

SHAPE America PE Metrics Assessments

Standard 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Grade 2.**Outcomes:**

- S5.E1 Identifies physical activity as a component of good health.
- S5.E2 Compares physical activities that bring confidence and challenge.
- S5.E3.1a Describes positive feelings which result from participation in physical activities.
- S5.E3.1b Discusses personal reasons for enjoyment in physical activities.

Guidelines:

The key assessment task asks K-2 students “Why should you be physically active?” This answer can be expressed in a number of ways, allowing the teacher to choose a medium that best fits the students’ needs. Students could identify the reasons using written words, spoken words and/or through drawings/pictures. The final assessment task asks students to identify an activity and describe or draw the reasons for engaging in the activity. The assessment task provided uses a picture, but a teacher might use a different medium if needed.

The assessment also includes other materials provides support materials to use to help students provide information aligned with the rubric categories and organize the information for their picture. The support materials include: two tables (See Worksheet 1 and 2) and a graphic organizer to collect information about a favorite activity, the reasons to play, and their feelings when challenged while playing the activity. The worksheet could be divided up and used as an exit slip. These activities can be used as a formative assessment or to collect information for the final assessment (drawing).

The medium used in the assessment task selected by the teacher should match the developmental needs of the student and the time available in the curriculum to complete the assessment. Emphasize to students that the product should highlight various reasons why someone would play the activity.

Scoring

The assessment provides two similar rubrics that can be useful to teachers and students. The scoring guide expresses the different levels of performance using teacher-friendly language more closely aligned with the indicator language. The student rubric translates the teacher rubric language into developmentally appropriate language students can use to meet the expectations expressed in the rubric.

Alignment with Common Core.

Aspects of the assessment tasks align with aspects of the Common Core.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

And/OR

SL2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Equipment and materials:

1. Assessment Task Worksheet/Template
2. Blank sheet of paper
3. Materials to draw picture.

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Scoring Guide (Assessment Rubric):**Scoring Guide**

Level	Health (E1)	Challenge (E2)	Self-expression/Enjoyment (E3.1A, E3.1B)
3	<ul style="list-style-type: none"> Identifies multiple specific (physical, mental and/or social) health benefits of physical activity. 	<ul style="list-style-type: none"> Identifies specific challenging aspects of physical activity and the feelings associated with overcoming the challenge. 	<ul style="list-style-type: none"> Identifies positive feelings and at least two specific, personal enjoyable aspects of the activity activities.
2	<ul style="list-style-type: none"> Identifies physical activity as a component of good health 	<ul style="list-style-type: none"> Identifies challenging or easy aspects of an activity. 	<ul style="list-style-type: none"> Identifies at least one specific reason to enjoy physical activity.
1	Does not identify the contribution of physical activity to good health.	<ul style="list-style-type: none"> Does not identify activities that provide challenge OR how the student felt challenged. 	<ul style="list-style-type: none"> Does not identify feelings or enjoyable aspects of the physical activity.

Student Rubric

Level	Health	Challenge	Self-expression/Enjoyment
3	<ul style="list-style-type: none"> I shared at least one specific way physical activity helps to keep me physically, mentally and/or socially healthy. 	<ul style="list-style-type: none"> I said at least one specific way the activity was challenging and how I felt overcoming the challenge. 	<ul style="list-style-type: none"> I shared at least two specific reasons I like playing the activity.
2	<ul style="list-style-type: none"> I shared how physical activity helps me be healthy. 	<ul style="list-style-type: none"> I shared how the activity was challenging. 	<ul style="list-style-type: none"> I shared at least one specific reason why I like playing the activity.
1	I drew a picture or told my teacher about physical activity, but didn't share how it helps me stay healthy	<ul style="list-style-type: none"> I didn't share how this activity was challenging or easy OR how I felt challenged in the activity. 	<ul style="list-style-type: none"> I did not share if I liked the activity or not AND did not mention any reasons why I liked the activity.

Assessment Task

Draw a picture of your favorite physical activity. Share the reasons you like the activity.

