropriate

-  Grades are based on athletic ability, a one-time fitness or skill test, dressing requirements and attendance, or undefined measures of effort, participation and attitude.
-  Teachers use subjective measures (e.g., effort, participation, and/or dress) to assign grades.
-  Program evaluation is based solely on personal impressions.

Assess everything – Don't Grade on Everything

- Sample student performance. Do not include all scores in grades.
 - A variety of assessment strategies are needed, depending on the purpose
 - Formative assessments offer directions for improvement and adjustment during the instruction and learning process.
 - Summative assessments provide information to make judgements about a students achievement at the end of a period of instruction and learning.
 - Not everything assessed needs to be graded.
 - Determine the weight of assessments and determine which will be included as part of a grade ahead of time.

Hints and Suggestions for More Effective Grading Practices

Achievement

- Use learning as a basis for grades
- Look at achievement through a variety of lenses
- Limit or eliminate extra credit

Fairness

- Show assessment plan early in the unit
- Avoid hidden agendas on grading system
- Allow multiple opportunities for success
- Never give lower grades to motivate students to try harder.
- Avoid averaging scores – use the mode, not the average
- Use an absolute grading scale (no + and -)
- Determine fair grades for students on the borderline
- Avoid grading on the curve with standards-based assessment

Teaching

- Use assessments for multiple purposes
- All formative assessments do not contribute to a grade

Lund and Kirk, 2018

Vocabulary Mind Shift in Grading

Traditional Reporting

“What are we doing today?”

“What grade did I get?”

Product: “One and Done”

Grades as a distraction to learning, where society has given grades a great deal of power.

Scores, numbers, % or symbols communicated to the student.

COMPLIANCE: subjective evaluation

Standards-based reporting

“What are we learning today?”

“What did I learn? What am I learning?”

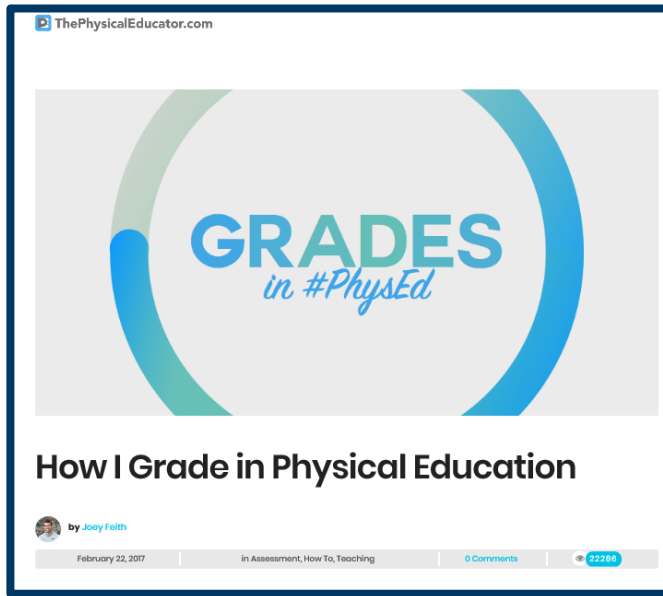
Process: Where am I on my learning journey?

Learning as the main purpose of school, and grades are simply place holders.

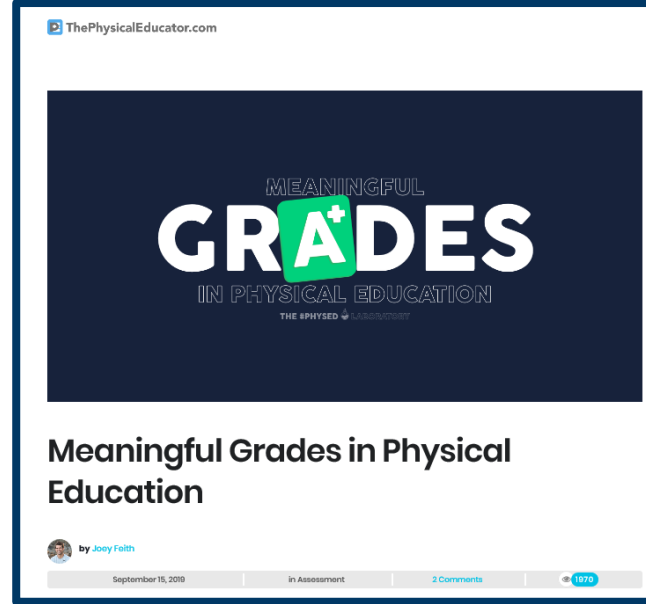
Current level of understanding.

Descriptive and prescriptive feedback provided from multiple sources.

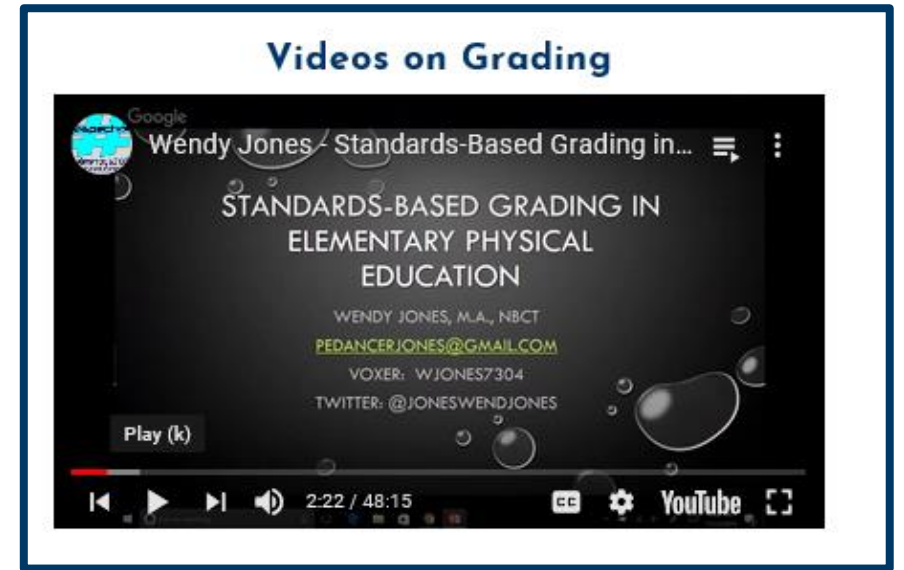
LEARNING: evidence based evaluation



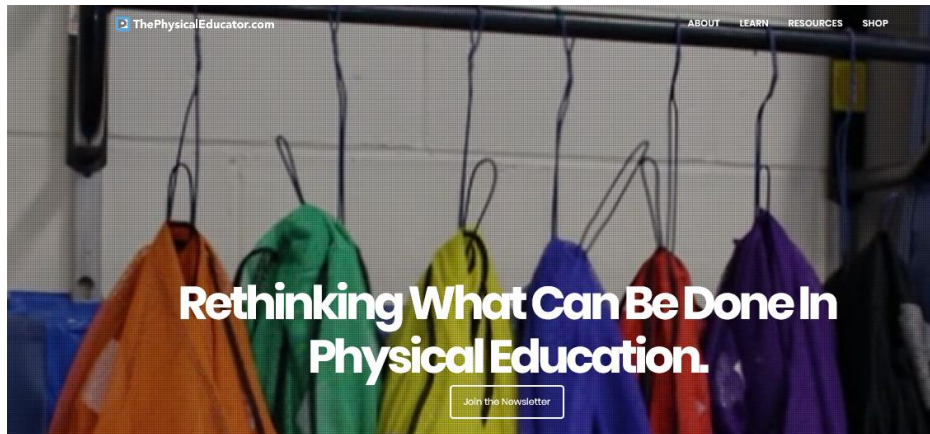
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www.supportrealteachers.org/grading-in-physical-education.html



<https://thephysicaleducator.com/>



<http://movelivelearn.com/motivating-students-beyond-passfail/>



http://www.movelivelearn.com/sbg_physed/

SHAPE America: Standards-Based Physical Education Progress Report Example

Standards-Based Physical Education Student Progress Report Elementary School Example

Student Information

Student Name:	Caroline Carter	Classroom Teacher:	Jones
Grade:	2	School Year:	2015-2016

Evaluation Key

3 = Excellent: Student exceeds grade-level expectations.

