


YOU CAN DO IT TOO!
ASSESSING K-5 PHYSICAL
EDUCATION

SHAPE AMERICA
 MARCH 2015
 SEATTLE, WASHINGTON



PRESENTERS

- Susan Barnard
 - Barre Town Middle and Elementary School, Barre Town, VT
 - K-2 Retired
- Laura Thygesen
 - Barre Town Middle and Elementary School, Barre Town, VT
 - K-5
- Lynn V. Johnson, Ed.D
 - Plymouth State University, Plymouth, NH
 - Health and Human Performance Department
 - PE and PEHE Teacher Certification Program

PRESENTATION OVERVIEW

- Definition of a Physically Literate Individual
- Review of SHAPE America Standards (2014)
- Overview of Standards-Based Assessment
- Sharing of K-5 Assessments
- Questions

DEFINITION OF A PHYSICALLY LITERATE INDIVIDUAL

- To pursue a lifetime of healthful physical activity, a physically literate individual:
- Has learned the skills necessary to participate in a variety of physical activities.
 - Knows the implications and the benefits of involvement in various types of physical activities.
 - Participates regularly in physical activity.
 - Is physically fit.
 - Values physical activity and its contribution to a healthful lifestyle.

(SHAPE America, 2014, p. 11)

DEFINITION OF A PHYSICALLY LITERATE INDIVIDUAL

Physical Literacy:
"The ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person."

(Mandigo, Francis, Lodewyk & Lopez, p. 28; Whitehead, 2001 in SHAPE America (2014), p.4)

REVIEW OF 2014 STANDARDS

- What were the significant changes from 2004?
 - Went from 6 – 5 Standards
 - Combination of Standards 3 & 4
 - Development of Grade Level Outcomes for K-8
 - Identification of Levels for 9-12

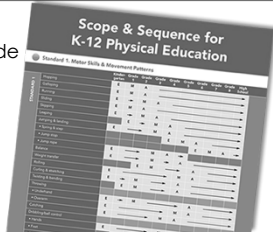
2014 SHAPE AMERICA PHYSICAL EDUCATION STANDARDS

- **Standard 1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard 2** - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 3** - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- **Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

<http://www.shapeamerica.org/standards/pe/>

REVIEW OF 2014 STANDARDS: SCOPE AND SEQUENCE

- Knowledge and skills expected at each grade level
- Arrows = grade levels
- Shading = not a focus
- Coded:
 - E = Emerging
 - M= Maturing
 - A= Applying



SHAPE America (2014), p. 65-69

<http://www.shapeamerica.org/standards/pe/>

STANDARDS-BASED ASSESSMENT

- Definition
 - The process of determining if and to what degree a student can demonstrate, in an authentic environment, what he/ she **knows and is able to do** in relation to the identified educational target or standard.
- Aligning assessments with standards
 - Lesson objectives are the key
 - Write objectives aligned with standards
 - Use objectives to determine/select assessment
 - Assessment will be aligned with standard

STANDARDS-BASED ASSESSMENT

- Purpose
 - Students performance level at that time
 - Student progress towards meeting standard
 - Lesson effectiveness
 - Unit effectiveness
 - *Grading*

STANDARDS-BASED ASSESSMENT

- Key Characteristics
 - Students informed of criteria/expectations before unit and lesson in which assessed
 - Rubric/criteria posted and reviewed
 - Students have adequate practice in assessment task prior to assessment
 - Appropriate number of trials to demonstrate performance level

AUTHENTIC ASSESSMENTS

- An environment in which skills/ concepts may be used/applied
- Developmental level of students determines the complexity level of that environment
 - Dribbling in open space ~ 4th grade
 - Dribbling in a small-sided game ~ 6th grade

INTEGRATING ASSESSMENTS INTO LEARNING EXPERIENCE

- Integrate assessment into the learning experience
- Integrated assessments should:
 - Be practical and enhance the learning experience
 - Not take away from instructional or learning time
 - Provide multiple practice and assessment opportunities

INTEGRATING ASSESSMENTS INTO LEARNING EXPERIENCE

- The Assessment task should be a task that:
 - enhances the student learning experience
 - Is not a separate "event"
 - provides valuable information to the teacher
- What information do you want the assessments to provide?
- Design assessments to meet those needs.
- Integration into learning experience will increase effectiveness and practicality

YOU CAN DO IT! BARRE TOWN DID!

