

## PE Metrics – Elementary (K – 5)

**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.E1.5:** Charts and analyzes physical activity outside physical education class for fitness benefits of activities. **See Assessment #1**

**S3.E2.5:** Actively engages in all the activities of physical education. **See Assessment #2**

**S3.E3.5:** Differentiates between skill-related and health-related fitness. **See Assessment #3**

**S3.E4.5:** Identifies the need for warm-up/cool down relative to various physical activities. **See Assessment #3**

**S3.E5.5a:** Analyzes results of fitness assessment (pre- and post), comparing results to fitness components for good health. **See Assessment #4**

**S3.E5.5b:** Designs a fitness plan to address ways to use physical activity to enhance fitness. **See Assessment #4**

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## PE Metrics – Elementary (K – 5)

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

### Outcomes to be assessed in Assessment Task #1:

**S3.E1.5:** Charts and analyzes physical activity outside physical education class for fitness benefits of activities.

### Assessment Task #1 – Physical Activity Outside of School

Students will keep a personal physical activity log for 7 consecutive days that includes the following information about activity outside physical education class: type, duration and intensity of activity. Students analyze each different activity in relation to: health-related fitness benefits, where performed and enjoyment.

#### Physical Activity Recall

Students will recall the amount of physical activity completed over the course of a 7-day week (including weekends). Each student receives a copy of the physical activity pyramid worksheet. Students will refer to the pyramid to identify possible physical activities.

**Step 1:** Within the pyramid, the student will identify the different types of activities completed both in school and out of school. Check the box(es) for the day of the week the student participated in the type of activity.

**Step 2:** On the table below the pyramid, students will shade one box for every 10 minutes of accumulated physical activity for each day. Therefore, six shaded blocks will meet the recommendation for daily physical activity. Physical activity can be accumulated both in-school and after-school. Students may shade additional boxes if they exceed 60 minutes a day.

**Step 3:** Within each shaded box, students indicate the intensity of the activity (MI = Mild; MO = Moderate; V = Vigorous) using the following definitions:

Mild = regular breathing; warming up (ex: walking)

Moderate = medium breathing; getting hot (ex: jogging)

Vigorous = fast breathing; sweaty (ex: running)

### Guidelines

These tasks could be completed as a:

1. Class activity in Physical Education.
2. Take-home activity to be returned with a parent/guardian signature.
3. Classroom activity to be monitored by the class teacher.

Goals specified in the physical activity are to:

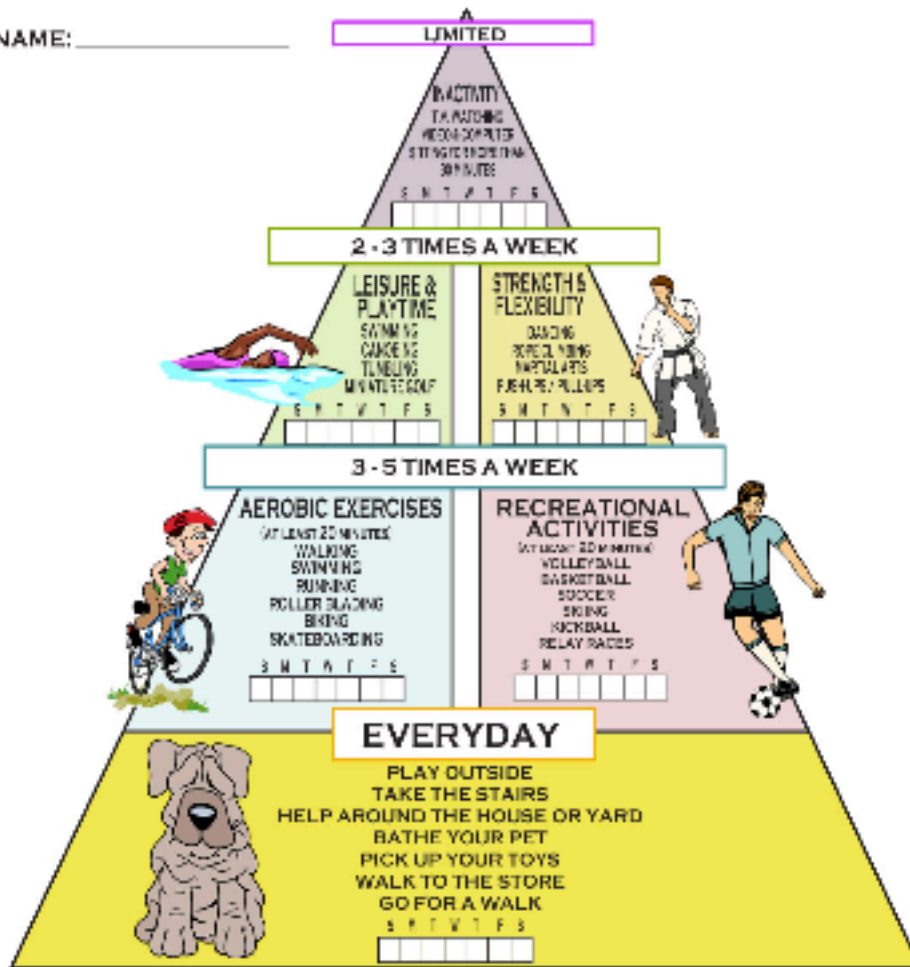
1. Cut down on sedentary behaviors such as watching TV and playing computer games for more than 30 minutes (0 days of the week).