Activity:

Drawing

The Challenge: When I play I like the challenge of ____? How is this game challenging?

Reasons to be physically active! (E1, E3)

- 1.
- 2.
- 3.

Standard 5 (K-2) Worksheets

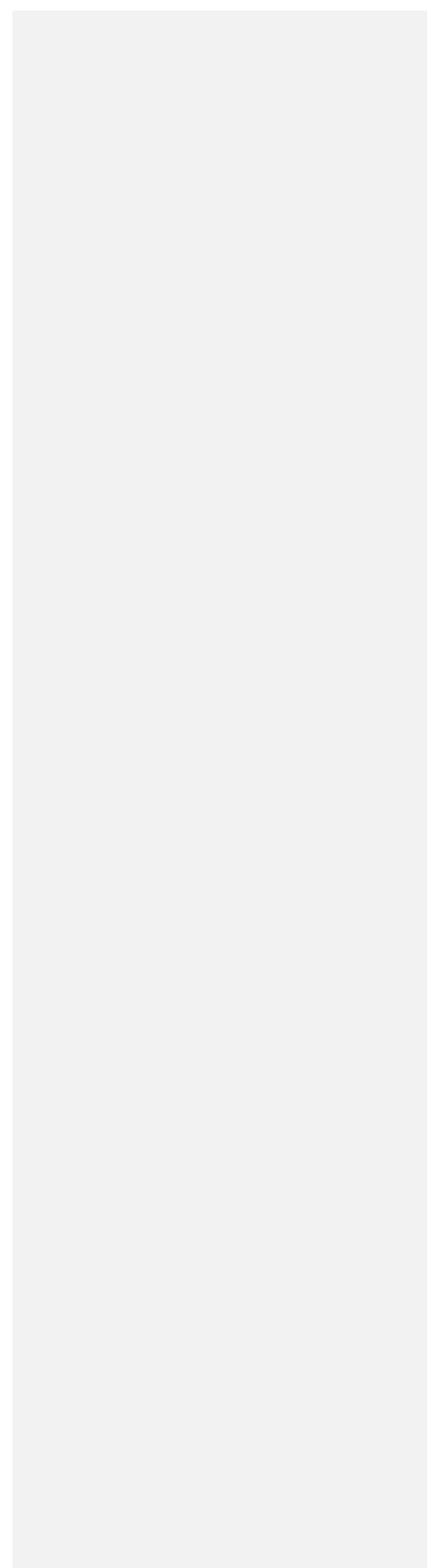
Worksheet 1 (E1 Health & E3 Enjoyment). What do I like to play for physical activity?

Activity:	
Why I like to play?	
Activity:	
Why I like to play?	
Activity:	
Why I like to play?	
Activity:	
Why I like to play?	

Worksheet 2. (E1 Health) Why should I be physically active?

Reason 1:	
Reason 2:	
Reason 3:	
Reason 4:	

Graphic Organizer



NASPE PE Metrics Assessments

Grade 5

Standard 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Outcomes.

- S5.E1.5 Compares the health benefits of participation in selected physical activities.
- S5.E2.5 Expresses the enjoyment and/or challenge of participation in a favorite physical activity.
- S5.E3.5 Analyzes different physical activities for enjoyment and challenge, identifying the reasons for positive or negative response.
- S5.E4.5 Describes the social benefits gained from participation in physical activity, e.g. recess, youth sports.

Connection to Common Core

Standard W.5.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons.

Guidelines:

Overview

Students will express the value of physical activity by encouraging others to participate in either a specific physical activity or a physical active lifestyle. The reasons can be categorized into the areas of health, self-expression, social interaction, challenge and enjoyment).

The assessment task template includes three tasks including a table (Task 1) and graphic organizer (Figure 1) to collect information about a favorite physical activity, the reasons to play, and their feelings when challenged while playing the activity. The final task provides different mediums for students to express their feelings and ideas associated with Standard 5. Students could identify the reasons using a paragraph, short speech, visual art and/or a dance. The information can be expressed in a number of ways, allowing the teacher to choose a medium that best fits the students' needs and the physical education program resources.

