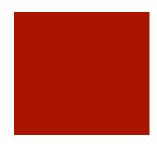# Assessing NASPE Standard #2: Problems Solved
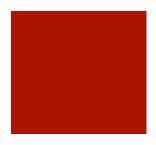
**Tom Parry Ph.D.**
**Northeastern Illinois University**
*t-parry1@neiu.edu*

# PETE NASPE Standards

- Designed to promote quality teacher education programs

- Require data driven **evidence** of candidate performance

- Are **guidelines** for program implementation

- Allow teacher educators to make decisions regarding **how** candidates demonstrate performance

# NASPE Standard #2

Skill and Fitness Based Competence

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.

- So does this mean we as physical educators should be able to demonstrate **personal skill competence** and **fitness**? ☺

# NASPE Standard 2 Elements

- 2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
  - **Motor Skill**

- 2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.
  - **Fitness**

- 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.
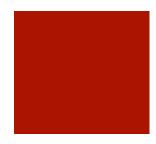  - **Gameplay**

# Standard 2.1

- **How do we define**
  - Personal Competence?
    - What should acceptable performance look like?
      - Recreational performance level?
      - The ability to participate in a non-competitive activity

  - Variety?
    - How many skills represent variety?
    - How can we ensure variety?

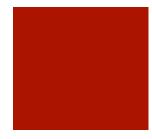  - Physical Activities and Movement Patterns?

# Activity

- Choose 5 activities from the list below to address NASPE standard 2.1

| | | | |
|---|---|---|---|
| Badminton | Throwing | Basketball | Soccer |
| Skipping | Hockey | Softball | Volleyball |
| Dance | Belaying | Running | Archery |
| Shot Putt | Tennis | Long Jump | Football |

- Why did you choose the ones you did?

# Skill Categories

| | |
|---|---|
| **Locomotor** | **Run, Jump, Hop, Skip, Leap, Slide, Gallop** |
| **Manipulative** | **Catch, Throw, Kick, Strike, Volley, Bounce, Trap** |
| **Stability** | **Bend, Stretch, Twist, Turn, Inverted, Rolling, Dodging, Balance** |
| **Net/Wall Games** | **Tennis, Badminton, Racquet Ball, Pickleball, Volleyball** |
| **Invasion Games** | **Football, Soccer, Basketball, Lacrosse, Field Hockey, Handball** |
| **Fielding/Striking Games** | **Softball, Baseball, Cricket, Rounders,** |
| **Pursuit/Evade Games** | **Tag Type Games** |
| **Outdoor Pursuits** | **Orienteering, GeoCaching, Rock Climbing, Ropes Course** |
| **Aquatics** | **Swimming, Water Polo, Diving, Water Aerobics, Canoeing** |
| **Rhythmic Activities** | **Jump Rope, Social Dance, Aerobics, Tumbling, Dance** |

# Foundation Skills of a Physically Educated Person

**Motor Skills**
Chapter 16
**Locomotor Skills:** Walking, Hopping, Jumping, Sliding, Running, Leaping, Skipping, Galloping
**Nonlocomotor Skills:** Bending, Turning, Balancing, Pushing, Twisting, Rocking, Stretching, Pulling

**Movement Concepts and Themes**
Chapter 15
Space Awareness, Direction, Level, Pathways, Planes

**Body Management Skills**
Chapter 18
Strength, Balance, Agility, Flexibility, Coordination

**Manipulative Skills**
Chapter 17
Striking, Throwing, Kicking, Catching, Dribbling, Volleying, Punting, Rolling, Trapping

Pangrazi, R. P. & Beighle, A. (2012). Dynamic Physical Education for Elementary School Children, 17th Edition. Benjamin-Cummings Publishers, San Francisco, CA.
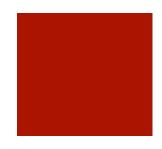
# Standard 2.2

- **What is fitness?**
  - 5 components of fitness

- **How do we define?**
  - "Achieve" and "Maintain"?
  - "Health enhancing level of fitness"?
  - "Throughout the program"?

- Whatever your program decides, it is better to use standardized measures
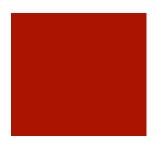  - Fitnessgram & President's Challenge are common

# Activity

- Is measuring fitness of Teacher Candidates important?
  - Why?
  - How does it (or does it) influence teaching effectiveness?
  - What does it tell our Teacher Candidates about our (NASPE) beliefs about fitness?