2. Engage in leisure/playtime and strength/flexibility activities on two to three days of the week.
3. Engage in aerobic and recreational activities on four to five days of the week.
4. Engage in healthy daily activities (e.g., taking stairs, dog walking) on every day of the week).

Reference: Ohio Physical Education Assessments.

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NAME: \_\_\_\_\_



**HAVE FUN, BE ACTIVE EACH DAY FOR 60 MINUTES.  
COLOR IN ONE SQUARE FOR EVERY 10 MINUTES OF ACTIVITY...**

S									
M									
T									
W									
T									
F									
S									

Within each box, show the intensity of the activity: MI (mild), MO (moderate), or V (vigorous).

- Step 4:** Using the table provided, students analyze each activity according to these criteria:
- + Health-Related Fitness Benefits - Check all that apply and tell why: aerobic, strength/endurance, flexibility
  - + Where Performed – Ex: home, community facility, before/after school program
  - + Enjoyment – Check fun, OK, or not fun and tell why

ACTIVITY	HEALTH-RELATED FITNESS BENEFITS			WHERE PERFORMED (Ex: Home, Community facility, Before/After-school program)	ENJOYMENT		
	Aerobic	Strength/ Endurance	Flexibility		Fun	OK	Not
	Why?				Why?		
	Why?				Why?		
	Why?				Why?		

### Scoring Guide

Level	Charts Physical Activity Outside PE	Analyzes Physical Activity Outside PE
3	<p>Student exceeds 60 minutes of daily physical activity and meets the goals in all categories (excluding inactivity) within the physical activity pyramid:</p> <ul style="list-style-type: none"> <li>• Engage in leisure/playtime and strength/flexibility activities on two to three days of the week.</li> <li>• Engage in aerobic and recreational activities on four to five days of the week.</li> <li>• Engage in healthy daily activities (e.g., taking stairs, dog walking) on every day of the week.</li> </ul>	<p>Student analyzes ALL activities charted in relation to health-related fitness benefits, where performed, and enjoyment.</p>
2	<p>Student accumulates 60 minutes of daily physical activity using different categories within the physical activity pyramid (excluding the inactivity category).</p>	<p>Student analyzes MOST activities charted in relation to health-related fitness benefits, where performed, and enjoyment.</p>
1	<p>Student does not accumulate 60 minutes of daily physical activity.</p>	<p>Student does not analyze the activities charted in relation to health-related fitness benefits, where performed, and enjoyment.</p>



Student Name: \_\_\_\_\_ 2<sup>nd</sup> Observation Date: \_\_\_\_\_

1 Minute	2 Minute	3 Minute	4 Minute	5 Minute
Activity:				

What can I do to maintain or improve my active engagement in class?