2 = Competent: Student meets grade-level expectations.

1 = Needs Improvement: Student needs more practice to meet grade-level expectations.

NA = Not assessed.

National Standards for K-12 Physical Education	Assessment Tools	Assessment Scores, by Grading Term		
		Term 1	Term 2	Term 3
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.				
Skips using a mature pattern (S1.E1.2)	Structured observation/video in a variety of settings	2	3	3
Demonstrates 4 of the 5 critical elements for jumping & landing in a horizontal plane using a variety of 1- and 2-foot take-off and landings (S1.E3.2)	Identification assessment, peer feedback, video-capture teacher feedback	2	3	3
Balances in an inverted position with stillness and supportive base. (S1.E7.2b)	Group-supported balance demonstration, station demonstrations (peer and teacher), with video check	NA	2	2
Drubbles using the preferred hand while walking in general space (S1.E17.2b)	Group practice, peer feedback, game-like practice popsicle stick feedback from teacher	NA	2	2
Jumps a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a)	Video analysis by teacher	2	3	3

Standards-Based Physical Education Student Progress Report Middle School Example

Student Information

Student Name:	Michael Jones	Physical Education Teacher:	Mrs. Bailey
Grade:	7	School Year:	2015-16

Evaluation Key

3 = Excellent: Student exceeds grade-level expectations.

2 = Competent: Student meets grade-level expectations.

1 = Needs Improvement: Student needs more practice to meet grade-level expectations.

NA = Not assessed.

National Standards for K-12 Physical Education	Assessment Tools	Assessment Scores, by Grading Term			
		Term 1	Term 2	Term 3	Term 4
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.					
Demonstrates the mature form of forehand and backhand strokes with a long-handed implement in net games such as badminton or tennis. (S1.M14.7)	Rubric checklist for forehand and backhand strokes Video analysis and comparison of backhand and forehand skills from beginning of unit to end of unit	n/a	2	n/a	3
Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7)	Video assessment and rubric checklist	2	3	3	n/a
Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.					
Selects offensive shot based on opponent's location (hits where opponent is not). (S2.M8.7)	Peer feedback	n/a	2	n/a	2
Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go. (S2.M2.7)	Rubric checklist	1	2	2	n/a

Standards-Based Physical Education Student Progress Report High School Sample

Student Information

Student Name:	Michelle Jones	Physical Education Teacher:	Mrs. Bailey
Grade:	11	School Year:	2015-16

Evaluation Key

3 = Excellent: Student exceeds grade-level expectations.

2 = Competent: Student meets grade-level expectations.

1 = Needs Improvement: Student needs more practice to meet grade-level expectations.

NA = Not assessed.

National Standards for K-12 Physical Education	Assessment Tools	Assessment Scores, by Grading Term			
		Term 1	Term 2	Term 3	Term 4
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.					
Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)	Types of training assessment: Demonstrates a performance level that produces heart rate data aligned to several training types (e.g., interval, circuit, continuous, weight).	n/a	2	n/a	n/a
Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.					
Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)	FITT assessment Applies frequency, intensity, time and type to badminton, swimming and weight training to demonstrate understanding of the overload principle.	2	3	3	3
	Types of training assessment Comprehends advantages and disadvantages of each training type.	n/a	2	n/a	n/a

STUDENT GRADE SCALE

MILESTONE	LEVEL	INDICATORS			POINTS	SCALE	GRADE
NOT YET! Students at this level are at the start of their learning journey. Remember to be a YETI as you learn!	BEGINNING	Below <small>Not Yet Level</small>	Not Yet!	Not Yet!	2	2.25	45
	ATTAINED	Not Yet!	Not Yet!	Not Yet!	3	2.5	50
	SURPASSING	Not Yet!	Not Yet!	getting There! <small>(or beyond)</small>	4	2.75	55
GETTING THERE! Students at this level are making progress towards meeting grade-level expectations. You're on track!	BEGINNING	Not Yet! <small>(or below)</small>	getting There!	getting There!	5	3	60
	ATTAINED	getting There!	getting There!	getting There!	6	3.25	65
	SURPASSING	getting There!	getting There!	got It! <small>(or beyond)</small>	7	3.5	70
GOT IT! Students at this level are meeting grade-level expectations. There is still room to grow, but you've got it!	BEGINNING	getting There! <small>(or below)</small>	got It!	got It!	8	3.75	75
	ATTAINED	got It!	got It!	got It!	9	4	80
	SURPASSING	got It!	got It!	wow! <small>(or beyond)</small>	10	4.25	85
WOW! Students at this level are exceeding grade-level expectations. Don't stop now! The sky is the limit!	BEGINNING	got It! <small>(or below)</small>	wow!	wow!	11	4.5	90
	ATTAINED	wow!	wow!	wow!	12	4.75	95
	SURPASSING	wow!	wow!	beyond! <small>Wow Level</small>	13	5	100

Grading and Report Cards for Standards-Based Physical Education

VINCENT J. MELOGRANO

Methods of grading have become more complicated—and more appropriate!

Physical education teachers are confronted with a high-stakes, standards-based environment that has produced a grading and report card crisis. The development of content standards, greater access to information about student achievement, and an emphasis on self-directed learning styles have led to changes in the way students are taught and assessed. The shift towards authentic learning (i.e., learning that is relevant to students and the real world) and authentic assessment (i.e., an accurate determination of what students really know, can do, and value) raises questions about traditional grading practices. Traditional letter grading systems fail to provide specific information about learning targets, which is why authentic learning and assessment have begun to influence grading and reporting practices. We need to move away from traditional letter grading and begin to use a grading system that informs and truly assesses learning (O'Connor, 2002).

The purpose of this article is to explore the reality of grading and report cards within the context of standards-based physical education (SBPE). The article's specific objectives are to (1) identify standards for conducting quality assessments, (2) examine grading issues and concerns, (3) present guidelines for grading in SBPE programs, and (4) show examples of grading and reporting schemes that emphasize clear reference points (content standards and learning targets).

Standards for Quality Assessments

In order to achieve excellence in education, school accountability models have been designed to transform high standards and expectations into rigorous assessments, such as on-demand, standardized achievement tests. The United States—particularly legislators, parents, and many educators—strongly believes that increased student learning, and therefore, school improvement, comes from frequent, intense, high-stakes testing. Although such tests provide important information for program and policy decision-making, they are limited in meeting the information needs of teachers and students at the classroom level (in this article, the term *classroom level* refers to the physical education setting).