- How can you measure cardiovascular fitness?

- What is a "good score"?
  - Or acceptable performance (remember "achieves")
  - Minimum HFZ 17+ ?

# Purpose of Fitness Assessment

- Not interested in Teacher Candidate scores
  - No relationship between fitness and teaching performance

- Affective Domain
  - If TCs value their health and fitness they will "achieve and maintain a HELF" or at least attempt to

- Remediation
  - If TCs do not meet the standard set by the program, what happens?

- Non-Traditional Teacher Candidates
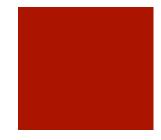  - Do we need modified standards for students 40+ ?

# Standard 2.3

- **What are examples of performance concepts?**

- 2.3 is assessing different performance than 2.1
  - Skill performance vs. gameplay, decision making, strategy etc.

- **How do we define variety?**
  - Skill categories
  - Performance concepts required
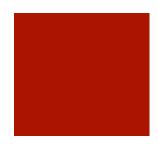  - # of performers involved

# Creating Assessments

- Create assessments that will provide quality data
  - Useful for numerous reports!

- **<u>Align everything</u>**
  - Letter, Language, Percentage, Points (LLPP)
  - Grades need to mean something and the same thing
    - E.g. C, Average, 70%, 7/10

- Checklist or Not to Checklist?
  - Present or not present is very crude (Yes/No)

- Rubrics
  - Commonly accepted measurement and allows stratification
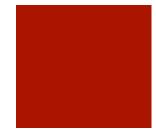  - What does performance at each level look like?

# Rubrics

- **<u>Important Questions to answer</u>**
  - How many performance levels?
  - How many skills are assessed per activity/skill category? why?
  - What are the descriptors?

- Minimum of 2 performance levels
  - Acceptable/Unacceptable
  - Personal Preference is 4

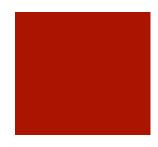- Performance quality descriptors must be present at each performance level

# Rubric Template

| | Performance Levels | | | | Score |
|---|---|---|---|---|---|
| **Skill Components** | **Forearm Pass** | 1. Ready Position<br>2. Alignment<br>3. Platform<br>4. Contact<br>5. Leg Action | 1. Ready Position<br>2. Alignment<br>3. Platform<br>4. Contact<br>5. Leg Action | 1. Ready Position<br>2. Alignment<br>3. Platform<br>4. Contact<br>5. Leg Action | 1. Ready Position<br>2. Alignment<br>3. Platform<br>4. Contact<br>5. Leg Action | |
| | | | | | | |
| | | | | | | |

