

IMPLEMENTING STANDARDS-BASED ASSESSMENTS EFFECTIVELY & EFFICIENTLY

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Purpose:

- Effective and efficient data collection AND using the data to make curricular and instructional changes to maximize student learning.
 - Assessment v. instruction
1. Assessment Strategies
 - How to implement?
 2. Collecting & analyzing data
 - Technology & meeting reporting requirements
 3. Reflection
 - Using data to make change.
 - Curriculum change
 - Teaching strategies
 - Advocacy

Ohio Overview

- Ohio is one of the few states with:
 1. Standards.
 2. Required assessments for **all** standards.
 3. Data for **all** standards reported to the Ohio Department of Education.
 4. Performance rating on school's report card.
 5. Model curriculum.



NATIONAL ASSOCIATION
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EDUCATION

Ohio

State Board
of Education

Ohio Physical Education Academic Content Standards

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Standard	K-2	3-5	6-8	9-12
Standard 1: Motor Skills & Movement Patterns	A: Locomotor & non-locomotor skills.	A: Combine locomotor and non-locomotor into movement patterns.	A: Movement skills and patterns in a variety of activities.	A: Combined movement skills and patterns in authentic settings.
	Locomotor Skills Assessment	Creative Movement Pattern	Locomotor Activity Skills or Movement routine	Skills & Patterns Assessment
	B: Fundamental manipulative skills.	B: Fundamental manipulative skills in basic settings.	B: Specialized manipulative skills in a variety of settings.	B: Specialize manipulative skills in a variety of settings.
	Manipulative Skills Assessment	Manipulative/Sport Skill	Invasion, Net/Wall, Striking, Target Skill Assessments	Invasion, Net/Wall, Striking, Target Skill Assessments
Standard 2: Knowledge of movement concepts, principles, strategies and tactics.	A: Knowledge of movement concepts.	A: Movement concepts and principles of movement.	A: Apply tactical concepts and performance principles.	A: Apply tactical concepts and performance principles in authentic settings.
	Movement concepts performance	Tactical Test Bank or Game Performance Assessment	Game Performance Assessment	Analytical Portfolio Tactics & Strategies
	B: Knowledge of critical elements.	B: Knowledge of critical elements.	B: Knowledge of critical elements & biomechanical principles.	B: Apply biomechanical principles.
	Critical Elements Test Bank	Skill Analysis & Practice Plan	Skill Analysis	Analytical Portfolio Biomechanical & Practice
Standard 3: Participates in physical activity	A: Engage in physical activity (PA) inside and outside of school.	A: Engage in PA inside and outside of school	A: Engage in PA inside and outside of school.	A: Engage in PA inside and outside of school.
	Physical Activity Recall	Physical Activity Recall	Physical Activity Recall	Physical Activity Recall
	B: Recall physical activities.	B: Self-monitor PA.	B: Create & monitor a personal plan for PA.	B: Create & monitor a personal plan for PA.
	Physical Activity Picture Log	Physical Activity Log	Personal Physical Activity Plan	Personal Physical Activity Plan

Standard	K-2	3-5	6-8	9-12
Standard 4: Health-enhancing level of fitness.	A: Demonstrate health-related fitness	A: Demonstrate health-related fitness	A: Demonstrate health-related fitness	A: Demonstrate health-related fitness
	Fitness Performance Rubric	Criterion Referenced Fitness Test	Criterion Referenced Fitness Test	Criterion Referenced Fitness Test
	B: Understand principles, components & practices.	B: Understand principles, components & practices.	B: Understand principles, components & practices.	B: Understand principles, components & practices.
	Fitness Test Bank	Fitness Test Bank	Personal Fitness Plan	Personal Fitness Plan
Standard 5: Personal and social behavior	A: Follow safe procedures	A: Safety & personal responsibility	A: Safety & personal responsibility	A: Safety & Etiquette
	Personal Responsibility Observation Assessment	Personal Responsibility Observation Assessment	Personal Responsibility Observation Assessment	Personal Responsibility Observation Assessment
	B: Cooperation & consideration of others.	B: Cooperation & respect.	B: Communicate and respect others	B: Communication and social responsibility.
	Social Responsibility Observation Assessment	Social Responsibility Observation Assessment	Social Responsibility Observation Assessment	Social Responsibility Observation Assessment
Standard 6: Values physical activity	A: Enjoyment	A: Self-challenge & enjoyment	A: Self-challenge & personal growth	A: Use PA to promote growth, goal setting & enjoyment.
	Enjoyment Assessment	Advocacy	Physical Activity Advocacy	Physical Activity Marketing
	B: Physical Activity promotes self-expression and social interaction	B: Appreciate physical activities	B: Select PA that promote self-expression and interaction	B: Pursue PA that promote self-expression & social interaction.
	Activity Identification	Advocacy	Physical Activity Advocacy	Physical Activity Marketing Plan