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Extra Data Table if Needed:

1 Minute	2 Minute	3 Minute	4 Minute	5 Minute
Activity:				

### Scoring Guide

Level	Criteria
<b>3</b>	○ During the <b>first AND second</b> observations, student actively engages in ALL of the activities during physical education class or actively responds to teacher instruction during the <b>entire</b> observation period.
<b>2</b>	○ During the <b>first AND second</b> observations, student actively engages in MOST of the activities during physical education class or actively responds to teacher instruction during <b>most</b> of the observation period.
<b>1</b>	○ During the <b>first or second</b> observations, student actively engages in less than 50% of the activities during physical education class or <b>minimally</b> responds to teacher instruction during the observation period.

**Outcomes to be assessed in Assessment #3:**

**S3.E3.5:** Differentiates between skill-related and health-related fitness.

**S3.E4.5:** Identifies the need for warm-up/cool down relative to various physical activities.

**Assessment Task #3 = Written Quiz**

The student will demonstrate a basic understanding of the differences between health-related fitness and skill-related fitness and the need for warm-up/cool down relative to various physical activities by completing the following questions from the test bank. The questions from the test bank do **not** have to be administered during one test; they can be administered throughout the course of the 3<sup>rd</sup> through 5th grade band.

1. Below is a list of the 11 components of Physical Fitness. Label the parts of Skill-related Fitness with an **S** and the parts of Health-related Fitness with an **H**.

- Agility \_\_\_
- Balance \_\_\_
- Body composition \_\_\_
- Cardiovascular fitness \_\_\_
- Coordination \_\_\_
- Flexibility \_\_\_
- Muscular endurance \_\_\_
- Power \_\_\_
- Reaction time \_\_\_
- Speed \_\_\_
- Strength \_\_\_

2. Place a check beside the following activities that need a warm-up and cool-down:

- PACER test \_\_\_
- Soccer game \_\_\_
- Walking to school \_\_\_
- Swimming laps \_\_\_
- Basketball practice \_\_\_
- School dance - \_\_\_
- Tag games \_\_\_
- Recess \_\_\_
- Physical education class \_\_\_
- Playing outside with friends \_\_\_

**Scoring Guide**

Level	Criteria		
	Question #1: Health-related Fitness	Question #1: Skill-related Fitness	Question #2: Warm-up/ Cool-down
3	5 components	6 skills	9-10 correct
2	3 – 4 components	3 – 4 skills	7-8 correct
1	0 – 2 components	0 – 2 skills	6 or less correct



**Outcomes to be assessed for Assessment Task #4:**

**S3.E5.5a:** Analyzes results of fitness assessment (pre- and post), comparing results to fitness components for good health.

**S3.E5.5b:** Designs a fitness plan to address ways to use physical activity to enhance fitness.

**Assessment Task #4 – Analysis of Fitness Results & Fitness Plan**

Based on the information from the fitness assessment (pre- and post), the student will compare results to fitness components for good health and then develop a plan for improvement. The student will design a fitness plan including potential activities for each category of the physical activity pyramid to enhance fitness. The student will compare results to fitness components for good health.

Rating	CV Endurance/Aerobic Fitness	Muscular Strength and Endurance	Flexibility
Met			
Not Met			
Good Health (Y/N)			
Explain – why/why not?			

**Fitness Plan**

Health Component	What activities can/will you do?	How many days of the week will you do each activity?	How long will you spend doing each activity?	Explain how these activities can help my fitness levels increase?
CV Endurance /Aerobic Capacity	• • •			
Muscular Strength & Endurance	• • •			
Flexibility	• • •			

## Scoring Guide

<b>Level</b>	<b>Analysis of Results</b>	<b>Fitness Plan</b>
<b>3</b>	Accurately analyzes and compares results of fitness assessments (pre- and post) for ALL health fitness components for good health.	Designs a detailed fitness plan for ALL health components of fitness, which includes the physical activities they intend to engage in, how often per week they will participate in the activities and how long they will do each activity.
<b>2</b>	Accurately analyzes and compares results of fitness assessments (pre- and post) for MOST health fitness components for good health.	Designs a fitness plan for MOST health components of fitness, which includes the physical activities they intend to engage in, how often per week they will participate in the activities and how long they will do each activity.
<b>1</b>	Does not accurately analyze and compare results of fitness assessments (pre- and post) for health fitness components for good health.	Does not design a fitness plan for the health components of fitness to address ways to use physical activity to enhance fitness.

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