Grades, progress reports, and report cards are related to assessment because each is usually derived from a variety of assessment scores. If teachers are responsive to the meaning of SBPE, quality assessments are a must. Teachers need to assess accurately and use assessment to benefit students, not merely to sort and grade students. Quality assessment practices are built on five dimensions (Stiggins, Arter, Chappuis, & Chappuis, 2004):

1. *Clear Purpose.* Assessments should arise from, and be designed to serve, the specific information needs of intended users. Quality assessments serve appropriate, clearly articulated purposes. Why is the assessment being conducted? Is there a clear picture of who will use the results and how the results will be used? How do

November 2011 | Volume 69 | Number 3
Effective Grading Practices Pages 10-14

Issue Table of Contents | Read Article Abstract

Starting the Conversation About Grading

Susan M. Brookhart

The first task in successful grading reform is to reach consensus on the purpose of grades.

When I talk with teachers about grading, feelings often run high. Teachers tend to assume that others agree with their positions, but in fact I hear a range of opinions. Some talk about the academic meaning of grades:

Our state test scores were rising, but our grades weren't. Aren't we supposed to be measuring the same standards?

Our kids used to complain that with some teachers they'd get an A, and with others they'd get a B. We're trying to be more consistent.

Some address the importance of effort:

They can't get an A if they don't do the homework. If you only do half the work on your job, you get fired.

Everything students do counts in my classroom.

Some think about the motivational aspect of grades:

It's very important to keep hope alive. Once kids give up, you've lost them.

But even though opinions about why grades are important differ, more and more educators are beginning to question traditional grading practices that were developed to sort students into learners and nonlearners, not to support learning for all. Today's standards and accountability movement, which holds schools responsible for the learning of *all* students, has its counterpart in *standards-based grading*, which could just as easily be called *learning-focused grading*.

Decide on Purpose

As school districts contemplate a journey toward standards-based grading, they must make quite a conceptual and practical shift. With most conventional grading practices, one grade sums up achievement in a subject, and that one grade often includes effort and behavior. With standards-based, learning-focused grading practices, a grade sums up achievement on standards—there are often several grades per subject—with effort and behavior reported separately.

As they attempt to make this shift, many schools go off track or get swamped by side issues. They waste energy having hard discussions about details of grading practice that, by themselves, cannot accomplish

Grading Activity



Use these discussion points to start a conversation about grading.

- Grades should reflect achievement of intended learning outcomes—whether the school is using a conventional, subject-based report card or a report card that represents these intended learning outcomes as standards.

- The primary audiences for the message conveyed in grades are students and their parents; grading policies should aim to give them useful, timely, actionable information. Teachers, administrators, and other educators are secondary audiences.

- Grades should reflect a particular student's individual achievement. Group and cooperative skills are important, but they should be reflected elsewhere, not in an individual's academic grade.

- Grading policies should be set up to support student motivation to learn. A student should never reach a place where there is no point doing any more work because failure is inevitable.



Best Practices in Assessment in physical education

Standards-Based Assessment

GET STARTED WITH A STANDARDS-BASED ASSESSMENT

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THIS IS AN EXCERPT FROM **MEETING PHYSICAL EDUCATION STANDARDS THROUGH MEANINGFUL ASSESSMENT WITH WEB RESOURCE** BY GREG BERT & LISA SUMMERS.

Getting Started With Standards-Based Assessment

Students who can identify what they are learning significantly outscore those who cannot.

—Robert J. Marzano

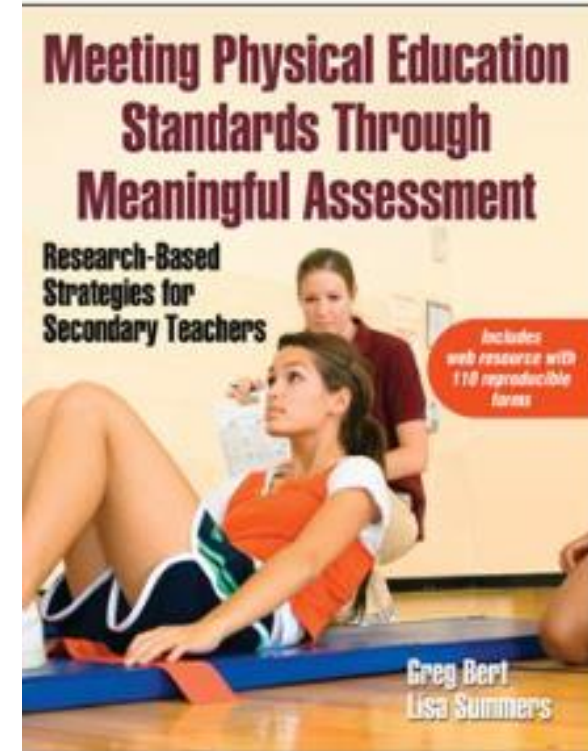
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Best Practices in Assessment for Learning



ASSESSMENT FOR LEARNING BENEFITS

RICK STIGGINS

- MOTIVATE STUDENTS WHO FEEL UNMOTIVATED
- RESTORE STUDENTS DESIRE TO LEARN
- ENCOURAGE STUDENTS TO CONTINUE LEARNING
- CREATE AN INCREASED SENSE OF ACHIEVEMENT FOR ALL

erri Drain @terridr99 · 11 Dec 2017

ASSESSMENT FOR LEARNING 7 STRATEGIES

RICK STIGGINS

- Provide a clear and understandable vision of the learning target.
- Use examples and models of strong and weak work.
- Offer regular descriptive feedback.
- Teach students to self-assess and set goals.
- Design lessons to focus on one aspect of quality at a time.
- Teach students focused revision.
- Engage students in self-reflection, and let them keep track of and share their learning.

erri Drain @terridr99 · 11 Dec 2017

<https://twitter.com/i/moments/940590453321236480>



PHYSEDAGOGY

<https://physedagogy.com/>

#PhysEdSummit Standards Based Instruction / Assessment – Retro Badges

Here will be the listing of all standards based instruction / assessment presentations that have been presented on during a #PhysEdSummit. Please enjoy the learning experience and remember if you watch three different standards based instruction / assessment sessions, then you will earn an #Assessment retro badge for the 2017 #PhysEdSummit!

<https://physedagogy.com/2017/08/10/physedsummit-standards-based-instruction-assessment-retro-badges/>






<https://thephysicaleducator.com/2017/12/07/assessment-for-learning/>

Best Practice Guidelines from SHAPE America in Assessment and Grading

Appropriate

- Formative and summative assessments constitute ongoing and integral parts of the learning process for all students, including those with disabilities.
- Teachers systematically assess all domains (cognitive, affective, physical), using a Variety of assessment techniques.
- Assessments include clearly defined criteria that are articulated to students as part of instruction before assessment (e.g., a rubric is provided and explained during instruction).

Inappropriate




-  Assessment is rare and random, and occurs only in the context of grading.
-  Teachers assess only physical fitness.
-  Assessments aren't defined clearly and/or don't relate to program goals and objectives.