# Volleyball Rubric

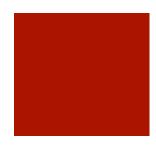| | Unacceptable (0-4pts) 0-40% | Developing (4-7pts) 40-70% | Acceptable (7-9pts)** 70-90% | Target (9-10pts) 90-100% | Score |
|---|---|---|---|---|---|
| **Forearm Pass** | 1. No ready position, limited knee bend, arms by sides, back upright<br>2. Midline of body is not aligned with target<br>3. Arms bent at elbow, hands not appropriately linked together<br>4. Ball is contacted on wrist/hands<br>5. No leg push, arms swing at the ball before and after contact<br>Does not participate = ZERO | 1. Poor ready position, slight knee bend, arms in front, back upright<br>2. Midline of body rarely aligned with target<br>3. Arms slightly bent at elbow, hands together not hand in hand<br>4. Ball is contacted on forearms/wrist<br>5. Limited leg push, arms swing at ball before and after contact | 1. Ready position, knees bent, arms in front<br>2. Midline of body sometimes aligned with target<br>3. Arms straight, hand in hand thumbs down<br>4. Ball is contacted with forearm<br>5. Push through legs and slight lift of forearms with occasional swinging of arms directing ball to target | 1. Good ready position, low, knees bent, arms in front, forward lean<br>2. Midline of body aligned with target<br>3. Arms are straight with wrists together, hand in hand thumbs down<br>4. Ball is contacted on lower forearms in midline of body<br>5. Push through legs and slight lift of forearms directing ball to target | 9 |
| **Overhand Set** | 1. Uses finger pads and palms to set ball, carries ball frequently<br>2. Arms not prepared above head<br>3. Knees not bent, shoulders and hips not aligned with target<br>4. Arms do not follow through, does not contact ball at same time with both hands<br>5. Ball reaches target very inconsistently with lots of spin<br>Does not participate = ZERO | 1. Uses finger pads and palms to set ball<br>2. Arms not clearly prepared above head<br>3. Knees slightly bent, shoulders and hips not clearly aligned with target<br>4. Arms do not clearly follow through<br>5. Ball reaches target inconsistently with regular spin | 1. Uses finger pads to set ball<br>2. Arms prepared above head form triangle between thumbs and forefingers<br>3. Knees bent, shoulders and hips aligned with target<br>4. Arms extend on follow through, does not spread arms after contact<br>5. Ball travels to target in arc with occasional spin | 1. Uses finger pads to set ball with "soft hands"<br>2. Arms prepared above head form triangle between thumbs and forefingers, flex on ball contact<br>3. Early movement into position, knees bent, shoulders and hips aligned with target<br>4. Good arm and hand extension on follow through, does not spread arms after contact<br>5. Ball travels to target in a high arc with little or no spin | |
| **Overhand Serve** | 1. Does not clearly step and/or inappropriate foot steps forward<br>2. Toss is erratic; seldom above head height and in front of body<br>3. Contacts ball with closed fist or slaps at ball<br>4. No follow through or weight transfer<br>5. Ball rarely lands in the court<br>Does not participate = ZERO | 1. Inconsistently steps with opposite foot from serving hand<br>2. Toss is occasionally in front of hitting shoulder, may be inappropriate height<br>3. Contacts ball with closed hand and/or "palms' ball<br>4. Does not clearly follow through and/ or transfer weight<br>5. Serves are inconsistent; less than 50% are in the court | 1. Steps with opposite foot from serving hand<br>2. Toss is in front of hitting shoulder and proper height a majority of the time<br>3. Contacts ball with open hand and above head<br>4. Follow through, transfers weight<br>5. Serves are in the court | 1. Steps with opposite foot from serving hand as ball is tossed<br>2. Toss is consistently in front of hitting shoulder and proper height<br>3. Contacts ball with open hand above head and in front of body<br>4. Follow through with palm toward target; transfers weight<br>5. Serves are in the court and consistent | |

# Activity

- Identify performance descriptors at the target level for skipping

- Do the same for Soccer Passing & Control

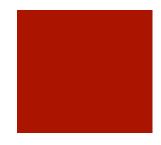| | Unacceptable (0-4pts) 0-40% | Developing (4-7pts) 40-70% | Acceptable (7-9pts)** 70-90% | Target (9-10pts) 90-100% | Score |
|---|---|---|---|---|---|
| Skipping | 1. <br><br> 2. <br><br> 3. <br><br> 4. | 1. <br><br> 2. <br><br> 3. <br><br> 4. | 1. <br><br> 2. <br><br> 3. <br><br> 4. | 1. <br><br> 2. <br><br> 3. <br><br> 4. | |
| Soccer Pass & Control | | | | | |

# Data Collection

- Using excel can provide basic stats plus # of students at each performance level (=countif function)

| Name | Dribbling | Pass & Con | Shoot | Total |
|---|---|---|---|---|
| Tom | 9 | 9 | 10 | =SUM(B2:B4) |
| Sue | 9 | 8.5 | 9 | 26.5 |
| Dave | 7 | 7 | 9.5 | 23.5 |
| **MEAN** | =AVERAGE(B2:B4) | 8.17 | 9.5 | |
| **ST DEV** | =STDEV(C2:C4) | 1.04 | 0.5 | |
| **Target** | =COUNTIF(B2:B4,A6) | 1 | 3 | 1 |
| **Acceptable** | =COUNTIF(B2:B4,A7) | 2 | 0 | 2 |
| **Developing** | =COUNTIF(B2:B4,A8) | 0 | 0 | 0 |
| **Unacceptable** | =COUNTIF(B2:B4,A9) | 0 | 0 | 0 |

# Conclusions

- NASPE Standard 2 addressed 3 elements of performance
  - Skill, Fitness and Movement Concepts

- Provide rationale behind your assessment choices

- Make sure your assessments are valid

- Candidate scores are irrelevant, what you do if scores are low is most important

Questions?