Task Instructions

The following is a progression to prepare students to complete the assessment. Teachers could also partner with classroom teachers to assist with the writing assignment.

1. Task 1: *"What do I like to play?" Activity Checklist* – students rate the activities to address Element 1 and Element 3.
2. Task 2: *"Why I like to play?"* graphic organizer to brainstorm
3. Task 3: Choose ONE of three options: paragraph, picture or dance (Elements E1, E2, E4)
 - Option 1 - Paragraph: Write a paragraph about why they enjoy physical activity.
 - A paragraph is a minimum of five sentences no more than seven. The paragraph includes:
 - Topic – (e.g. I like to play baseball) (Task 1)
 - At least three reasons and conclusion (Task 2)
 - Be sure to provide details as to why it is a reason.

- (e.g. Playing baseball is exciting when I run fast around the bases. I like to play baseball with my friends at the park.)
 - Closing Sentence – summarize the main idea and/or persuade someone to play the activity. (e.g. I play baseball to be healthy and have fun with your friends during the summer. It is also challenging to catch a high pop-up).
- Option 2 – Visual Art
 - Prepare artwork that expresses clearly
 - Topic – (e.g. I like to play baseball)
 - Illustrates at least three reasons to play the activity
 - Using words or pictures, be sure to provide details as to why it is a reason.
 - (e.g. Playing baseball is exciting when I run fast around the bases. I like to play baseball with my friends at the park.)
 - Main Idea – summarize the main idea and/or persuade some to play the activity. (e.g. Play baseball to be healthy and have fun with your friends during the summer).
- Option 3 – Dance
 - Prepare a dance or movement sequence that expresses clearly
 - Topic – (e.g. I like to play baseball)
 - The dance should creatively communicate at least three reasons to play the activity.
 - Be sure to provide details as to why it is a reason.
 - (e.g. Playing baseball is exciting when I run fast around the bases. I like to play baseball with my friends at the park.)
 - Conclusion – provide a concluding movement that can summarize the reasons to play the activity or to persuade someone to play the activity.

Equipment and materials:

1. “What do I like to play?” Activity Checklist “Why I like to play?” graphic organizer.
2. Paper for graphic organizer, paragraph writing

Assessment Task:**Standard 5, Grades 3-5****Task 1 Favorite Activity Brainstorming**

What do I like to play for physical activity?

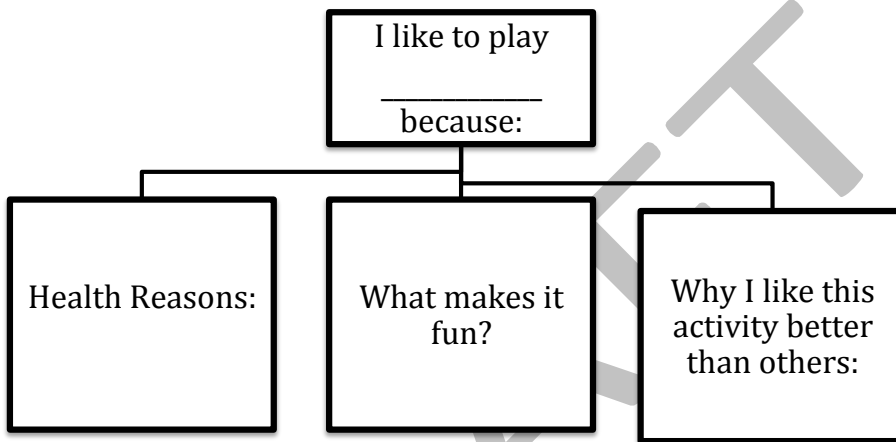
Activities	How does it keep me healthy? (E1)	Check one for each activity (E3)				Why?
		Love it	Would play it	Rather not play it	Dislike, don't want to play	
Running						
Basketball						
Soccer						
Dance						
Fitness						
Jump Rope						
Baseball/Softball						
(Teachers List Others)						

*Teacher can add other activities that might be common for students or within the physical education curriculum.