Ohio Benchmark Assessment Scoring System

- 3, 2, 1 rating for each benchmark
 - 3 = Advanced
 - 2 = Proficient
 - 1 = Limited
 - Leave blank if they could not participate (not calculated in summarized data)
- ODE provides an excel file to input data and automatically calculate data to report to ODE.
- 12 benchmark scores averaged together for an overall score for each student (Advanced, Proficient, Limited).
- Student score then used to calculate overall school score.

Ohio Assessment Overview

- At the completion of 2012-13 (by June 2013) districts will report student progress towards the achievement of benchmarks.
- Part of school's report card, but not a high-stakes achievement test.
- Collect assessment data and report to ODE.
 - Data is reported by school, not by individual student
- Assess and report student data once in the grade band, not in each grade.
- Assessments must be completed by the **end** of the benchmark.
 - e.g. – Assess students in Standard 1B in Grade 2
- **NO WAIVERS for ASSESSMENTS.**

PHYSICAL EDUCATION AND WELLNESS MEASURE REPORT CARD FORMAT FOR THE 2012-2013 SCHOOL

The Physical Education and Wellness Measure provides information about a district's policies and practices with regard to physical activity, health and wellness. It will first appear on the reports that are issued at the end of the 2012-2013 school year.

Physical Education Index	Compliance with Local Wellness Policy	Participation in Body Mass Index (BMI) Screening	Participation in Physical Activity Pilot Program
<p>MODERATE (Click HERE for detailed information about your district)</p>	<p>YES (Click HERE for detailed information regarding the federal wellness policy)</p>	<p>YES (Click HERE for detailed information regarding BMI screening requirements and waivers)</p>	<p>NO (Click HERE for detailed information regarding participation in a Physical Activity Pilot Program)</p>
<p>The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards. •Building composite score and overall district composite score determination will be "High". "Moderate" or "Low".</p>	<p>Compliance with the federal requirement for implementing a local wellness policy. •Overall district composite score will be a "Yes" or "No".</p>	<p>Compliance with completing BMI screening requirements instead of operating under a waiver. •Overall district composite score will be a "Yes" if completed BMI screening or "No" if requesting a waiver, non-submission of waiver or non-completion of BMI screening.</p>	<p>Whether the district is participating in the option of a daily Physical Activity Pilot Program. •Overall district composite score will be a "Yes" or "No".</p>

Assessment Strategies: Standard 1

Elementary: Grades K-5

- Activity
 - Authentic
 - Maximize participation & minimize wait
 - Organize?
- Scanning
 - 1, 3, 2 – Look for your Level 1 (doesn't perform), then Level 3 (excellent), then differentiate your Level 2s.
- Data Management
 - Jerseys or ways to identify students
 - You might not know
 - To group for ease of observation
 - Group data sheet
 - Alphabetical? Groups or squads?

Assessment Strategies: Standard 1

- Observing locomotor skills (1A)

Skill and Task:

Skipping – observe multiple repetitions of your students skipping around the gymnasium (this could be done as a whole-class activity).

Level	Criteria
Advanced	Consistently demonstrates correct skipping technique with a smooth and effortless rhythm.
Proficient	Skips while demonstrating correct technique (head up, slight forward lean, step/hop action, opposition of arms and legs).
Limited	Demonstrates an incorrect skipping technique.

Standard 1: Middle School & High School

- Activity:
 - Authentic practice tasks and small sided games to maximize participation.
 - Game conditions is the main variable to differentiate Level 2 from Level 3.
- Scanning Strategy – Level 1, 3, 2
 - Influence of teammate and game conditions on skill level
 - Multiple observations
- Data
 - Sport Education Teams
 - Jerseys
 - Organization of data sheets by team and games
 - Use peer/self assessments so students “know” the rubric and critical elements.