Best Practice Guidelines from SHAPE America in Assessment and Grading

Appropriate

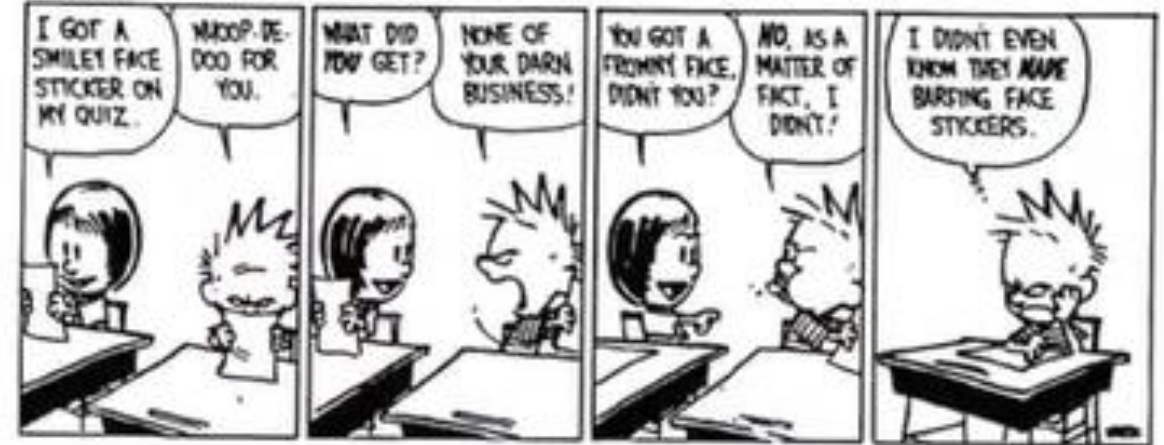
- Teachers encourage students to avoid comparisons with others and instead, to use results as a catalyst for personal improvement.
- Test results are shared privately with children and their parents/guardians as a tool for developing personal goals and strategies for maintaining and increasing the respective fitness parameters.
- Teachers provide regular reports of student progress to student and parents/guardians, using a variety of continuous, formative evaluations and assessments (e.g., heart rate monitor printouts, pedometer step sheets)

Inappropriate

-  Results are interpreted based on comparisons to norms rather than how that apply to student's future health and well-being. Students are allowed to compare their test scores.
-  Individual fitness scores are posted publically, where others can view and compare them.
-  Parents/guardians never receive information about the program content and their children's progress beyond a letter grade in a report card.

ASSESSMENT TOOL

“ We all need people who will give us feedback. That's how we improve
Bill Gates, Microsoft



Peanuts



1.1.3.1 Roll and throw underhand demonstrating two of the five critical elements of the maturing pattern.

- Teacher's clipboard has an "X" next to David's name that means he cannot meet this benchmark.
- What does the "X" tell us?
- What doesn't it tell us?
 - Can he perform any of the critical elements?
 - which critical elements can he do?
 - Which critical elements can't he do?
- What kind of assessment would help?

MN Sample Assessment: 1.1.3.1 Checklist

Student Name	Ball held in hand corresponding to trail leg	Stride stance, step with opposition to arm motion	Throwing arm swings backward then forward	Weight transfer from rear to forward foot as ball is released between knee and waist	Throwing arm follows through toward the target	Total # of critical elements
Student Name						

Tips for Assessment savy

Lund and Kirk's 35 Tips for Acquiring Assessment Savvy

1. Think big, start small.
2. Teach for depth, not breadth.
3. Become a facilitator of learning.
4. Write down instructional goals that clearly state what you want.
5. Make learning and assessment as authentic as possible.
6. Remember that learning and assessment should be inseparable.
7. Align instruction with assessment.
8. Design assessments so that novice levels of learning can be detected.
9. Assess affective-domain dispositions if you want students to acquire them.
10. Differentiate performance tasks to meet the needs of diverse students.
11. Use a variety of assessments to measure all aspects of student learning.
12. Give students choices about assessment.
13. Keep differentiated assignments equivalent to each other.
14. Write the prompt so that students have enough information to succeed.
15. Give students multiple opportunities to achieve mastery.
16. Develop assessment routines.
17. Present assessments early in the unit.
18. Use assessment continuously.
19. Use assessments for multiple purposes.
20. Establish checkpoints for assessments.
21. Avoid bottlenecks at assessment stations.
22. Keep assessment from being a burden.
23. Be prepared to revise assessments.
24. Use assessments to showcase students' learning and promote the physical education program.
25. Teach students to benefit from assessments.
26. Allow adequate time for students to complete performance assessments.
27. Weight more difficult assessments more heavily to credit extra effort.
28. Give students the opportunity to improve or correct performance.
29. Have students take assessments seriously.
30. Develop a system for assessing every student, even in large classes.
31. Avoid activities that are culturally biased.
32. Do not trust your memory when grading students.
33. Make sure the pieces fit.
34. Share your ideas with colleagues.
35. Use technology to assess meaningful content.

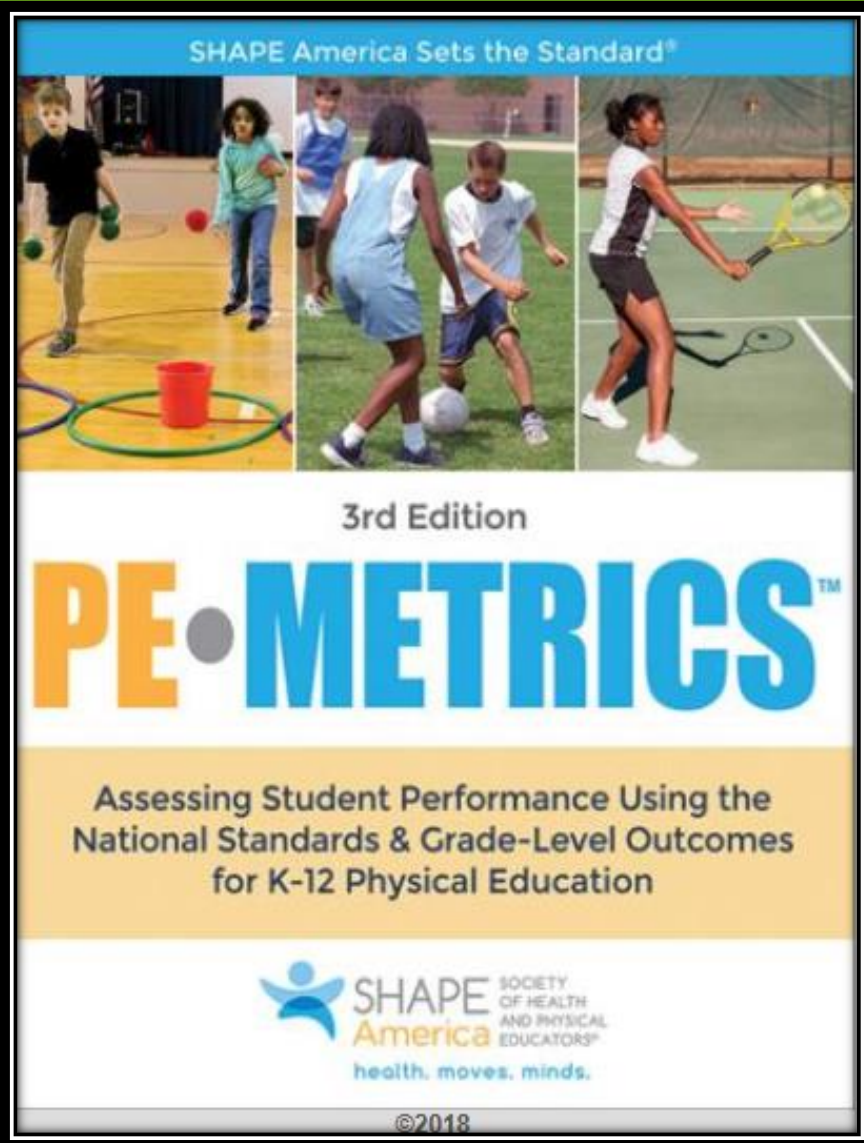
Lund, Kirk, 2018

Figure 14.1 By addressing these elements, you can begin your journey to improve student assessment practices.



Apply standards-based assessment and grading practices

Sample Assessments



Sample Assessments for Minnesota Academic Standards and Grade-Level Benchmarks in Physical Education Elementary (Grades K-5)

Minnesota Statute 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 Academic Standards in Physical Education and Grade-Level Benchmarks](#).