- Exemplary physical educators



- Imbedding assessment into instruction
- Demonstrating that "You Can Do It Too"

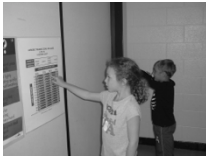
K-5 ASSESSMENTS

- Kindergarten - 2nd Grade Assessments
 - Thunder Road – Hopping
 - La Raspa (Mexican Hat Dance)
 - Dribbling (hand)
- 3rd Grade, 4th Grade and 5th Grade Assessments
 - Hora
 - Pacing Reflection
 - Balance Beam

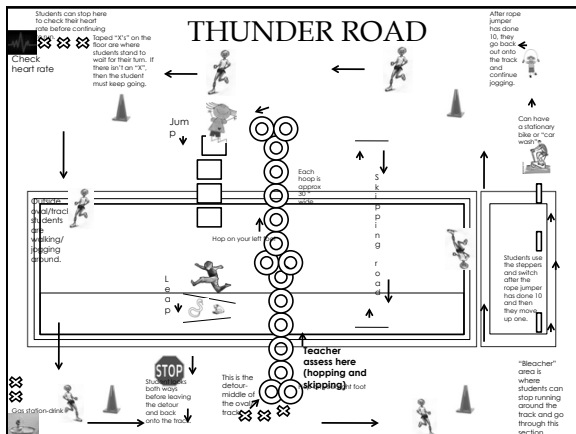
THUNDER ROAD - HOPPING KINDERGARTEN - 2ND GRADE



- Race Cars – Oval Track
- Heart is your engine



- Organizational Chart
- Handout



THUNDER ROAD 1ST GRADE HOPPING RUBRIC

Hop, Grade 1 Criteria (Standard 1)

- 1. One leg bent like an "L"
- 2. Arms are bent
- 3. Hops on right foot and left foot
- 4. Can hop 2 times in each hoop not touching the hoop (10 on right foot and 10 on left foot)
- 5. Smooth movement, not jerky



Rubric:

- 4 = Exceeds the standard: Can do all the above criteria
- 3 = Meets the standard: Can hop ten times in a row on each foot, but student may touch a hoop or not completely smooth.
- 2 = Progressing towards the standard: Can hop 10 times on right foot and 10 times on left foot without the hoops, form may not be perfect.
- 1 = Not meeting the standard: Cannot hop ten times on right foot and 10 times on left foot.



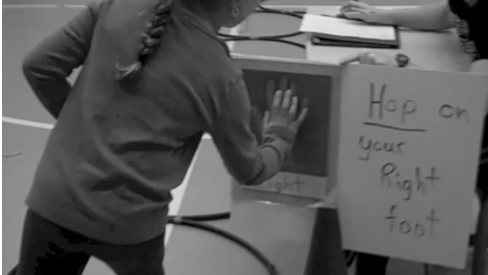
Thunder Road



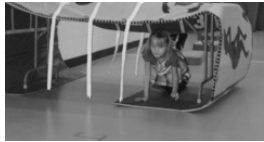
THUNDER ROAD VIDEO KINDERGARTEN



**THUNDER ROAD VIDEO
2ND GRADE**



**THUNDER ROAD
CAR WASH**



After they do the 3 bleachers, they crawl under the car wash to get to the jump rope.

THUNDER ROAD FITNESS ASSESSMENT

Thunder Road Fitness Assessment (Grade 1-2, Standard 3)

Name: _____
Teacher: _____

1. Place an "X" on the 3 places where you can feel your heart beat.



2. Name 3 activities that you enjoy doing that will make your heart healthy (beating fast!) and keep you physically fit.

- 1. _____
- 2. _____
- 3. _____

Physical Fitness Assessment (Standard 3)

Name: _____
Teacher: _____

This is a picture of me being physically active!

I am _____.

**LA RASPA (MEXICAN HAT DANCE)
2ND GRADE ASSESSMENT**
STANDARDS 1 & 2

Prerequisite skills:

- Bleking steps with alternative heel taps
- Exploring various rhythms, be familiar with the La Raspa Dance.