Standard 1 Example: 6-8 Invasion Game Skills

[Standard 1 Example](#)

Level	Criteria
3	Sending, receiving, dribbling and shooting skills are performed with correct form during both practice and small-sided game situations; game-related outcomes are successfully achieved using the skills.
2	Sending, receiving, dribbling and shooting skills are performed with correct form in practice settings, though less frequent success is achieved in applying the skills to game situations.
1	Sending, receiving, dribbling and shooting skills are performed incorrectly OR only successful in practice settings and performers are unable to apply skills in game situations.

Collecting Data: Utilizing Technology

- Data Sheet
 - Organized to fit your needs
 - Ease of transfer to data collection system
 - Easy to organize from groups/teams to alphabetical
 - Shade/Unshaded rows
- Tablet v. Paper/Pencil
- Video
 - Use tablet/device to capture and review student performances
 - Allows you to review at another more convenient time
 - Multiple observations to differentiate performers
 - Important for beginners
 - Share with students and parents for feedback

Assessment Strategies: Standard 2

- Activity:
 - Possibility of observing with or similar task with St. 1 (MS/HS)
- Scanning
 - Level 1, 3, 2
- Data Collection
 - Similar to Standard 1 especially for MS/HS
 - Combine data sheet with Standard 1

Standard 2A (Grades 6-8)

Level	Decision-making	Creating and using space	Defending space
Advanced	Consistently chooses best options in game play: <ul style="list-style-type: none">•Attack and shoot where possible•Pass to teammate who can attack•Play a possession pass•Dribble to reposition	Consistently moves to spaces where passes can be received when teammates have the ball	Consistently moves to mark or guard opponents, to deny space and prevent opponents from attacking and scoring
Proficient	Usually chooses best options in game play:	Usually moves to spaces where passes can be received when teammates have the ball	Usually moves to mark or guard opponents, to deny space and prevent opponents from attacking and scoring
Limited	Rarely chooses best options in game play: <ul style="list-style-type: none">•Attack and shoot where possible•Pass to teammate who can attack•Play a possession pass•Dribble to reposition	Rarely moves to spaces where passes can be received when teammates have the ball	Rarely moves to mark or guard opponents, to deny space and prevent opponents from attacking and scoring

Assessment Strategies: Standard 5

- Activity:
 - Wide variety of activities
 - Is it all five categories at one time?
 - Must be relevant and appropriate - Fair Play in fitness?
 - Use the rubric – teach, awareness talks, debrief
- Scanning
 - Level 1 – record and with code/notes
 - Level 2 could become a level 3.
- Data Collection
 - Feedback with students
 - Record of behavior to share with others
 - Combine with Sport Ed
 - Use of peer/self assessments?
 - Inform but not the decision

5A: Personal Responsibility

Level	Safe	Self-direction
3 Advanced	<ul style="list-style-type: none">• Anticipates and recognizes possible unsafe situations and provides solutions to issues related to safety. Encourages peers to promote safety within activities.• Consistently applies rules, safe practices and procedures in class activities.	<ul style="list-style-type: none">• Effort given throughout and student challenges themselves to be successful at their level. Tries his/her best without prompts or encouragements from others for activities.• Takes responsibility (accepts consequences) for actions.
2 Proficient	<ul style="list-style-type: none">• Recognizes possible unsafe situations and seeks solutions with others to ensure safety of self and others.	<ul style="list-style-type: none">• Engages in activities and stays on-task with prompts and encouragement from others. Completes lesson tasks without constant supervision.• Takes responsibilities for actions.
1 Limited	<ul style="list-style-type: none">• Does not recognize unsafe situations or behaviors create unsafe situations for others.	<ul style="list-style-type: none">• Engages in activities and stays on-task with prompts and encouragement from others.• Prompts needed to be prepared for success.• Takes little or no responsibility for actions and their consequences.