My Favorite Physical Activity is _____.

Task 2: Graphic Organizer (S5.E2, S5.E4)

1. Utilize the graphic organizer to collect student's thoughts about their favorite physical activity.



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.

Write a paragraph about your favorite physical activity. Be sure to write the reasons why you like to play it.

Scoring Guide:

Level	Health (S5.E1) <i>[Favorite Activity Brainstorming]</i>	Challenge (S5.E2) <i>[Graphic Organizer & Task 3]</i>	Self-expression/Enjoyment (S5.E3) <i>[Favorite Activity Brainstorm & Task 3]</i>	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.

Student Rubric

Level	Health (S5.E1) <i>[Favorite Activity Brainstorming]</i>	Challenge (S5.E2) <i>[Graphic Organizer & Paragraph]</i>	Self-expression/Enjoyment (S5.E3) <i>[Favorite Activity Brainstorm & Paragraph]</i>	Social Interaction (S5.E4) <i>[Paragraph]</i>
3	<ul style="list-style-type: none"> For <i>all</i> activities in the Task 1, I shared at least one way it helps keep me healthy. I shared in my paragraph (picture or dance) at least one way physical activity helps to keep me physically, mentally or socially healthy with my closing sentence makes someone want to play the activity. 	<ul style="list-style-type: none"> In my paragraph I shared three specific reasons why the activity was fun or challenging. 	<ul style="list-style-type: none"> I was honest about how much I like each of the activities in the table (Task 1). In Task 3 (my paragraph) I shared specific reasons for negative or positive feelings when I play that activity. 	<ul style="list-style-type: none"> I shared either more than one reason in my paragraph (Task 3) how the activity involves my friends, family or others.
2	<ul style="list-style-type: none"> For most activities in the <i>Favorite Activity Table</i> I shared ways it keeps me healthy. I shared in my paragraph that physical activity would help me be healthy physically, mentally or socially. 	<ul style="list-style-type: none"> I shared how the activity was fun or challenging in my graphic organizer and paragraph. 	<ul style="list-style-type: none"> I checked a box for how much I enjoy each activity in the table. Identified a reason to enjoy the activity in Task 3. 	<ul style="list-style-type: none"> I shared one way the activity involves other people in my paragraph (Task 3)
1	I didn't share how physical activity helps me stay healthy in Task 1 and my paragraph.	<ul style="list-style-type: none"> I didn't say how this activity was fun or challenging in my graphic organizer or paragraph. 	I did not share how much I liked or disliked each activity by checking a box in the table (Task 1) or in Task 3.	<ul style="list-style-type: none"> I didn't share how I play with others in the activity.

NASPE PE Metrics Assessments

Standard 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Grade 8

Outcomes.

- S5.M1. Identifies the 5 components of health-related fitness and explains the connections between fitness and overall physical and mental health.
- S5.M2 Identifies positive mental and emotional aspects of participation in a variety of physical activities.
- S5.M4 Identifies why self-selected physical activities create enjoyment.
- S5.M5 Identifies and participates in an activity they enjoy which prompts individual self-expression.

Guidelines

1. Complete Task 1 – Table A and B.
2. Complete Task 2
3. Use the associated rubric and score students' work.

*It might be helpful to distribute the activities/tasks over the course of different classes.

Task 1

Table A S5.M1 & M2

Write a *specific* physical activity (or multiple activities) in each box that can improve the aspect of health in each box.

Physical Health	Muscular Strength & Endurance	Flexibility	Cardiorespiratory	Body Composition
Activity				
How does it improve health?				

How does being physically active and fit improve your physical and mental health?

Table B

Write activities you enjoy playing for the following reasons (can use the same activity more than once):

Physical Activity			
	Social	Self Expression	Challenging
Details about why you like the activity for this reason:	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Task 2

Ask students to choose one physical activity from Table A or B. The purpose of the assessment is for the student to express why they value physical activity (or the specific activity) for health, enjoyment, challenge, self-expression or social interaction and persuade someone else to seek opportunities to play the activity.