Sample Physical Education Assessments

This document provides sample assessments for measuring student performance aligned with the [2018 Minnesota Academic Standards in Physical Education and Grade-Level Benchmarks](#). 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 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.

PE Metrics and Sample Assessments

What they are....

- A way of thinking about assessment in physical education.
- Collection of sample assessments with criteria.
- Assessments aligned to specific grade level outcomes.
- Pragmatic approaches to assessment in physical education
- Adaptable

What they are not

- A prescription for assessment in physical education.
- A collection of exemplars – all samples can be modified.
- Assessments for every grad-level benchmark.
- Validated instruments with established content validity.

Format for sample assessments (PE metrics and MN Samples)

Identifies Standard, Focus Area and Benchmark

Identifies the Assessment task (check lists, exit slips, short answer, performance rubric ...)

Provides guidelines for assessment (use as is, modify, or create something else). Often includes general teaching expectations prior to assessment.

Identifies definitions(if any)

Identifies critical elements

Provides setup and equipment needed for assessment

Assessment directions and sample scoring guide

Modifying/Creating Assessments

Samples offer suggestions on possible assessments

- Encourage you to modify assessments to best fit your teaching environment and program goals
 - Checklist can become rubrics
 - Rubrics can become checklists
 - Pre-assessments can also be post-assessments
 - Rating scales can become checklist
 - Rubrics can become rating scales
- Within sample assessments
 - Can eliminate criteria within a sample assessment
 - Can add criteria within a sample assessment
 - Can add categories within assessments
- Create new assessments aligned with outcomes

Checks for Understanding

Checks for understanding use many formats

- **Thumbs up** if you understand, thumbs sideways if you sort of understand, and thumbs down if you need more clarity
- Asking a question and students provide the answer through movement (for example)
 - **Show me a curved pathway using a skip**
 - **Show me the correct hand position for the forearm pass**
- At end of class, students **reflect** on lesson and write down what they've learned or summarize the important concepts
- **Think-pair-share**
- **Response to prompts** such as 1) things they learned from lesson; 2) things they want to know more about or want to improve; 3) questions they have about the lesson

Type of formative assessment that allows for -

- Clarification of student understanding
- Feedback to teacher
- Allow students to synthesize daily content

Can use four different types of prompts that -

- Provide formative assessment data
- Stimulate student self-analysis
- Focus on instructional strategies
- Open communication to teacher







Minnesota Exit Slip Sample

Fitness knowledge: Benchmark 0.3.3.1: Recognize that faster movement corresponds to faster heartbeat and breathing.

- Provide instruction on how to feel the heartbeat and recognize speed changes. Faster movement corresponds to faster heartbeat. Counting heart rate is not the focus of this benchmark.
- Provide instruction on how to listen to their breathing and notice how it changes with different activities.
- Provide activities that will increasingly cause faster heartbeats. After each activity, ask the students to place their hand on their chest and identify if their heart is beating faster or slower than the previous activity. Discuss other activities they do throughout their day and connect each activity to how it impacts heart beat and breathing.

At the end of class, students will circle the picture in each row that would make their heart beat faster. Repeat these directions for each row. On the back, students should draw a picture of another activity that would make their heart beat fast.

Assessment Exit Slip

1		
2		
3		

Scoring guide: To pass this benchmark, students must correctly respond to two of the three items.

Definition: Identifies whether individual performance criteria are present or absent

- Simple “Yes” or “No”
- No specific evaluation on the “quality” of the performance

Advantage of Checklist

- Easy to design
- Easy to use

Uses for Checklist

- Often used as peer assessments
- Often used to determine if all parts of an assignment are completed
- Pre-assessments

MN Sample Assessment: Checklist 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: 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. Scoring guide: Students must score two or fewer errors in each component (rhythm, pattern) to achieve this benchmark.

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

Sample Peer Checklist PE Metrics. 9.4.2.1. Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity.

Peer Evaluation Checklist on Personal and Social Responsibility

• Rectangular

*Name of Student Submitting Evaluation: _____

For each member in your group, submit the following checklist based on your experience during the project. Your answers will not be shared and are part of the overall evaluation of the experience and the final project.

Group Member #1: _____

Offered suggestions and ideas	Yes	No
Listen to others and accepted change	Yes	No
Provides assistance and/or encouragement	Yes	No
Treats others with respect and kindness	Yes	No
Worked cooperatively with others	Yes	No
Was a major contributor to the group's success	Yes	No

Purpose of Rubrics

- Assess performance
 - Observe students in the process of doing something
 - Assess the product that is the result of student's work
- Identifies specific criteria for performance at each level
- Allows you to assess all components of a skill or assignment using one assessment

Using PE Metrics: 3 Level Rubrics...

Develop the Generic Indicators for each level

- **Developing**

- Moving towards competency and mastery
- Identified criteria are emerging
- Further development needed

- **Competent**

- Demonstrates all identified critical elements
- Demonstrates mastery of the skill/knowledge/concept

- **Proficient**

- Demonstrates all identified
- Demonstrates additional performance criteria
- Demonstrates more quality performance (e.g., greater range of motion, better timing, smoother motion, or more coordinated movement)

Example: PE Metrics Rubric for Three-Level Rubric for Overarm Throw

Indicator	Developing	Competent	Proficient
<p>Demonstrates a mature overarm throwing pattern.</p>	<p>Demonstrates fewer than 8 of the critical elements:</p> <ul style="list-style-type: none"> • Same side step • Elbow below shoulder height in preparation • Facing target which eliminates hip and spine rotation • No forward step or mistimed forward step with weight shift <ul style="list-style-type: none"> • Weight shift too early • Weight shift too late • Limited extension of arm in preparation and/or follow-through • Throw lacks distance 	<p>Demonstrates the following critical elements:</p> <ul style="list-style-type: none"> • Sideways to target • Hip and spine rotate in preparation of throwing action • Arm back and extended <ul style="list-style-type: none"> • Elbow at shoulder height or above • Elbow leads • Full extension of arm in preparation and follow-through • Steps on opposite foot as throwing arm moves forward • Hip and spine rotate with forward stride – toes to target • Forward step/weight shift well-time with hip/spine rotation • Throws for distance 	<p>Demonstrates all critical elements and -</p> <ul style="list-style-type: none"> • Stride elongated and well-timed • Full extension during preparation and follow-through • Throws for distance and power • Forward step/weight shift, hip/spine rotation, and forward stride well-timed

Five Criteria for Rubric Development

Appropriate – aligned with some aspect of the standard/outcome

Definable – clear, agreed-upon meaning

Observable – quality of performance can be perceived

Distinct from one another – each level defines distinct levels of candidate performance

Complete – all criteria together describes the whole of the learning outcome

Practical Tips for Assessment: Do's and Don'ts

Do assess selectively

- Select specific classes to assess
- Select specific outcomes to assess

Spread assessment overtime

- Spread assignments/assessments over time
- Use group projects/assignments
- Vary assessment due dates

Use different types of assessments

- Peer assessment
- Self-assessments
- Group assignments/projects

Do **not** attempt to –

- Assess every class on the same day
- Assess every outcome

Do **not** have an “Assessment Day”

- Assessments should be completed overtime
- Assessments should be continuous and ongoing
- Problems created with student absences

Do **not** bury yourself by having all assignments due on the same day

- Do common assessments at different times during the semester for different classes
- Keep data on a spreadsheet to facilitate analysis