5B: Social Responsibility (e.g. grades 6-8)

Level	Cooperate	Respect Others	Resolving Conflict & Fair Play
<p>3 Advanced</p>	<ul style="list-style-type: none"> Consistently engages in appropriate cooperative behaviors in partners and/or groups. Behaviors include: leading, following and supporting group members to improve play in cooperative and competitive settings. 	<ul style="list-style-type: none"> Evaluates personal behaviors and refines behavior to ensure positive effects on others without prompts. Provides frequent positive comments to classmates without prompts. Never uses put-downs or comments that are hurtful. Demonstrates and encourages others to respect individuals who may be different of different background or skill level by encouraging others or other behaviors to include all students. 	<ul style="list-style-type: none"> Consistently demonstrates cooperation and sensitivity when resolving conflict without prompts or support from teacher. Consistently demonstrates “good winner/loser” behaviors without prompts or direction (shaking hands, complimenting others, letting the outcome go). Always accepts and respects decisions made by the designated official.
<p>2 Proficient</p>	<ul style="list-style-type: none"> Leads, follows and supports group members to improve play in cooperative and competitive settings 	<ul style="list-style-type: none"> Evaluates personal behavior to ensure positive effects on others and refines behavior with prompts from others. Provides some positive comments to classmates and does not use put-downs or comments that are hurtful. Respects the rights and feelings of those who may be different of different background or skill level. 	<ul style="list-style-type: none"> Demonstrates cooperation with others when resolving conflict. Demonstrates “good winner/loser” behaviors (shaking hands, complimenting others, letting the outcome go) with prompts or directions. Accepts and respects decisions made by the designated official.
<p>1 Limited</p>	<ul style="list-style-type: none"> Engages in behaviors that are helpful to others after prompts or direction from the teacher OR does not engage in behaviors that are helpful to others 	<ul style="list-style-type: none"> Does not recognize and/or evaluate the effects of personal behavior to ensure positive effects on others. Sometimes uses put-downs or comments that are hurtful. Has difficulty in respecting the rights and feelings of those who may be different of different background or skill level 	<ul style="list-style-type: none"> Does not successfully demonstrate cooperative behaviors when resolving conflict. Inconsistent demonstration “good winner/loser” behaviors (shaking hands, complimenting others, has a difficult time letting the outcome go) Argues, challenges or does not accept the decisions made by the

Assessment Strategies: Standard 3, 4, 6 & Written Work

- Teacher Rubric v. Student Rubric
 - Learner language
 - Developmentally appropriate
 - Simplistic to produce results
- Activities: Authentic
 - Utilize situations and scenarios
- Cognitive tasks that integrate key English Language Arts Concepts
 - Scaffold the assignment – build towards the final product
 - Learning supports – blanks, boxes, organization to help produce the finished product
- Grading:
 - Paperwork organization
 - Clear and specific rubrics

Scaffolding the Task Example

Movement Routine

Name or Names: _____

Rotation Day 1 2 3 Classroom Teacher or Teachers: _____

SCORE	Transitions	Skills	Length	Memorized	Creativity/Style	Synchronized
3	Smooth	Advance/Complex	60-90 seconds	Memorized	Highly	Synchronized
2	Smooth	Basic	60-90 seconds	Mostly Memorized	Somewhat	Mostly synchronized
1	Not Smooth	Basic	Not 60-90 seconds	Not Memorized	Basic	Not synchronized

Circle: Gymnastics Jump Rope Dance Sport Skill

Circle Song Choice: Party Rock Dynamite Pump up the Jam

Starting	
1	
2	
3	
4	
5	
6	
7	
8	
Finishing	

Jump Rope Routine Creation

Jump Rope Skill Choices

Basic Jump Rope Skills	Advanced Jump Rope Skills
Single bounce	Heel to Heel
Double Bounce	Double Toe Touch
Jogging step/Step-overs	Front Cross/Continuous
Backwards	Back Cross/Continuous
Single side swing and jump	Side Swing Cross
Double side swing and jump	Leg Over
Side Straddle	Rump Jump
Skier	Double Unders
Scissors	Push-up
One foot	Straddle Cross

Grade 3 - Choose **3** skills performed **3x** each with smooth transitions, 1 skill must be advanced to score advanced.

Grade 4- Choose 4 skills performed **4x** each with smooth transitions, 2 skills must be advanced to score advanced.

Grade 5- Choose **5** skills performed **5x** each with smooth transitions, 3 skill must be advanced to score advanced.