Scenarios:

Option A. Write a letter to friend encouraging them to participate.

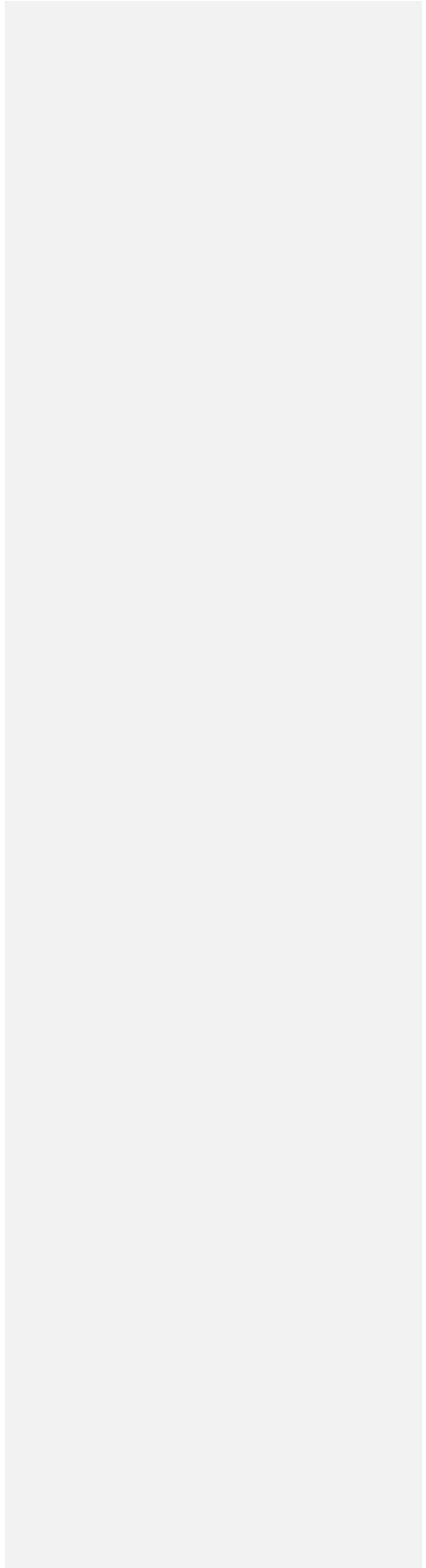
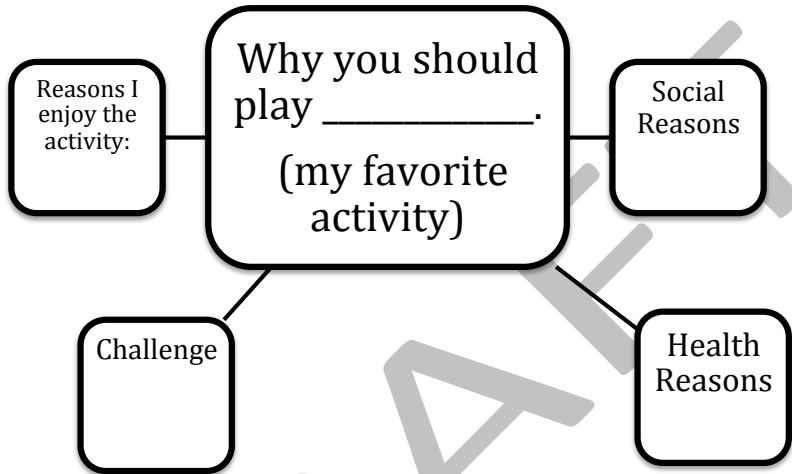
Option B. Write a letter to your community recreation center coordinator expressing the need for this activity or program to be available.

Option C. Write a letter to your parents advocating for their support to help you to participate in this activity

Step 1: Complete the diagram to help brainstorm the reasons it is your favorite activity.

