



NASPE PETE Standard 2: How Are You Assessing It?

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Standard 2

- **Standard 2: Skill-Based 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.
- Elements – Teacher candidates will:
 - 2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
 - 2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.
 - 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.



Meeting Outcome 2.1 at SCSU

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

- How did we decide what skills to assess?
 - Striking Skills
 - Controlling Skills
 - Sending & Receiving Skills
 - Offensive Skills for 2.1
 - Practicality
 - Chose skills easily observed & measured
 - Easily set-up at SCSU
 - Chose skills we could assess in a short amount of time
 - Skills taught in our Team Sports and Individual and Dual Sports Classes



Assessing Process vs. Product

- SCSU PETE Philosophy:
 - Teacher candidates must be able to ***demonstrate*** skills in order to teach them.



Pickleball Drive

Skill Test Description

X2 is positioned at the center of the court. X1 underhand tosses the ball to the player's forehand and backhand sides (alternating sides). Each underhand toss should land at a point which is both half-way between the end of non-volley zone and the end line. X2 must be allowed to return to the center before the next ball is tossed. X2 is given 20 attempts (10 forehands and 10 backhands).

Performance Cues

- Side to target
- Swing low to high
- Contact ball at front



Pickleball Drive Video





Badminton Overhead Clear

Skill Test Description	Performance Cues
<p>X2 is positioned in the center of the court. X1 hits a high shot to the dominant side of X2. X2 must be allowed to return to the center position before the next birdie hit. X2 is given 5 shots. Pair up and one student serves and the other performs.</p>	<ul style="list-style-type: none">-Opposite foot forward-Racket scratches the back-Reach the highest point-Follow through pushing the birdie forward and high



Badminton Overhead Clear





Tennis Volley

Skill Test Description	Performance Cues
<p>X2 is positioned in the service area. X1 underhand tosses the ball to the player's forehand and backhand sides. Each underhand toss should be at the player's head level. X2 must be allowed to return to the center position before the next ball is tossed. X2 is given 20 attempts (10 forehands and 10 backhands).</p>	<p>Turn – step- push</p> <ul style="list-style-type: none">-Opposite foot step in-Contact ball in front of the body-Block the ball-Keep racket head above the wrist



Tennis Volley Video





Tennis Serve

Skill Test Description	Performance Cues
<p>The player is given 5 attempts to hit a legal serve from the right court to the deuce service box and then 5 additional attempts to hit a legal serve from the left court to the ad service box.</p>	<ul style="list-style-type: none">-Palm to ear position-Reach for the sky-Make an “X” with your arms



Golf Swing

Skill Test Description	Performance Cues
<p>Performer is positioned 15 meters away from the screen, side to the screen. Use 7 or 9 iron to perform a full swing 5 times to the screen.</p>	<ul style="list-style-type: none">-Proper grip-Slow backswing (kiss the shoulder)-Transfer the weight with accelerated down swing-Follow through



Badminton Overhead Drop Shot

Skill Test Description	Performance Cues
<p>X2 is positioned in the center of the court. X1 hits a level shot to the dominant side of X2. X2 must be allowed to return to the center position before the next birdie hit. X2 is given 5 shots. Pair up and one student serves and the other performs.</p>	<ul style="list-style-type: none">-Opposite foot forward-Racquet scratches the back-Reach the highest point-Follow through brush the birdie forward and downward



Stationary Soccer Passing

Skill Test Description	Performance Cues
<p>X1 pass the ball to the partner (X2) and the X2 trap the ball and then pass back to the X1, X1 trap and Pass back to X2. Pass back and forth 5 times.</p>	<ul style="list-style-type: none">-Instep trapping and outside of foot trapping-Absorb the force-Ball close to body-Use one touch pass accurately with inside of foot



Overhead Volleyball Set

Skill Test Description	Performance Cues
<p>X1 tosses the ball to the X2's (setter) head level, the setter sets the ball 5 feet above the net and within the dotted line. Each student performs 5 times.</p>	<ul style="list-style-type: none">-Form a “triangle” in front of forehead-Use finger pads to pass the ball-Extend legs to pass the ball high and accurate



Football Catch on the Run

Skill Test Description	Performance Cues
<p>X1 toss the ball to X2 (X2 stationary), then X1 run forward past the cone and X2 throw the ball to X1, X1 catches it. X1 perform 5 times then switch roles with X2.</p>	<ul style="list-style-type: none">-Make the diamond shape-Catch high ball with your thumbs together-Catch low ball with your pinkies together-Absorb force-Tuck the ball away cover all four points of the ball



Team Handball Shot on Goal

Skill Test Description	Performance Cues
<p>X1 receives a pass from X2, then uses the “three steps” rule to perform a set shot from the 9 meter line. Two cones (as goalie) will be set on the 4 meter-line (goalie line), student has to shoot the goal without hitting the cone (goalie) Each student will shoot 5 times.</p>	<ul style="list-style-type: none">-Bring the ball back-Leave the ground before the shooting arc-Follow through (hand in the opposite pocket)-Land on opposite foot



Basketball Crossover Dribble

Skill Test Description	Performance Cues
<p>8 cones will be set-up on the basketball court, students will dribble through each cone by using the crossover dribble within 18 seconds.</p> <p>Each student performs 3 times.</p>	<ul style="list-style-type: none">-Dribbling hand following the ball up and down (no slapping the ball)-Crossover the body with non-dribble arm protecting the ball (not just switching hand)-Smooth transition between cones



Sample Skill Rubric

Unacceptable	Acceptable	Target
Teacher candidate displays all of the cues of the skill less than 75% of the time.	Teacher candidate displays all of the cues of the skill more than 75-89% of the time.	Teacher candidate displays all of the cues of the skill 90%-100% of the time.