All routines must start with beginning pose (Tug) and ending pose (Foot Catch)

__ Beginning Pose- Tug

1. Skill 1 _____

2. Skill 2 _____

3. Skill 3 _____

4. Skill 4 _____

5. Skill 5 _____

6. Ending Pose- Foot Catch

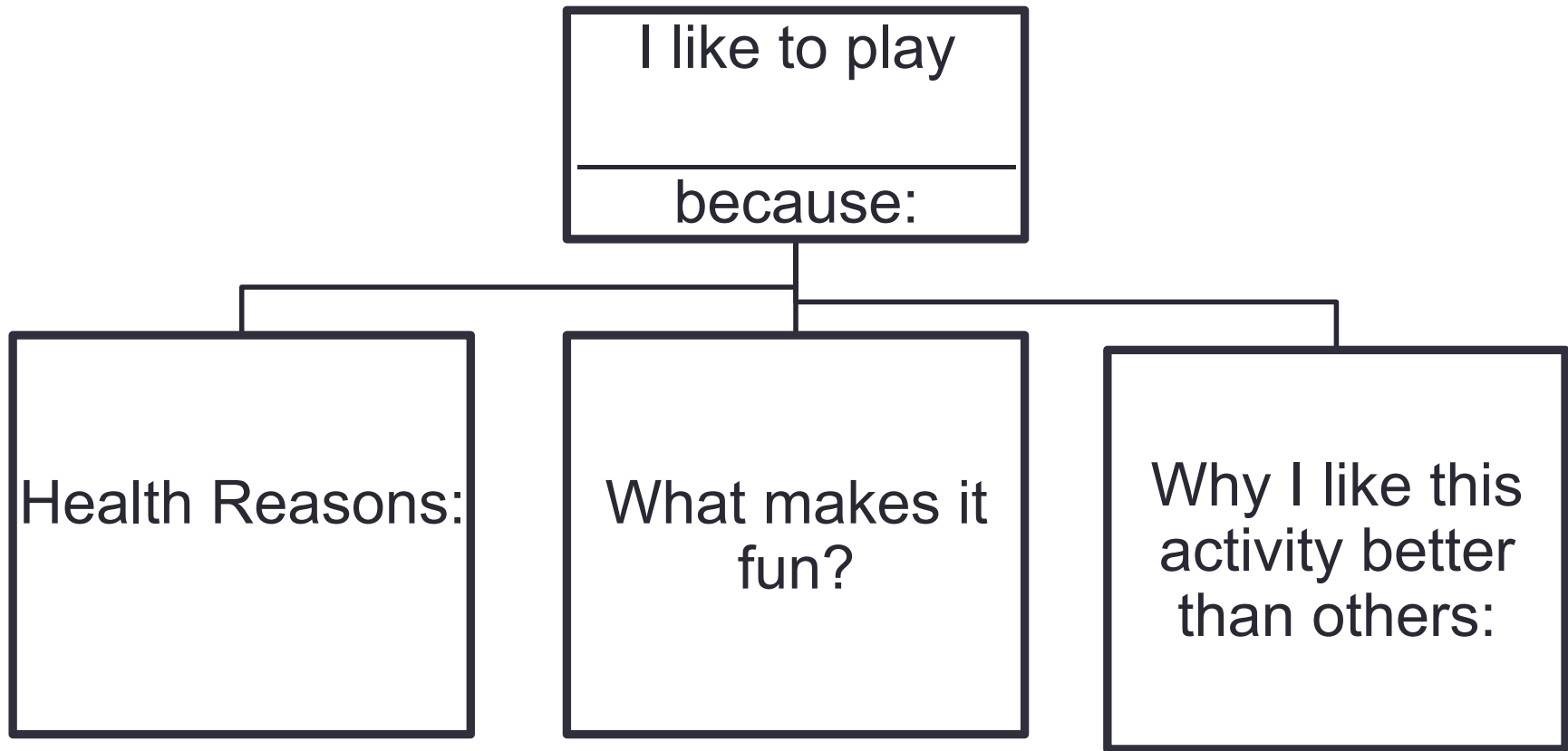
Routine score _____

Comments:

Standard 6 Highlights

- Why be physically active?
 - K-2
 - Draw a picture
 - Show and/or tell the reasons to play it.
 - Grades 3-5
 - Paragraph
 - Visual Art
 - Dance
 - Graphic organizers & learning supports
 - Teacher Rubric v. Student Rubric
- Grades 6-8 & 9-12
 - Reasons to play & identify activities
 - Advocacy for favorite activity
 - Friends
 - Parents
 - Community recreation center

Structuring Student Responses:



Task 3: Use the ideas in the organizer to write an opinion paragraph about why someone should “play” the physical activity.

