

NASPE PE Metrics Assessments

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Grade 2

Outcomes:

S4.E1 Practices skills with minimal teacher prompting.

S4.E2 Accepts responsibility for class protocols with behavior and performance actions.

S4.E3 Accepts specific corrective feedback from the teacher.

S4.E4 Works independently with others in partner environments.

S4.E5 Recognizes the roles of rules and etiquette in teacher designed physical activities.

S4.E6 Works independently and safely in physical education. Works safely with physical education equipment.

Guidelines:

Personal responsibility (Standard 4) is assessed through engagement in activity, thus there is no specific activity for this standard. Outcomes within Standard 4 can be demonstrated while participating in the content selected for Standards 1, Standard 2 and/or Standard 3. The Standard 4 assessment includes a variety of categories to observe student behavior. Some of the categories are relevant in every physical education class session or activity, while other are more prevalent or easily observed in particular activities. First time users of the assessment should focus their attention to one area per lesson, while those with more experience might focus on multiple areas in one class or activity.

Scoring Guide

Level	Personal Responsibility S4.E2	Person Responsibility (Self-direction) S4. E1	Rules & etiquette S4.E5	Safety S4.E6	Accepting feedback S4.E3	Working with others S4.E4
3 (meets all bullet points)	<ul style="list-style-type: none"> Consistently demonstrates responsibility for class rules, protocols & responsibilities with behavior and actions without teacher prompt. 	<ul style="list-style-type: none"> Tries his or her best without prompts or encouragements from others for all activities. Engages in an activity the learner perceives to be challenging or continues to engage if unsuccessful in a task. 	<ul style="list-style-type: none"> Consistently follows all established rules, protocols, procedures and etiquette in teacher designed physical activities. 	<ul style="list-style-type: none"> Participates safely in all activities without reminders or redirection from teacher. Uses equipment safely and as directed. Encourages others to be safe or avoids unsafe situations and behaviors. 	<ul style="list-style-type: none"> Accepts specific corrective feedback from the teacher and attempts to make a change in the targeted behavior. 	<ul style="list-style-type: none"> Works independently within a group or partner activity without prompts or targeted feedback from others. Consistently engages in behaviors that are helpful to others (e.g., taking turns using equipment and interacting positively with others, helps retrieve a ball, waits for turn, performs role).
2	<ul style="list-style-type: none"> Follows rules & parameters for appropriate behavior with minimal teacher prompting 	<ul style="list-style-type: none"> Engages in activities and stays on task with few prompts or encouragement from others. 	<ul style="list-style-type: none"> Follows the established rules, protocols, procedures and etiquette in activities. 	<ul style="list-style-type: none"> Follows teacher directions for safe participation and proper use of equipment with minimal teacher prompt. 	<ul style="list-style-type: none"> Listens to the feedback from the teacher. Student accepts responsibility for his/her role in the outcome. 	<ul style="list-style-type: none"> Engages in behaviors that ensure others have the opportunity to learn and be successful (such as sharing equipment and space, waiting for turn or helping others).
1	<ul style="list-style-type: none"> Does not engage in appropriate behaviors or requires frequent redirection to demonstrate the rules & parameters for appropriate behavior 	<ul style="list-style-type: none"> Does not consistently engage in activities OR stays on-task with frequent prompts and encouragement from others. Disrupts the work or play of others. 	<ul style="list-style-type: none"> Developing consistency with frequent teacher prompts or encouragement in demonstrating rules, protocols, procedures and etiquette in activities. 	<ul style="list-style-type: none"> Demonstrates unsafe behavior that has the potential for a negative impact on self or others. 	<ul style="list-style-type: none"> Fails to address the teacher's comments OR Makes excuses or blames others. 	<ul style="list-style-type: none"> Engages in uncooperative or disruptive behaviors that interfere with other students' learning.

Kevin Lorson 9/2/14 10:52 AM
Comment [1]: Order of the categories? Should it be by personal and social responsibility or should it be in order of indicator?

Kevin Lorson 9/2/14 10:52 AM
Comment [2]: Only emerging by end of 2nd

NASPE PE Metrics Assessments

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Grades 3-5

Outcomes:

- S4.E1 Engages in physical activity with responsible interpersonal behavior (e.g. peer to peer, student to teacher, student to referee).
- S4.E2 Participates with responsible personal behavior in a variety of physical activity context, environments and facilities
- S4.E3 Gives corrective feedback respectfully to peers.
- S4.E4 Accepts, recognizes, and actively involves others both higher and lower abilities into physical activities and group projects.
- S4.E5 Exhibits etiquette and adherence to rules in a variety of physical activities.
- S4.E6 Applies safety principles with age-appropriate physical activities.