Assessment Task:

- In self-space students will be able to perform the dance steps to the music without teacher cues to the music.

Assessment Criteria:

1. Alternative heel taps to the beat (right, left, right)
2. Clap to the beat
3. Move in the general space under control during the chorus
4. Can transition smoothly during all parts of the dance.

Performance Scores:

- 4 = Exceeds the Standard: Meets all of the criteria consistently without teacher cues
- 3 = Meets the Standard: Meets criteria 1-3 with or without teacher cues
- 2 = Progressing Toward Standard: Meets 2 to 3 of the criteria
- 1 = Needs support: Less than two criteria met

LA RASPA VIDEO
2ND GRADE



DRIBBLING ASSESSMENT
2ND GRADE

- Dribbling Assessment
- Organization of assessment
 - Video
 - Chart
- Video
- Music Source



DRIBBLING RUBRIC 2ND GRADE

Controlled Dribbling with Preferred Hand Criteria
Grade 2

Report Card says: Ball Skills: Consistently dribbles a ball in general space with preferred hand while maintaining control

Grade 2:

1. Feet parallel and firm wrist
2. Eyes over ball, looking for empty spaces
3. Keeps under control inside the boundary lines
4. Waist high
5. Dribbles with preferred hand

Assessment Rubric: Ball Control/Dribbling
Grade 2 (Standard 1)

Performance Score
4 = Exceeds the Standard Meets all five of the criteria consistently with varied speeds
3 = Meets the Standard Meets all five of the criteria while walking
2 = Working Towards Standard Meets three to four of above criteria while walking OR Meets all five criteria while stationary in a set space
1 = Needs More Help Meets less than three of the criteria

NOTE: During assessment task: Two hands on the ball during freeze (looking at the teacher)

DRIBBLING VIDEO 2ND GRADE

GRADE 1 REPORT CARD


Grade 1 Physical Education	Quarters 1 & 2	Quarters 3 & 4
Listens to and follows directions (S4)		
Moves under control in the general space (S2)		
Skips (step-hop) (S1)		
Hops on right foot and left foot 10 times (S1)		
Can perform a tuck forward roll (S1)		Not Assessed
Jumps a long rope 10 times consecutively with teacher-assisted turning (S1)	Not Assessed	
Can perform a rhythmic movement led by the teacher (S1)	Not Assessed	
Dribbles continuously with preferred hand (S1)	Not Assessed	
Can identify pictures of healthy lifestyle activities (S3)	Not Assessed	
4=Exceeds the Standard 3 = Meets the Standard	2=Moving toward standard	1= Needs Improvement

GRADE 2 REPORT CARD		
4=EXCEEDS THE STANDARD 3 = MEETS THE STANDARD 2=MOVING TOWARD STANDARD 1= NEEDS IMPROVEMENT		
Grade 2 Physical Education	Quarters 1 & 2	Quarters 3 & 4
Listens to and follows directions (S4)		
Moves under control in the general space(S2)		
Skips (step-hop) demonstrating opposition(S1)		
Hops on right foot and left foot 10 times (S1)		
Jumps a short rope 10 times consecutive times (S1)	Not Assessed	
Can perform a tuck forward roll (S1)		Not Assessed
Can perform a rhythmic movement independently (S1)	Not Assessed	
Consistently dribbles a ball in general space with preferred hand while maintaining control (S1)	Not Assessed	
Can demonstrate a throwing pattern with opposition (S1)	Not Assessed	
Can identify one activity that contributes to each fitness component(S3)	Not Assessed	

3RD GRADE HORA ASSESSMENT STANDARD 1

HORA Test

- ★ Kick is across the leg in the correct direction (left/right)
- ★ Steps are in front/behind in the correct direction (left)
- ★ Steps and Kicks are little with a bounce
- ★ Maintains the rhythm throughout the dance.



HORA RECORDING FORM AND RUBRIC

Class: Date: Teacher: Observer: Observer:

<p>*** EXCEEDS EXPECTATIONS</p>	<p>*** MEETS EXPECTATIONS</p>
<p>*** NEEDS MORE PRACTICE</p>	<p>* NEEDS IMPROVEMENT</p>



HORA Rubric
 • Kick is across the leg in the correct direction (left/right)
 • Steps are in front/behind in the correct direction (left)
 • Steps and Kicks are little with a bounce
 • Maintains the rhythm throughout the dance.