Step 2: Outline your letter. Be sure you provide a topic and then provide the reasons.

Step 3: Write your letter.



Scoring Guide:

Level	Health (S5.M1, M2) (Table A)	Challenge (S5.M3) (Table B)	Social Interaction (S5.M6) (Table B)	Enjoyment (S5.M3) (Task 2)
3	<ul style="list-style-type: none"> Identifies activities that align with the health benefits of the 5 components of fitness and describes specific ways fitness and physical activity has positive impact on physical, mental and emotional health. 	<ul style="list-style-type: none"> Identifies a specific activity the student plays because he/she finds challenging and identifies specific reasons it is challenging. 	<ul style="list-style-type: none"> Identifies a specific activity the student plays for social interaction and identifies specific social interaction opportunities. 	<ul style="list-style-type: none"> Identifies a specific physical activity he/she plays and communicates multiple and specific reasons the activity is enjoyable.
2	<ul style="list-style-type: none"> Identifies activities that can provide health benefits for at least three components of fitness. Identifies at least one way fitness and physical activity can impact physical, mental or emotional health. 	<ul style="list-style-type: none"> Identifies a specific activity the student plays because he/she finds challenging. 	<ul style="list-style-type: none"> Identifies a specific activity the student plays because of the opportunities for social interaction. 	<ul style="list-style-type: none"> Identifies a specific physical activity to play and communicates reasons it is enjoyable.
1	Does not identify physical activities and/or the ways the physical activities improve health.	<ul style="list-style-type: none"> Does not identify an activity the student finds appealing due to the challenge. 	<ul style="list-style-type: none"> Does not identify an activity the student finds appealing due to social interaction. 	<ul style="list-style-type: none"> Does not identify a specific physical activity and communicate the specific reasons the activity is enjoyable.

Student Rubric

Level	Health (Table A)	Challenge (Table B)	Social Interaction (Table B)	Enjoyment (Task 2)
3	<ul style="list-style-type: none"> Each activity aligns with the correct component of fitness. I identified specific ways physical activity and fitness can impact on physical, mental and emotional health. 	<ul style="list-style-type: none"> In the challenge column I listed an activity I found challenging and wrote more than one way how the activity challenges me. 	<ul style="list-style-type: none"> In the social interaction column I wrote a specific activity the student plays for because I like to play it with others and identifies specific social interaction opportunities. 	<ul style="list-style-type: none"> I wrote a specific physical activity I play and communicate multiple and specific reasons the activity is enjoyable. Suggests ways the activity can be made even more enjoyable.
2	<ul style="list-style-type: none"> I identified activities for at least three components of fitness correctly. I provided at least one way physical activity and fitness can impact health. 	<ul style="list-style-type: none"> In the challenge column I wrote a specific activity the student plays because he/she finds challenging. 	<ul style="list-style-type: none"> In the social interaction column I wrote a specific activity I play because of the opportunities for social interaction. 	<ul style="list-style-type: none"> I wrote a specific physical activity to play and communicate reasons it is enjoyable.
1	<ul style="list-style-type: none"> I did not identify activities and the ways the activities improve health. 	<ul style="list-style-type: none"> I did not identify an activity I find appealing because of the challenge the activity provides. 	<ul style="list-style-type: none"> I did not identify an activity that is appealing due to social interaction. 	<ul style="list-style-type: none"> Does not identify a specific physical activity and communicate the specific reasons the activity is enjoyable.

NASPE PE Metrics Assessments

Standard 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Grade: High School

Outcomes.

- S.5.H1. Analyzes the health benefits of a self-selected physical activity
- S.5.H2. Chooses an appropriate level of challenge to experience success and desire to participate in self-selected physical activity
- S.5.H3. Identifies the uniqueness of creative dance as a means of self-expression.
- S.5.H4 Evaluates the opportunities for social interaction and social support in a self-selected physical activity or dance.