Practical Tips for Assessment: Divide Assessments into Manageable Parts

Reflections can be biweekly or once a month

For complex or multipart projects such as Fitness Portfolios –

- Use a suite of assessments at different times and stages
- Students submit each section separately on different due dates

Data is submitted before goals are created (checklist)

Goals assessed before plan is submitted (rubric)

Tracking of activity levels with participation logs(e.g., minutes of participation, steps, etc.) reviewed once a month (holistic rubric, rating scale, or checklist)

Summary report/reflection including impact data with next steps (analytical rubric)

By evaluating each stage of an assignment

You can identify students' misconceptions and mistakes early allowing for corrections to be made

It spreads evaluation over time – you are not overwhelmed at the end with the volume of complex assignments to be evaluated

Using Observation as an Assessment

First step is to identify the critical elements of the skill being assessed

Practice using the assessment as you move around your space

- Identify students with performance errors first
- Identify students with mature and highly efficient patterns next
- Other students you can assume are at the competency level

Focus on the process and not the product of the movement

Assess students during practice tasks or modified game play

- Make a habit of noting student performance either electronically or note performance on paper
- Scan the class regularly

Can re-evaluate students at different times

Technology and Assessment

Use technology to –

- Track student progress and performance
- Analyze and interpret results
- Data storage

Use technology for –

- Student submission of assignment
- Students self-tracking levels of activity, participation, fitness
- Student reflections, blogs, exit slips, etc.

Teach use of Technology for–

- Critiquing various apps, fitness sites, information on web, etc.
- Ethical use of technology

Developing an Assessment Plan

Inventory current assessments used in program

- Evaluate strengths and weaknesses of current assessments
- Type of assessments currently in place
- Determine any assessment gaps

Review sample assessments from PE Metrics, websites, books, etc.

Do not reinvent the wheel

Modify assessments from other sources

Create a catalog of possible assessments

Develop system-wide assessments

Share the responsibility

- Develop common set of assessments used in all schools
- Have different groups working on developing various assessments
- Create a library of assessments that can be shared

Putting it all together: Example: Performance Outcomes for Bundles

- 3.1.3.16: Perform a variety of jump rope skills with a short rope
- 3.2.1.3: apply effort awareness concepts of speed & force
- 3.3.3.1: define cardiorespiratory fitness and provide examples that enhance cardiorespiratory fitness
- 3.4.1.1: work independently for extended periods of time, while exhibiting personal responsibility related to self, safety and equipment
- 3.4.5.1: move safely using equipment in personal space with minimal reminders
- 3.5.2.1: describe the challenge & personal enjoyment from learning a new activity

Putting it all together: Example: Performance Outcomes for Bundles

Students will use correct force and speed to perform 5 different jump rope tricks chosen from a set of 10 options (including jumps of varying levels of difficulty); they will use these experiences to create their own definition of cardiorespiratory fitness and recognize the effects consecutive jumping has on the heart and lungs; they will demonstrate respectful behaviors by remaining on task and following the safety protocols, and they will reflect on their personal experiences with challenge and enjoyment.

Breaking Down Performance Outcome for Assessment

What are the benchmarks?

- 3.1.3.16: perform a variety of jump rope skills
- 3.2.1.3: apply effort awareness concepts of speed & force

What part of the performance outcome is being assessed?

- Students will use correct force and speed to perform 5 different jump rope tricks chosen from a set of 10 options (including jumps of varying levels of difficulty). Jump rope skills include:
 - Skier (jump side to side) Bell (forward and back) Single side swing and jump
 - Double swing side swing and jump Straddle (Spread then together) Scissors
 - Straddle-Cross Crossover (cross arms) Full turn

What is the Assessment tool?

- Student jump rope performance rubric

Jump Rope Rubric for 3.1.3.16 and 3.2.1.3

Jump Rope Skills	Jump Rope Skills Developing (1) Competent (2) Proficient(3)	Effort awareness concepts of speed and force applied to skill? Developing (1) Competent (2) Proficient(3)	Total points
Skier (side to side)			
Bell (jump forward and back)			
Single side swing and jump			
Double side swing and jump			
Straddle (spread then together)			
Scissors (front and back)			
Straddle Cross (with legs)			
Cross-over (with arms)			
Kick swing			
Full turn			

Breaking Down Performance Outcome for Assessment

What are the benchmarks?

- 3.3.3.1 Define cardiorespiratory fitness and provide examples of physical activities that enhance cardiorespiratory fitness.

What part of the performance outcome is being assessed?

- Students will use these experiences to create their own definition of cardiorespiratory fitness and recognize the effects consecutive jumping has on the heart and lungs and will reflect on their personal experiences with challenge and enjoyment.

Assessment tool: Student Worksheet

Student Jump Rope Worksheet

This student worksheet can be used either as part of class time, or as a homework assignment.

Answer the following questions:	
In your own words describe what cardiorespiratory fitness means.	
Describe what happened to your heart while you practiced your jump rope skills.	
What jump rope skills did you find challenging and why? What jump rope skills did you like best and why?	

Scoring guide: Assign 1 point to for each answer the teacher deems appropriate. High score is 3.

Breaking Down Performance Objective for Assessment

What are the benchmarks?

- 3.4.1.1: work independently, exhibit responsibility
- 3.4.5.1: move safely using equipment in general space with minimal reminders.

What part of the performance outcome is being assessed?

- Students will demonstrate respectful behaviors by remaining on task and following the safety protocols.

Assessment tool: Teacher observation checklist

Teacher Observation Checklist

Jump Rope Teacher Observation Checklist

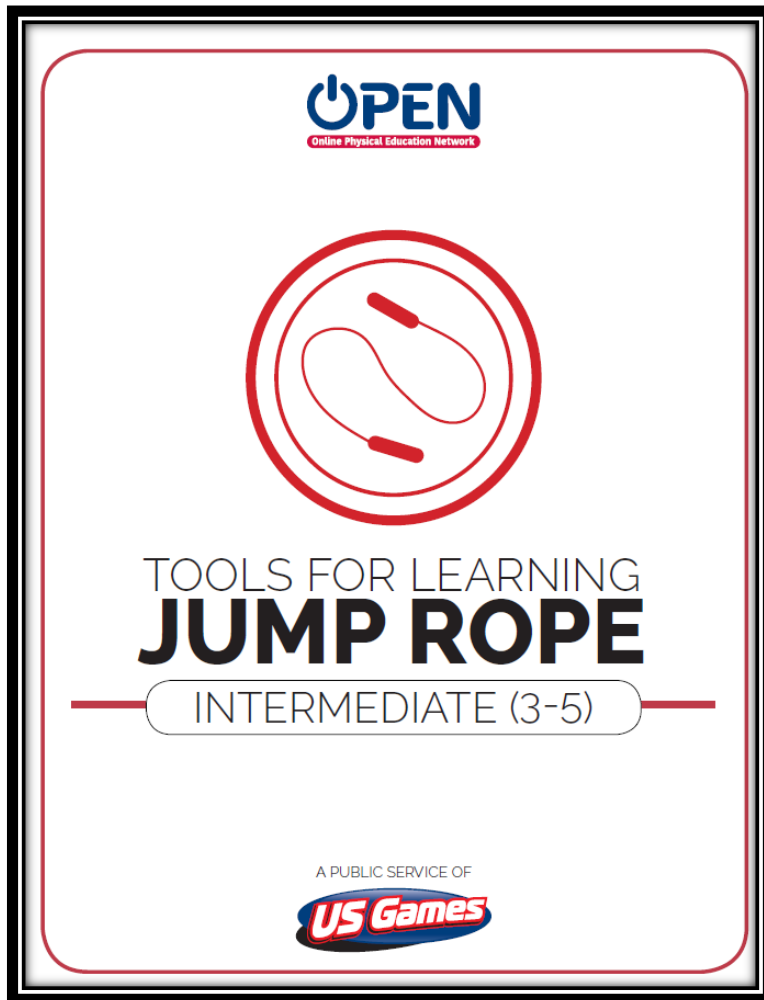
Directions: Place an "X" when the behavior is observed.