HORA VIDEO
3RD GRADE



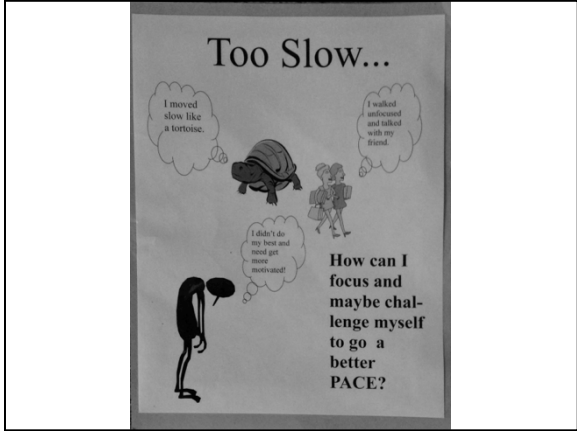
PACING
STANDARD 1, 2 & 3

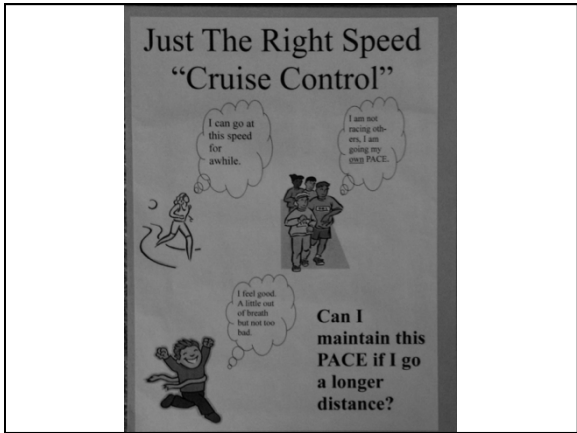
- Assessment description
 - Preparation for the mile run
 - Different timed runs
 - Learn about what pacing means
 - Students complete pacing reflection

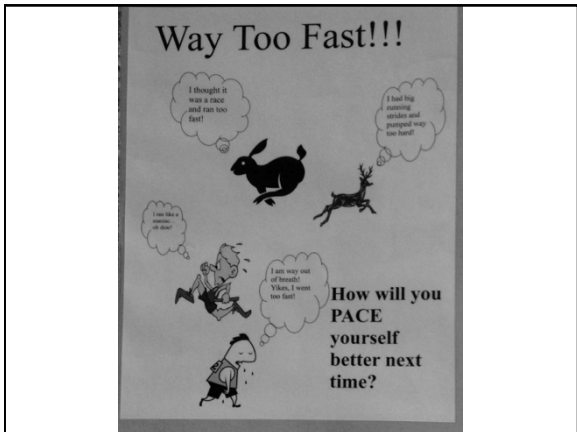



PACING/RUNNING RUBRIC
STANDARD 3

Score	Criteria
4	The student is able to maintain his/her own pacing speed with no walk breaks for the whole time.
3	The student can pace (maintain the same speed) his/herself for the allotted time but may need to take walk breaks (of the appropriate distance/speed-10 fast steps or less).
2	"Too fast" and/or "Too slow" category but keeps going.
1	The student demonstrates little to no pacing-may stop during the running time.











PACING REFLECTION

1. What does **PACING** yourself while running mean?
2. What category were you able to do while doing your timed run? (check only ONE)
 Just The Right Speed "Just Enough"
 Mostly Way Too Fast!!
 Mostly Too Slow...




3. How many walk breaks did you have during the timed run? (check only ONE)
 None!
 2 or less
 More than 2
4. During your timed run, did you... (check only ONE pattern that most fits how you did)
 I walked most or all of it.
 I jugged the whole way (no walk breaks)
 I did a combination of jog/fat walk.
 I ran really fast/walked really slow (ran really fast/walked really slow pattern)
5. How did you **feel** at the end of your timed run?
6. What is your goal for your next timed run?