Guidelines:

Personal responsibility (Standard 4) is assessed through engagement in activity, thus there is no specific activity for this standard. Outcomes within Standard 4 can be demonstrated while participating in the content selected for Standards 1, Standard 2 and/or Standard 3. The Standard 4 assessment includes a variety of categories to observe student behavior. Some of the categories are relevant in every physical education class session or activity, while other are more prevalent or easily observed in particular activities. First time users of the assessment should focus their attention to one area per lesson, while those with more experience might focus on multiple areas in one class or activity.

Scoring Guide

Level	Personal Responsibility S4.E1	Personal Responsibility (Self-direction) S4.E2	Rules & Etiquette S4.E5	Safety S4.E6	Accepting Feedback S4.E3	Working with Others S4.E4	
3	<ul style="list-style-type: none"> • Demonstrates consistent appropriate interpersonal behavior (e.g. peer to peer, student to teacher and student to referee) and behaviors within the guidelines of appropriate class behavior. 	<ul style="list-style-type: none"> • Makes choices that demonstrate effort and self-direction without prompts and encouragement from others in individual, small and large group activities. 	<ul style="list-style-type: none"> • Consistently demonstrates etiquette and adherence to rules in a variety of physical activities. Differentiates between appropriate and inappropriate behaviors without assistance from teacher. 	<ul style="list-style-type: none"> • Consistently applies safety principles within age-appropriate physical activities. 	<ul style="list-style-type: none"> • Accepts specific corrective feedback from others and attempts to change the targeted behavior. • Gives corrective feedback respectfully to peers. 	<ul style="list-style-type: none"> • Works within a group or partner activity without prompts or targeted feedback from others. • Accepts, recognizes and actively involves others to help others find success. 	<ul style="list-style-type: none"> • Consistently engages in behaviors that demonstrate an acceptance, recognition and involvement of others including those with higher or lower ability levels. • Provides frequent positive comments to classmates without prompts. Never uses put-downs or comments that are hurtful.
2	<ul style="list-style-type: none"> • Demonstrates responsible behavior in teacher-directed activities and independent group situations. 	<ul style="list-style-type: none"> • Engages in activities and stays on task without prompts or constant supervision from the teacher during individual, small and large group activities 	<ul style="list-style-type: none"> • Exhibits etiquette and adherence to rules and etiquette in physical activity. 	<ul style="list-style-type: none"> • Works safely with peers and equipment for safe participation without teacher reminders. 	<ul style="list-style-type: none"> • Listens respectfully and implements specific corrective feedback from the teacher and others. 	<ul style="list-style-type: none"> • Engages in behaviors that ensure that others within the class have the opportunity for success within the teacher's prompts or guidelines. 	<ul style="list-style-type: none"> • Respects the rights and feelings of those who may be of different background or different skill level. • Provides some positive comments to classmates and does not use put-downs or comments that are hurtful.
1	<ul style="list-style-type: none"> • Does not consistently engage in appropriate behavior and disrupts the work or play of others. 	<ul style="list-style-type: none"> • Takes little or no responsibility for actions and their consequences. 	<ul style="list-style-type: none"> • Needs direction or prompts from teacher or others to demonstrate rules, procedures and etiquette in activities. 	<ul style="list-style-type: none"> • Follows directions for safe participation and proper use of equipment with reminders OR demonstrates unsafe behaviors. 	<ul style="list-style-type: none"> • Fails to address the teacher's comments or the concerns of others. OR Provides inappropriate or critical feedback to others. 	<ul style="list-style-type: none"> • Engages in uncooperative or disruptive behaviors that interfere with other students' learning. 	<ul style="list-style-type: none"> • Has difficulty in respecting the rights and feelings of those who may be of different background or different skill level. • Sometimes uses put-downs or comments that are hurtful.

Kevin Lorson 9/2/14 10:52 AM
Comment [3]: Only emerging by end of 2nd

NASPE PE Metrics Assessments

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Grade 8

Outcomes:

S4.M1 Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.

S4.M2 Utilizes effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.

S4.M3 Provides encouragement and feedback to peers without prompting from the teacher.

S4.M4 Responds appropriately to ethical and unethical behavior of participants during physical activity by using the rules and guidelines for conflict resolution.

S4.M5 Cooperates with multiple classmates on problem solving initiatives including adventure activities, large group initiative, and game play.