Meeting Outcome 2.3 at SCSU

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

- Interpreted as a **tactical** focus rather than a skill focus
- Observed game-play with two assessors
- Defensive skills better assessed as tactics



Basketball 3v3 & Badminton Doubles

- Five-minute games (game stopped if all tactics observed)
- Each observer was in charge of assessing a different set of tactics
 - Basketball – One assessor observes offense the other observes defense
 - Badminton – Each assessor observes a side of the net



Basketball 3v3

Test Description	Performance Cues
Use one or more solo tactics to create space	<ul style="list-style-type: none">-Move to open space-“V” cut-Fake
Use at least two of following tactics to give your teammate opportunities for receiving the ball	<ul style="list-style-type: none">-Give and go-Set a screen-Pick and roll
Use at least two tactics to defend successfully	<ul style="list-style-type: none">-Shot block (contest shot)-Box out and rebound-Stop the cut-Deflect the ball from a dribbler or passer



Badminton Doubles

Test Description	Performance Cues
Use one or more solo tactics to return the birdie	<ul style="list-style-type: none">-Move to the birdie quickly-Use an overhead clear or smash when birdie is high-Use an underhand clear or drop shot
Use one or more team tactics to offend successfully	<ul style="list-style-type: none">-“Mine, yours”-“I got it”-Place the birdie:<ul style="list-style-type: none">- to the sideline-close to the net-direct to the opponents body-birdie to the middle line to confuse opponents
Use at least two tactics to defend successfully	<ul style="list-style-type: none">-Push the birdie to the backcourt or drop birdie close to net to gain time for recovery-Communicate with partner



Sample Tactic Rubric

Unacceptable	Acceptable	Target
Teacher candidate uses less than two tactics to create space and receive the ball.	Teacher candidate uses two tactics to create space and receive the ball.	Teacher candidate uses more than two tactics to create space and receive the ball.



Administering the Test

- Tally Sheets
- Faculty members assess – students are not involved (discussed having seniors assess)
- All done on a Friday (2-hour time block) end of semester (after all skills have been taught in class)
- Junior only (this is the year they must take Team & Individual and Dual Sports)
- Scores are tied to grade in the course



Tally Sheet Sample

Catching a thrown football while on the run

Skill	Unacceptable (0)	Acceptable (2)	Target (3)
Catching a thrown football while on the run	During evaluation TC displays all of the cues of the skill less than 50% of the time.	During evaluation TC displays all of the cues of the skill more than 75% of the time.	During evaluation TC displays all of the cues of the skill 100% of the time.

Name	Make the diamond shape	Catch high ball with your thumbs together	Catch low ball with your pinkies together	Tuck the ball away cover all four points of the ball	Comments
Jon Smith					
Eve Gold					
Jack Rogers					
Barb Lerner					
Josh Ratner					



2.2 – Fitness

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

- Completed every year of program (beginning sophomore year)
- Standard mentions ***“maintain”***
- Items selected to measure fitness components
 - PACER – easy to administer – we teach our students to administer this test in K-12 schools
 - Side Plank – measure of core endurance
 - 90-degree push-ups
 - Back Saver Sit-and-Reach



Setting Benchmarks for Test Items

- Fitnessgram Standards for Benchmarks (18 and older)
- Side Plank – McGill (2004)
- Issues:
 - Non-traditional students (45 year old)
 - Difference between male and female standard



Side Plank Example #1





Side Plank Example #2





Administering the test

- Two faculty per test item
- Fitnessgram Cadence CD's
- PACER conducted within class time
- All other tests done on a Friday (2-hour time block)
- Practice each test throughout semester
- Must pass three of four test items
 - Protocol for not passing (Remedial training program)
- Scoring cards



Aerobic Capacity Rubric

Fitness Component	Standard	Unacceptable	Acceptable	Target
Aerobic Capacity	2.2	A male student does not take the Pacer test or fails to complete 72 correct laps. A female student does not take the test or fails to complete 41 correct laps.	A male student completes at least 72 correct laps. A female student completes at least 41 correct laps.	A male student completes 89 to 106 correct laps. A female student completes 56 to 72 correct laps.



Upper Body Strength Assessment

Fitness Component	Standard	Unacceptable	Acceptable	Target
Upper Body Strength Endurance	2.2	A male student does not take the push up test or fails to complete 18 correct pushups. A female student does not take the test or fails to complete 7 correct pushups.	A male student completes at least 18 correct pushups. A female student completes at least 7 correct pushups.	A male student completes 26 to 35 correct pushups. A female student completes 11 to 15 correct pushups.



Core Strength Endurance

Fitness Component	Standard	Unacceptable	Acceptable	Target
Core Strength Endurance	2.2	A male student does not take the full side bridge test or fails to hold the full side bridge 34 consecutive seconds. A female student does not take the full side bridge test or fails to hold the full side bridge 34 consecutive seconds.	A male or female student holds a side bridge for at least 34 consecutive seconds.	A male or female student holds a side bridge for at least 60 to 90 consecutive seconds.



Flexibility

Fitness Component	Standard	Unacceptable	Acceptable	Target
Flexibility	2.2	A male student does not take the back saver sit and reach test or fails to reach an average of 8 inches. A female student does not take the back saver sit and reach test or fails to reach an average of 12 inches	A male student reaches an average of at least 8 inches on the back saver sit and reach test. A female student reaches an average of at least 12 inches on the back saver sit and reach test.	A male student reaches an average of greater than 8 inches on the back saver sit and reach test. A female student reaches an average of greater than 12 inches on the back saver sit and reach test.



Questions & Sharing

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