The paragraph should include the topic (I like to play _____), at least three details about why I like to play the activity and a closing sentence.

Standard 6 Example: Teacher Rubric (9-12)

Level	Health (S5.E1) <i>[Favorite Activity Brainstorming]</i>	Challenge (S5.E2) <i>[Graphic Organizer & Task 3]</i>	Self-expression/Enjoyment (S5.E3)	Social Interaction (S5.E4) <i>[Task 3]</i>
3	<ul style="list-style-type: none"> Compares the health benefits of different activities by identifying appropriate health benefits for each activity in Task 1. Identifies multiple health (physical, mental or social) benefits specific to the identified activity in Task 3. Provided a clear closing that sells participation in physical activity. 	<ul style="list-style-type: none"> Identifies three or more specific enjoyable and/or challenging aspects of participation in their favorite physical activity. 	<ul style="list-style-type: none"> Completes the table (Task 1) to identify different levels of enjoyment. Provides specific reasons for negative or positive feelings in all activities in Task 1. Expresses three specific reasons to enjoy the activity in Task 3. 	<ul style="list-style-type: none"> Identifies multiple or specific social benefits from participation in the activity in Task 3.
2	<ul style="list-style-type: none"> Identifies the health benefits of participation in physical activity in Task 1 for more than 75% of the activities. Provides at least one appropriate health benefit in Task 3. 	<ul style="list-style-type: none"> Expresses the enjoyment and/or challenge of participation in their favorite physical activity 	<ul style="list-style-type: none"> Identifies different levels of enjoyment for different physical activities in Task 1. Identify a reason to enjoy the activity in Task 3. 	<ul style="list-style-type: none"> Identifies the social benefits of participation in the physical activity in Task 3
1	<ul style="list-style-type: none"> Does not identify the contribution of physical activity to good health in Table 1 (or identifies less than 75% of the activities). Did not identify health benefits in Task 3. 	<ul style="list-style-type: none"> Does not express reasons an activity is enjoyable or challenging. 	<ul style="list-style-type: none"> Does not identify the level of enjoyment for different physical activities. 	<ul style="list-style-type: none"> Does not identify the positive or negative social aspects of the physical activity.

Standard 6 Example: Student Rubric (9-12)

Level	Health	Challenge	Social Interaction	Advocacy
3	<ul style="list-style-type: none"> My presentation (or graphic organizer) identifies specific physical, mental and social health benefits. 	<ul style="list-style-type: none"> I shared specific aspects of the activity or the level of challenge within the activity that leads to the feeling of success. 	<ul style="list-style-type: none"> I shared specific aspects of the activity that provide social support or interaction. 	<ul style="list-style-type: none"> My presentation encourages others to participate in the activity using a clear message, providing specific reasons and communicating the message clearly using media.
2	<ul style="list-style-type: none"> My presentation Identifies specific physical, mental or social health benefits of the activity 	<ul style="list-style-type: none"> I shared at least two aspects of the activity that provide challenge and success. 	<ul style="list-style-type: none"> I shared how the activity provides the opportunity for social support and interaction in the activity. 	<ul style="list-style-type: none"> My presentation effectively encourages others with a clear message to participate in the activity.
1	<p>My presentation does not identify healthy benefits of the activity.</p>	<ul style="list-style-type: none"> Does not identify aspects of the activity that provide a sense of challenge. 	<p>Does not identify how the activity provides opportunities for social support and interaction.</p>	<ul style="list-style-type: none"> Does not effectively share sell the activity to their intended audience to encourage participation

Reflection: Using Data to Make Change

- Students
 - Align grading system with assessment system
- Teaching
 - Lesson
 - Curricular
 - Strategies
 - Progressions
 - Alignment
- Can I use my assessment data for advocacy?