S4.M6 Applies rules and etiquette by acting as an official for modified physical activities/games and creating dance routines within a given set of parameters.

S4.M7 Independently uses physical activity and fitness equipment appropriately and *identifies specific safety concerns* associated with the activity.

Guidelines:

Personal responsibility (Standard 4) is assessed through engagement in activity, thus there is no specific activity for this standard. Outcomes within Standard 4 can be demonstrated while participating in the content selected for Standards 1, Standard 2 and/or Standard 3. The Standard 4 assessment includes a variety of categories to observe student behavior. Some of the categories are relevant in every physical education class session or activity, while other are more prevalent or easily observed in particular activities. First time users of the assessment should focus their attention to one area per lesson, while those with more experience might focus on multiple areas in one class or activity.

Scoring Guide

Level	Personal Responsibility S4.E1	Personal Responsibility S4.E2	Following rules & etiquette S4.M6	Safety S4.M7	Accepting Feedback S4.M3	Working with Others S4.M4	Working with Others S4.M5
3	<ul style="list-style-type: none"> Consistently demonstrates behaviors that have a positive impact on the learning of self and others (follow rules, pays attention, helpful, responsibility) without prompts or reminders.= from others. 	<ul style="list-style-type: none"> Makes choices to demonstrate self-direction and effort in both easy and challenging activities. Might modify tasks to be challenged. Tries out new or different tasks or challenges. Takes responsibility and accepts consequences for actions. 	<ul style="list-style-type: none"> Applies rules and etiquette for a variety of physical activities/games. Respects judgments of others (referees or judges). Consistently demonstrates good sport behaviors without prompts or direction (e.g., gracious in victory or defeat; complimenting teammates and opponents; letting outcomes go; competes under control; plays hard but fair). 	<ul style="list-style-type: none"> Works independently and safely with equipment, space and others. Identifies specific safety concerns associated with an activity (and if necessary remedies the concern). 	<ul style="list-style-type: none"> Provides frequent positive comments to classmates when appropriate without prompts from others. Never uses put-downs or comments that are hurtful. 	<ul style="list-style-type: none"> Respects rights and feelings of those who may be of different background or different skill level. Demonstrates respect to other individuals who may be of different background, experiences or skill level by encouraging others and/or modifying their behavior to include all students. 	<ul style="list-style-type: none"> Consistently engages in behaviors that are helpful to others and cooperates with multiple classmates to achieve group goals.
2	<ul style="list-style-type: none"> Demonstrates behaviors that have a positive impact on the learning of self and others (follow rules, pays attention, helpful, responsibility) with limited direction or reminders from others. 	<ul style="list-style-type: none"> Makes choices to demonstrate self-direction and effort in individual, small and large group activities without prompts or constant supervision from the teacher. Takes responsibilities for actions. 	<ul style="list-style-type: none"> Follows rules, procedures and etiquette for physical activities/games and dance activities. Respects judgments of others. Demonstrates good sport behaviors within teacher-generated guidelines and prompts from others. 	<ul style="list-style-type: none"> Independently uses physical activity and exercise equipment correctly and participates in activities safely. 	<ul style="list-style-type: none"> Provides some positive comments to classmates using teacher-generated guidelines Does not use put-downs or comments that are hurtful. 	<ul style="list-style-type: none"> Respects rights and feelings of those who may be of different background or different skill level. 	<ul style="list-style-type: none"> Engages in behaviors that are helpful to others and cooperates within a group to achieve group goals.
1	<ul style="list-style-type: none"> Demonstrates behaviors that disrupt the learning of self and others. Needs consistent 	<ul style="list-style-type: none"> Makes choices to demonstrate self-direction and effort only when prompted or encouraged by 	<ul style="list-style-type: none"> Does not consistently apply the rules or etiquette: tries to bend rules or cheat, 	<ul style="list-style-type: none"> Follows directions for safe participation and proper use of equipment with reminders and 	<ul style="list-style-type: none"> Sometimes uses put-downs or comments that are hurtful. 	<ul style="list-style-type: none"> Has difficulty in respecting rights and feelings of those who may be of different background or 	<ul style="list-style-type: none"> Engages in behaviors that are helpful to others after prompts or direction from the

	reminders to follow the guidelines of acceptable behaviors and routines.	others. • Does not consistently take responsibility for his/her actions.	argues with others, poor winner/sore loser, disruptive or uncooperative within the routines of the game.	prompts.		different skill level.	teacher AND/OR • Does not engage in behaviors that are helpful to other members of a group.
--	--	---	--	----------	--	------------------------	--

DRAFT

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Grade: High School

Outcomes:

S4.H1 Employs effective self-management skills to analyze barriers and appropriately modify physical activity patterns as needed.