Guidelines:

The purpose of the assessment is for the student to express the reasons to value physical activity (or a specific activity) for health, enjoyment, challenge, self-expression or social interaction. The teacher asks students to identify a specific physical activity. Students will advocate for other to play the activity by selecting one of the following scenarios:

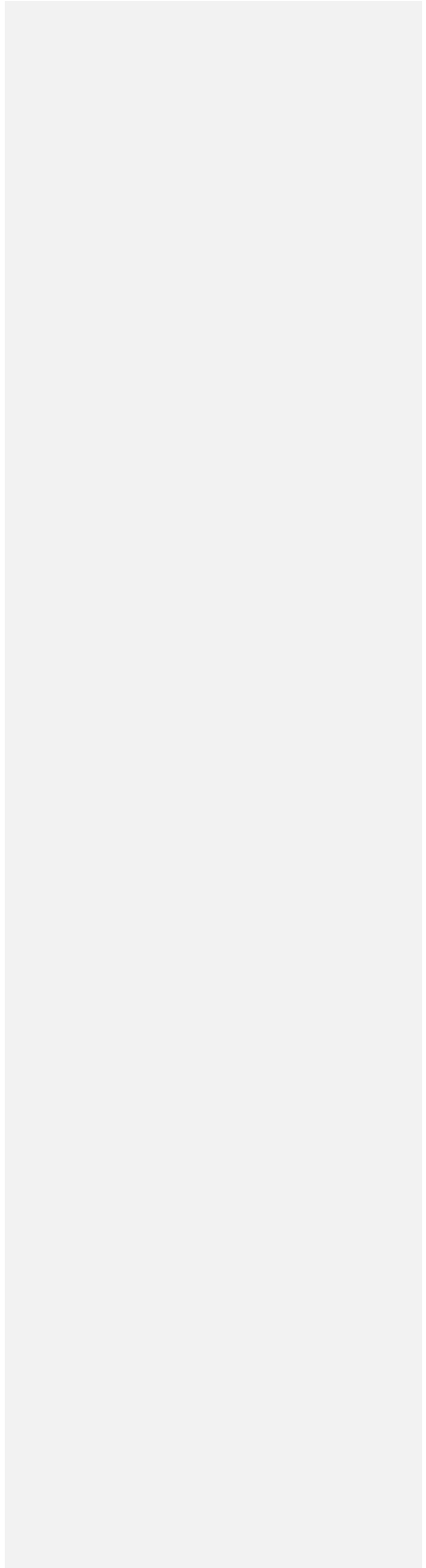
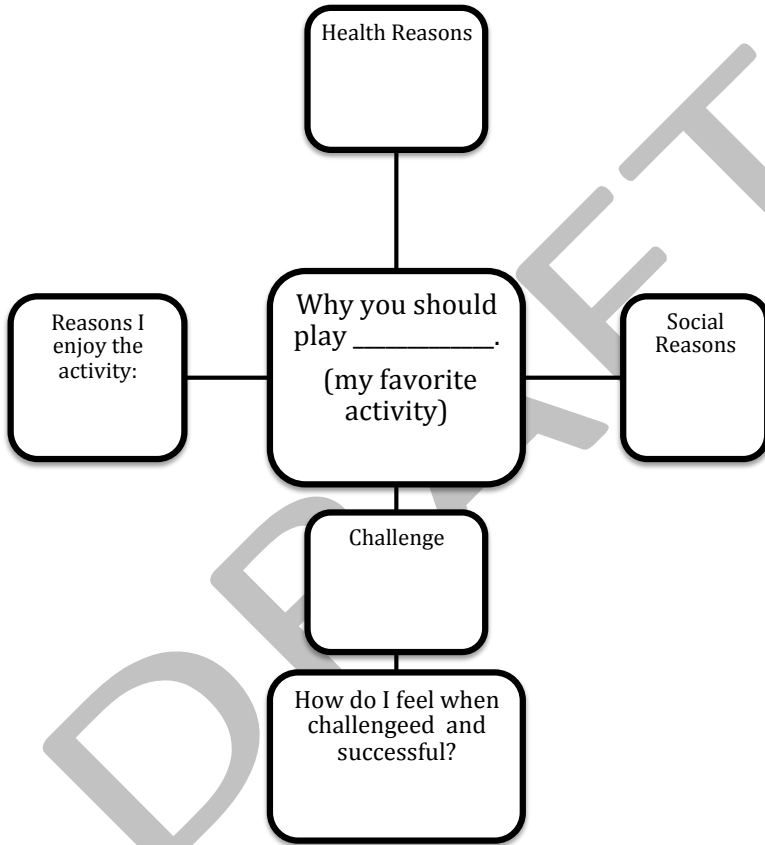
1. Encourage a *friend* to participate in the selected activity.
2. Advocate to a *community recreation center coordinator* expressing the need for this activity or program to be available.
3. Advocate to your *parents* for their support to help you to participate in this activity.