BALANCE BEAM ASSESSMENT STANDARD 1 & 2

BALANCE BEAM ROUTINE

Mount:
First balance for 5 seconds: (low or high)

Movement:
Jump:
A different movement:
Second balance for 5 seconds: (low or high)

Dismount:

BALANCE BEAM ROUTINE SCORING SHEET
(TEACHER ONLY DOES THIS)

1. Did the routine have a mount and dismount? YES NO
2. Did the routine have a low and high balance for 5 seconds each? YES NO
3. Did the routine have 2 different movements? YES NO
4. Did the routine have a jump? YES NO
5. Was the routine planned and focused? YES NO
6. Did the moves flow smoothly, one into the other, during the routine? YES NO

SCORING RUBRIC **(TEACHER ONLY DOES THIS)**

4-WOW! (Met all of the above criteria, no mistakes or falls)

3-GOOD! (Met all of the above criteria but fell off the beam during the routine or met 5 of the above criteria)

2-ACCEPTABLE (Met 4 of above criteria)

1-IMPROVING (Met 3 or less than of the above criteria)

BALANCE BEAM ASSESSMENT STANDARD 1 & 2

BALANCE BEAM ROUTINE

Watch your routine on the video. Answer the questions below by circling yes or no.

1. Did the routine have a mount and dismount? YES NO
2. Did the routine have a low and high balance for 5 seconds each? YES NO
3. Did the routine have 2 different movements? YES NO
4. Did the routine have a jump? YES NO
5. Was the routine planned and focused? YES NO
6. Did the moves flow smoothly, one into the other, during the routine? YES NO

SCORING RUBRIC (Circle what score you got)

4-WOW! (Met all of the above criteria, no mistakes or falls)

3-GOOD! (Met all of the above criteria but fell off the beam during the routine or met 5 of the above criteria)

2-ACCEPTABLE (Met 4 of above criteria)

1-IMPROVING (Met 3 or less than of the above criteria)

What signs of effort were evident during your performance? _____

What did you like the best? _____

What do you need to improve on? _____

BALANCE BEAM VIDEO



GRADE 3 REPORT CARD

4=EXCEEDS THE STANDARD 3 = MEETS THE STANDARD
2=MOVING TOWARD STANDARD 1= NEEDS IMPROVEMENT

Grade 3 Physical Education	Quarters 1 & 2	Quarters 3 & 4
Listens to and follows directions (S4)		
Moves safely with and without equipment (S4)		Not Assessed
Works cooperatively with others to accomplish a common goal (S4)		Not Assessed
Can pace oneself for an 8-minute timed jog (S3)		Not Assessed
Demonstrates knowledge of the health-related fitness components (S3)		Not Assessed
Hand dribbles a ball and maintains control while moving within a group (S1)		Not Assessed
Strikes a beach ball using a forearm pass, overhead volley, and underhand serve over a net (S1)	Not Assessed	
Demonstrates a dance sequence into a repeatable pattern (Hora) (S1)	Not Assessed	
Performs a balance beam routine demonstrating various elements (S1, S2)		Not Assessed
Can identify and perform various stunts in the 6 gymnastics body positions (S1)	Not Assessed	
Identifies a variety of activities to develop each fitness component (cardiorespiratory endurance, muscular strength and endurance, and flexibility) (S3)	Not Assessed	

MUSIC

Freeze Music (Freeze)

- *We All Live Together* by Greg and Steve
- Kimbo Educational P.O. Box 477, Long Branch, NJ 07740
- Phone: 1-800-631-2187
- Website: <http://kimboed.com>

Hora Music (Hava Nagilah)

- *Multicultural Folk Dance Treasure Chest*
- Christy Lane, Human Kinetics

La Raspa Music (Mexican Hat Dance)

- *Folk Dance Fun* (slower speed Mexican Hat Dance used for assessment)
- Kimbo Educational (See Above)

REFERENCES

Johnson, L.V. (October 2005). Choosing appropriate assessments. *Journal of Physical Education, Recreation, and Dance*.

SHAPE America (2014). National standards & grade level outcomes for k-12 physical education. Champaign, IL: Human Kinetics.

CONTACT INFORMATION

- Susan Barnard: sbarnbte@u61.net
- Lynn V. Johnson: lvjohnson@plymouth.edu
- Laura Thygesen: lthygbte@u61.net
