

## PE Metrics – Middle School (6 – 8)

**Standard 3.** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity.

### Outcomes to be assessed in Standard 3:

**S3.M1.8:** Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, CV endurance\*, and body composition) and explains the connections between fitness and overall physical and mental health. **See Assessment #1**

*\*Aerobic capacity will also be used so the language is in alignment with Fitnessgram*

**S3.M15.8:** Designs and implements a program of remediation for three areas of weakness based on the results of HRF assessment. **See Assessment #2**

**S3.M16.8:** Designs and implements a program to improve levels of health related fitness and nutrition. **See Assessment #2**

**S3.M17.7:** Develops strategies to balance healthy food, snacks, and water intake along with daily physical activity. **See Assessment #2**

### Guidelines

Prior to teaching the course, look over the outcomes and assessment tasks within Standard 3 to learn what content is needed for instruction to complete these assessments. These assessments are comprehensive in nature, but there are aspects of the assessments that can be completed at different time periods throughout the quarter/semester/school year. Teachers might consider completing the fitness testing, goal setting and designing of the nutrition and fitness plans early on in the course to provide students adequate time to utilize their plan in working towards other outcomes within Standard 3.

## PE Metrics – Middle School (6 – 8)

**Standard 3.** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity.

**Outcome focused on Assessment Task #1:**

**S3.M1.8:** Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, CV endurance\*, and body composition) and explains the connections between fitness and overall physical and mental health.

*\*Aerobic capacity will also be used so the language is in alignment with Fitnessgram*

**Assessment Task #1 – Written Assignment**

Complete the two questions listed below. In question #2, be specific and detailed.

**Question #1: List the five components of health-related fitness.**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

**Question #2: In the space below, explain how fitness connects with a person’s overall physical and mental health. Be as specific and detailed as possible.**

## Scoring Guide

Level	Criteria	
	Question #1: Identification	Question #2: Explanation
3	5 components	A specific and detailed response is provided that explains how fitness connects with a person's overall physical and mental health.
2	3 – 4 components	A general response is provided that explains how fitness connects with a person's overall physical and mental health.
1	0 – 2 components	No response is provided that explains how fitness connects with a person's overall physical and mental health.

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## PE Metrics – Middle School (6 – 8)

**Standard 3.** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity.

### Outcomes focused on Assessment Task #2:

**S3.M15.8:** Designs and implements a program of remediation for three areas of weakness based on the results of HRF assessment.

**S3.M16.8:** Designs and implements a program to improve levels of health related fitness and nutrition.

**S3.M17.7:** Develops strategies to balance healthy food, snacks, and water intake along with daily physical activity.

### Assessment Task #2 – Develop a Personal Fitness Plan Based on Health-Related Fitness & Nutrition Assessment Results

#### Guidelines

Assessment Task #2 is a comprehensive task to develop a personal fitness plan, which includes 3 different assignments to meet the outcomes listed above. Teachers are recommended to complete a fitness assessment first, before developing the personal fitness plan.

#### Assignment 1: Complete a Health-Related Fitness Assessment (e.g., Fitnessgram)

Utilize a criterion-referenced fitness test, such as Fitnessgram, to assess student fitness levels. Teachers are recommended to complete a pre-test at the start of the quarter, semester or academic year as well as a post-test at the end of the course. Follow recommended guidelines for the specific fitness test when administering the test. Provide students with ample practice time before measuring student performance for this assessment.

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The PACER Individual Score Sheet A is From *FITNESSGRAM/ACTIVITYGRAM Test Administration Manual, Updated Fourth Edition* by The Cooper Institute, 2010, Champaign, IL: Human Kinetics

Health-related Fitness Component	Fitnessgram
Aerobic capacity/CV endurance	<ul style="list-style-type: none"><li>• 1-mile run/walk or</li><li>• PACER</li></ul>

Muscular strength and endurance upper body	<ul style="list-style-type: none"> <li>• 90-degree push-up, cadence</li> </ul>
Muscular strength and endurance abdominals	<ul style="list-style-type: none"> <li>• Curl-ups, cadence</li> </ul>
Flexibility	<ul style="list-style-type: none"> <li>• Back-saver sit and reach</li> <li>• Trunk lift</li> </ul>

**Assignment 2: Complete the MyPlate SuperTracker Program**

Complete a tracking program (e.g., SuperTracker Program at MyPlate: [www.choosemyplate.gov](http://www.choosemyplate.gov) or Facts up Front at: <http://factsupfront.org/>). Identify the amount of fruits, vegetables, grains, proteins, dairy and oils you consume on a daily basis. Based on the results from the tracking program and suggested recommendations, create a daily nutritional plan to improve your nutritional intake.

- a. In the space below, respond to the following question: Based on the tracker results, what steps will you take to improve your daily nutrition intake?