S4.H2.L1 Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.

S4.H3.L1 Utilizes communication skills and strategies that promote team/group dynamics.

S4.H4.L1 Solves problems and thinks critically in physical activity and/or dance settings both as an individual and in groups.

S4.H5 Applies best practices for safe participation in physical activity, exercise and dance.

Guidelines:

Personal responsibility (Standard 4) is assessed through engagement in activity, thus there is no specific activity for this standard. Outcomes within Standard 4 can be demonstrated while participating in the content selected for Standards 1, Standard 2 and/or Standard 3. The Standard 4 assessment includes a variety of categories to observe student behavior. Some of the categories are relevant in every physical education class session or activity, while other are more prevalent or easily observed in particular activities. First time users of the assessment should focus their attention to one area per lesson, while those with more experience might focus on multiple areas in one class or activity.

Level	Personal Responsibility S4.H1	Safety S4.H5	Following rules & etiquette S4.H2.L1	Working with Others S4.H3	Working with Others S4.H4
3	<ul style="list-style-type: none"> Makes choices to demonstrate self-direction and effort in both easy and challenging activities. Analyzes choices and how they might impact short and long-term fitness. Might modify tasks to be challenged or tries out new or different tasks or challenges. Takes responsibility for improving one's own level of physical activity and fitness. 	<ul style="list-style-type: none"> Consistently makes decisions to reduce the risk of injury before, during and after an activity and encourages others to engage in those behaviors. Recognizes unsafe situations if present during the activity and attempts to remedy the situation appropriately to reduce the risk. 	<ul style="list-style-type: none"> Applies rules and etiquette for a variety of physical activities/games. Consistently follows established rules and etiquette for activity, demonstrates good winner/loser behaviors without prompts or direction (e.g., shaking hands, complimenting others, letting outcomes go). Respects others' judgments about rules or etiquette. 	<ul style="list-style-type: none"> Consistently engages in appropriate cooperative behaviors in partnerships and/or groups. Utilizes communication skills (shares ideas and listens to other ideas) and suggests strategies to promote positive outcomes in both individual and groups. 	<ul style="list-style-type: none"> Demonstrates respect to other individuals who may be of different background, experiences or skill level by encouraging others and/or modifying their behavior to include all students to solve problems in physical activity as individuals and groups. Demonstrates behaviors that would encourage other members of the group or team to respect others.
2	<ul style="list-style-type: none"> Makes choices to demonstrate self-direction and effort in activities without extrinsic prompts or supervision from the teacher. Takes responsibilities for actions and analyzes barriers and modifies physical activity patterns as needed. 	<ul style="list-style-type: none"> Applies best practices for safe participation in physical activity, exercise, and/or dance (e.g. injury prevention, proper alignment, use of equipment, implementation of rules, sun protection) 	<ul style="list-style-type: none"> Follows established rules and etiquette for activity. Demonstrates good winner/loser behaviors (e.g., shaking hands, complimenting others, letting outcomes go) within teacher guidelines or prompts. Does not use put-downs or comments that are hurtful, while providing some positive comments to classmates using teacher-generated guidelines & prompts. 	<ul style="list-style-type: none"> Uses communication skills and strategies to promote team or group dynamics. Engages in behaviors that are helpful to others and cooperates within a group to achieve group goals. 	<ul style="list-style-type: none"> Solves problems and thinks critically in physical activity or dance settings both as an individual and in groups.
1	<ul style="list-style-type: none"> Makes choices to demonstrate self-direction and effort only when prompted or encouraged by others. Does not consistently take responsibility one's own level of physical activity or fitness. 	<ul style="list-style-type: none"> Demonstrates safe practices inconsistently or only when prompted by someone OR Demonstrates unsafe or risky behaviors during an activity. 	<ul style="list-style-type: none"> Does not consistently apply the rules or etiquette: tries to bend rules or cheat, argues with others, poor winner/sore loser, disruptive or uncooperative within the routines of the game. Criticizes and behaves as a poor teammate. 	<ul style="list-style-type: none"> Engages in behaviors that are helpful to others after prompts or direction from the teacher AND/OR Does not engage in behaviors that are helpful to other members of a group. 	<ul style="list-style-type: none"> Has difficulty in respecting the rights and feelings of those who may be of different background or different skill level.

DRAFT