Teachers should consider their available resources and student needs to determine the best medium for students to share their work:

Options for presenting student work:

- *Poster, Powerpoint or Prezi Presentation:* Present the reasons in a Powerpoint or poster to your friends, similar to a science fair presentation. Sell the activity to your classmates and peers to encourage them to participate in the activity.
- *Web page, brochure or poster* – Create a public relations document to encourage others to participate in the activity.
- *Public Relations Video* – Create a short video to advocate others to participate in the selected physical activity.
- *Letter* – write a letter to the person identified in the scenario.

The attached worksheet can be used for students to identify the key elements of the assessment that align with the scoring rubric. The method of presentation is left to the discretion of the teacher/student and the resources available.



1. Outline the specific points you will make to share why you value this activity.
2. What resources or details do you have to support your reasons to value that physical activity?

3. How do you plan to encourage others to participate in your activity?

Poster	Powerpoint	Video	Webpage	Brochure	Letter

Kevin Lorson 9/2/14 10:57 AM

Comment [1]: I will try to provide supports for each of these approaches.

DRAFT

4. What production elements do I need to complete this assignment:

<i>Pictures & Video</i>	
<ul style="list-style-type: none"> • Will you be using pictures or videos? • Do you know how to take pictures? • How to include them in the paper? 	List, describe, or show the pictures/videos used (and sources) in your assignment:
<i>Equipment</i>	
What equipment do you need to include the pictures or videos?	
What materials do you need to produce, paste or include the information in your project?	
<i>Music</i>	
Are you including music? Be sure it is school appropriate. List the music and/or specific song.	
<i>Plan for Presentation</i>	
<i>Video Script – (Only if producing a video)</i> Please write out your script.	<i>Poster or Brochure – Please design the layout before making your finished product</i>

Scoring Guide:

Level	Health	Challenge	Social Interaction	Advocacy
3	<ul style="list-style-type: none"> Analyzes the activity to identify specific physical, mental and social health benefits. 	<ul style="list-style-type: none"> Communicates 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"> Communicates specific aspects of the activity that provide social support or interaction. 	<ul style="list-style-type: none"> Effectively 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"> Identifies specific health benefits of the activity 	<ul style="list-style-type: none"> Identifies aspects of the activity that provide challenge and success. 	<ul style="list-style-type: none"> Identifies the opportunity for social support and interaction in the activity. 	<ul style="list-style-type: none"> Effectively encourages others with a clear message to participate in the activity.
1	Does not identify healthy benefits of the activity.	<ul style="list-style-type: none"> Does not identify aspects of the activity that provide a sense of challenge. 	Does not identify how the activity provides opportunities for social support and interaction.	<ul style="list-style-type: none"> Does not effectively share sell the activity to their intended audience to encourage participation

Student Rubric

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	<ul style="list-style-type: none"> My presentation does not identify healthy benefits of the activity. 	<ul style="list-style-type: none"> Does not identify aspects of the activity that provide a sense of challenge. 	<ul style="list-style-type: none"> Does not identify how the activity provides opportunities for social support and interaction. 	<ul style="list-style-type: none"> Does not effectively share sell the activity to their intended audience to encourage participation