Student Names	3.4.1.1 works independently practicing skills	3.4.1.1 demonstrates respectful behavior while practicing skills	3.4.5.1 Moves safely with equipment while practicing skills with minimal reminders	Total number of "X"s. Must have 3 "X"s to pass.
John				
Mary				
Feliz				

Scoring Guide: Students should have multiple opportunities to exhibit each of the 3 behaviors. Students must have 3 "X"s to pass.

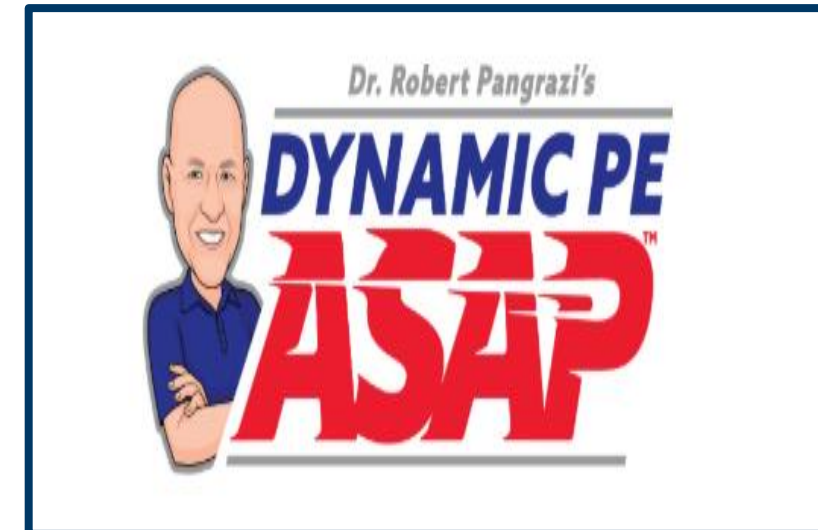
	Unit	Benchmark	Assessment Tool	Scores
Standard 1	Jump rope unit	3.1.3.16: perform a variety of jump rope skills	Student jump rope performance rubric	(maximum of 3)
Standard 2	Jump rope unit	3.2.1.3: apply effort awareness concepts of speed & force	Student jump rope performance rubric	(maximum of 3)
Standard 3 & 5	Jump rope unit	3.3.3.1: define cardiorespiratory fitness and provide examples 3.5.2.1: describe the challenge and personal enjoyment that comes from learning a new activity.	Student Worksheet	(maximum of 3)
Standard 4	Jump rope unit	3.4.1.1: work independently, exhibit responsibility 3.4.5.1: move safely using equipment in general space with minimal reminders.	Teacher observation checklist	(maximum of 3)

Free Online resources



Things you'll need to adapt

- Translate to MN Benchmarks
- Modules written in grade bands – primary, intermediate, MS and HS – you need to focus on individual grade levels – good news modules do identify grade-levels within
- Based on your circumstances
 - Module Block plans (timeline)
 - Materials list
 - Teaching targets, student cues, academic language, lesson plans, assessments



Writing your own performance assessment

- Utilize the Bundle provided for a grade-level you teach (or you can make your own bundle)
- Write performance Objective
- Break down performance objective
- Determine assessments

Elementary Bundle

4.1.3.3: throw overhand with accuracy to a moving target

4.1.3.4: catch a thrown ball, above the head, at the chest or waist level and below the waist, in practice tasks

4.2.1.4: apply offensive and defensive tactics in chasing and fleeing practice tasks

4.3.5.1: explain the importance of hydration and hydration choices relative to physical activity participation

4.4.3.1: reflect on personal behaviors within group physical activities and identify the impact on self and others

4.4.5.1: move safely in practice tasks, educational dance, and educational gymnastics

Middle School Bundle

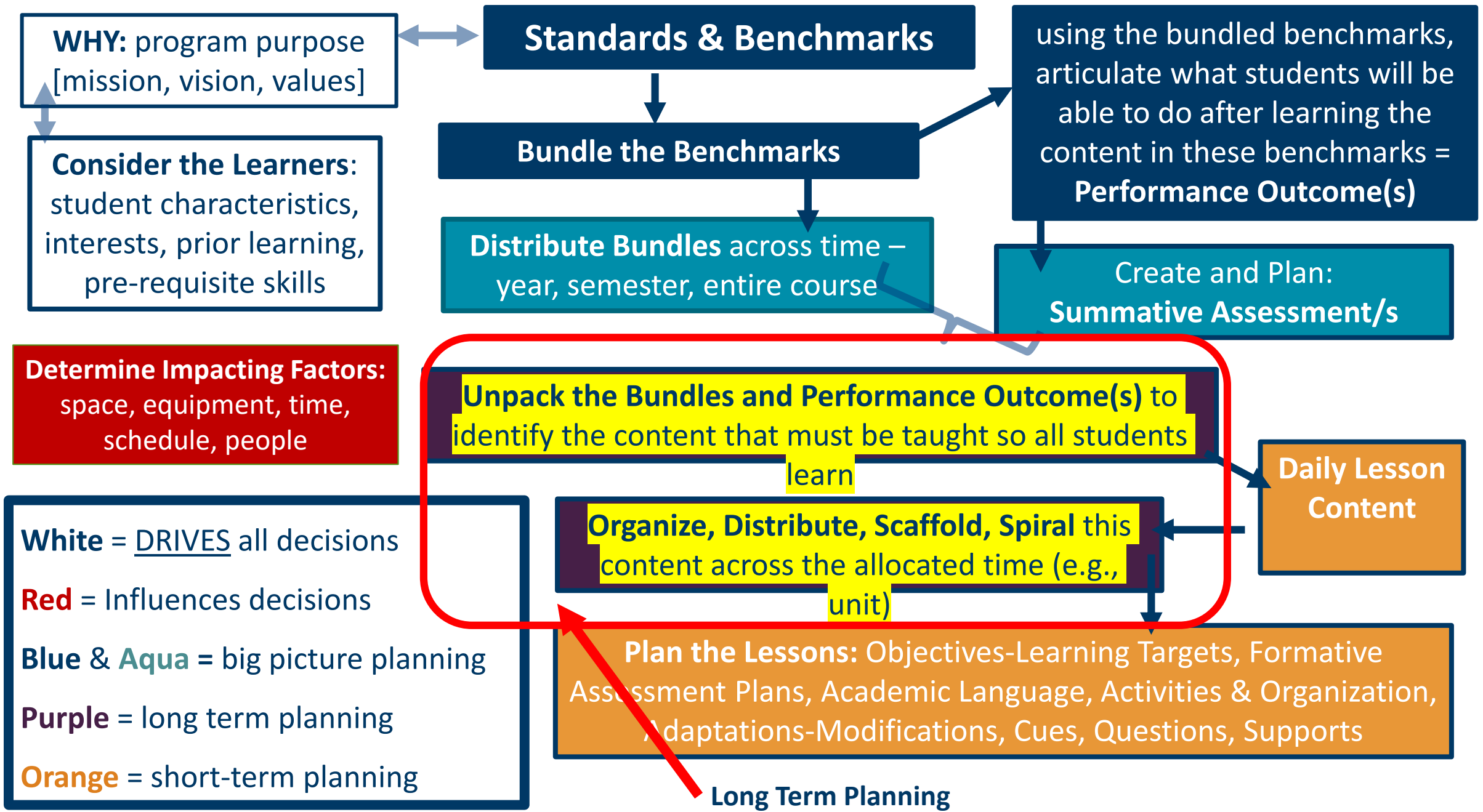
- 6.1.7.1: demonstrate correct technique for basic skills in an outdoor activity
- 6.2.6.1: describe the basic skills & tactics needed for participation in an outdoor activity
- 6.3.1.1: identify barriers related to maintaining a physically active lifestyle
- 6.4.5.1: use equipment & facilities appropriately & safely, with the teacher's guidance, in a physical activity setting
- 6.4.5.2: make appropriate decisions regarding physical activity based on the weather, level of difficulty due to the conditions, or abilities to ensure the safety of self and others
- 6.5.1.2: identify the relationship between participation in physical activity and stress reduction