- b. In the table below, record the amount of grains, vegetables, fruits, dairy and proteins you intend to intake on a daily basis.

Day	Grains	Vegetables	Fruits	Dairy	Proteins
Monday					
Tuesday					
Wednesday					

Thursday					
Friday					
Saturday					
Sunday					
<b>Totals</b>					

**Assignment 3: Complete a Personal Fitness Plan**

This worksheet is intended to have you think about the following:

- your current fitness strengths and weaknesses
- general activities that you enjoy that will improve your level of health-related fitness and nutrition
- strategies to balance healthy food, snacks, and water intake.

When developing your personal fitness plan, use the information on this worksheet.

a. Review and evaluate your fitness assessment and fill in the chart below.

<b>Health-related Component of Fitness Assessment</b>	<b>Met the Advanced or Proficient level (Yes or No)</b>	<b>Identify areas you need to improve (areas of weakness) or maintain based on your fitness assessment scores and explain what you can specifically do to improve/maintain these fitness levels.</b>
Aerobic Capacity/CV Endurance • PACER or • 1-mile run/walk		
Muscular strength and endurance (Abdominals) Curl up, cadence		
Muscular strength and endurance (Upper body) • 90-degree push-up – cadence		

Flexibility • Back-saver sit-and-reach		
Trunk Extensor Strength and Flexibility • Trunk-lift		

b. After evaluating your fitness assessment and your activity log, use the “SMART” criteria below to set personal fitness goals for yourself.

**Specific** - Your goals should be specific and detailed based on what you want to achieve.

**Measurable** – Your goals should be able to be assessed or evaluated in some way to determine if you have been successful.

**Achievable** - Your goals should push you past your comfort zone but should still be attainable.

**Relevant/Realistic** - Your goals should be important to you and the outcome should impact your life in some way.

**Timely** - Your goals should have a timeline that will help keep you on track for reaching them.

<b>Health-related Physical Fitness Component</b>	<b>Goal</b> <i>Example: Improve my pacer test by 5 more laps within 4 weeks (Timely).</i>
Aerobic capacity/CV endurance	
Muscular strength and endurance (Upper Body)	
Muscular strength and endurance – (Abdominal)	
Flexibility	

- c. Complete the chart below to describe your personal fitness plan. Include only the number of exercises that are sufficient for your plan (you do not need to use each row).

<b>Aerobic Capacity/CV Endurance</b>			
<b>Type (List the exercises)</b>	<b>Frequency (Days per week)</b>	<b>Intensity (Heart Rate)</b>	<b>Time (Number of minutes)</b>
•	•	•	•
•	•	•	•
<b>Muscular Strength &amp; Endurance – Upper Body</b>			
<b>Type (List the exercises)</b>	<b>Frequency (Days per week)</b>	<b>Intensity (Number of sets &amp; repetitions)</b>	<b>Time (Number of sets &amp; repetitions)</b>
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
<b>Muscular Strength &amp; Endurance – Abdominals &amp; Lower Body</b>			
<b>Type (List the exercises)</b>	<b>Frequency (Days per week)</b>	<b>Intensity (Number of sets &amp; repetitions)</b>	<b>Time (Number of sets &amp; repetitions)</b>
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•



•	•	•	•
<b>Flexibility</b>			
<b>Type (List the exercise)</b>	<b>Frequency (Days per week)</b>	<b>Intensity (Describe)</b>	<b>Time (Number of seconds)</b>
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

- d. Develop your personal fitness plan using the activities that you listed in the previous chart. Name the time of day when you will do each activity (ex: 3:00-4:00 pm)

<b>Health-related Physical Fitness Component</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
Aerobic capacity/CV endurance							
Muscular Strength/ endurance – Upper Body							
Muscular Strength/ endurance – Abs & Lower Body							

Flexibility							
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e. List 3 strategies you will use to be sure you are physically active every day.

f. List 3 strategies you will use to balance your intake of healthy food, snacks, and water.

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## Scoring Guide

Level	Fitness Program - Remediation or Maintenance	Fitness Program - Improve Fitness & Nutrition	Balancing Strategies
<b>3</b>	Designs and implements a detailed program of remediation or maintenance for 3 areas based on the results of HRF assessment.	Designs and implements a detailed program to improve levels of health related fitness and nutrition.	Develops detailed and specific strategies to balance healthy food, snacks, and water intake along with daily physical activity.
<b>2</b>	Designs and implements a general program of remediation or maintenance for 3 areas based on the results of HRF assessment.	Designs and implements a general program to improve levels of health related fitness and nutrition.	Develops general strategies to balance healthy food, snacks, and water intake along with daily physical activity.
<b>1</b>	Designs and implements a weak program of remediation or maintenance for 2 or less areas based on the results of HRF assessment.	Does not design or implement a program to improve levels of health related fitness and nutrition.	Does not develop strategies to balance healthy food, snacks, and water intake along with daily physical activity.