High School Bundle

- 9.1.3.1 Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, cardiorespiratory fitness.
- 9.2.1.2 Use movement concepts and principles (force, motion, rotation) to analyze and improve performance for a self-selected skill.
- 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.
- 9.3.6.1 Explain how stress management strategies in physical activity settings can reduce stress and effect health. For example: physical activities such as aerobic exercise, deep breathing techniques, meditation, mental imagery, relaxation techniques.
- 9.4.2.1 Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity or social dance.
- 9.5.1.1 Analyze the health benefits of a self-selected physical activity.

Create your own Bundle

Benchmark Code	Benchmark



WHY: program purpose
[mission, vision, values]

Consider the Learners:
student characteristics,
interests, prior learning,
pre-requisite skills

Determine Impacting Factors:
space, equipment, time,
schedule, people

White = DRIVES all decisions
Red = Influences decisions
Blue & Aqua = big picture planning
Purple = long term planning
Orange = short-term planning

Standards & Benchmarks

Bundle the Benchmarks

Distribute Bundles across time –
year, semester, entire course

using the bundled benchmarks,
articulate what students will be
able to do after learning the
content in these benchmarks =
Performance Outcome(s)

Create and Plan:
Summative Assessment/s

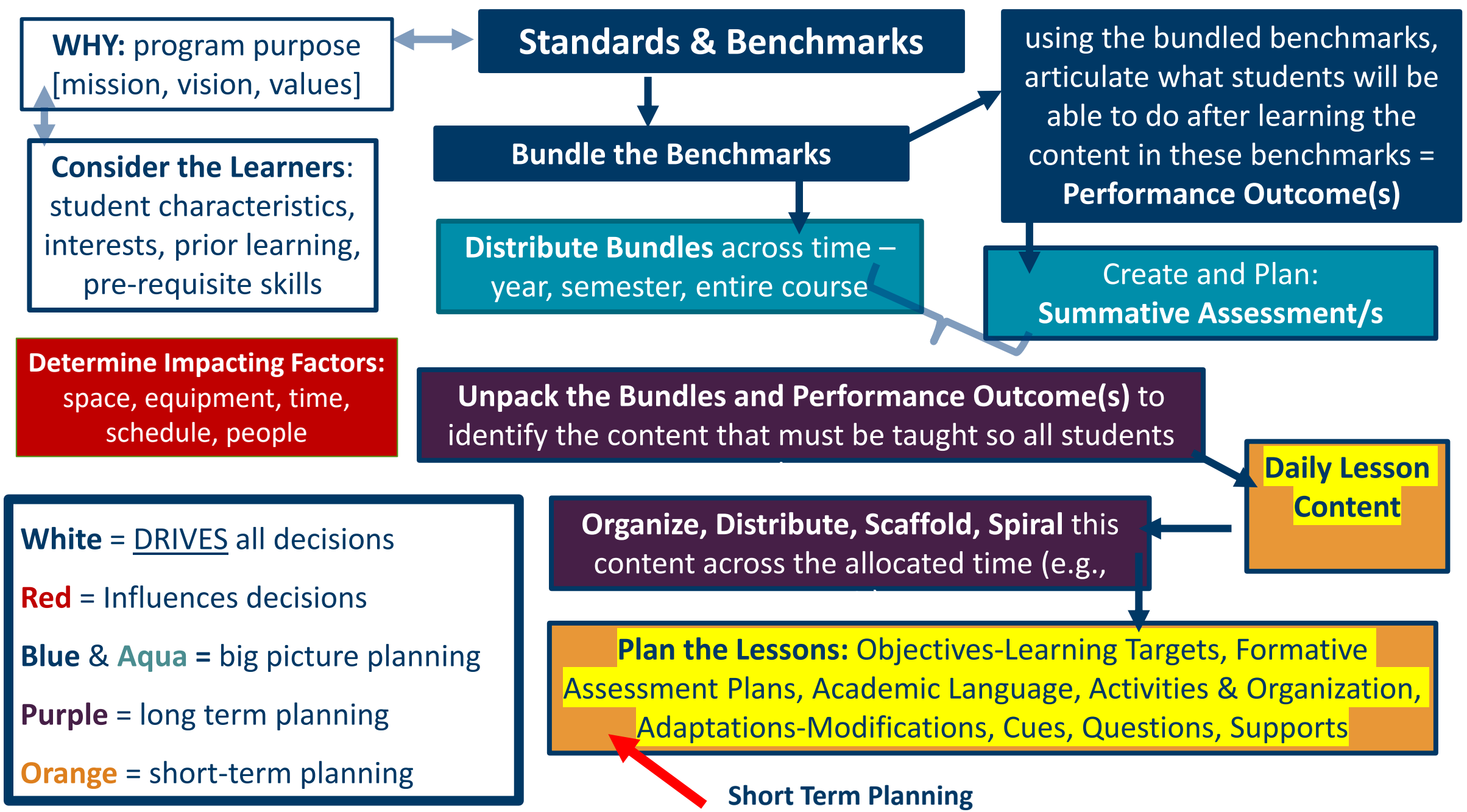
Unpack the Bundles and Performance Outcome(s) to identify the content that must be taught so all students learn

Organize, Distribute, Scaffold, Spiral this content across the allocated time (e.g., unit)

Plan the Lessons: Objectives-Learning Targets, Formative Assessment Plans, Academic Language, Activities & Organization, Adaptations-Modifications, Cues, Questions, Supports

Daily Lesson Content

Long Term Planning



Evaluation

Physical Education Year 2 Workshop: Continuing Curriculum Design Focus: Assessment and Grading Best Practices Evaluation

Utilize the scale below to rate your knowledge levels of the content covered in this workshop. Place an "X" in the corresponding number that identifies where you think you were at the beginning of the workshop; and place an "O" in the corresponding number that relates to where you believe you are after completing the workshop. You can put the "X" and "O" in the same box if it applies.

Before/After Knowledge

	Rating Scale	Rating Scale	Rating Scale	Rating Scale
	1	2	3	4
Workshop Content	Not familiar	Somewhat Familiar	Extremely familiar, but my knowledge was confirmed.	Extremely familiar, but I did learn something new.
Importance of a standards-based system				
Components of Curriculum Design				
Academic language in grading and assessment				
Grading practices in physical education				
Best practices in grading in physical education				
Best practices in assessments in physical education				
Application of Standards-based assessment practices through bundling and performance objectives				

What did you like about the workshop today?

What would you change about the workshop today?

Thank you!

Firstname Lastname

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