

Ohio Physical Education Assessments

Standard 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Band: K-2

Benchmark A

Benchmark A: Demonstrate locomotor and non-locomotor skills in a variety of ways.

Skill and Task: Running – observe multiple repetitions of your students running at a moderate speed (this could be done as a whole-class activity). Repeat the activity asking students to change speeds at times.

| Level | Criteria |
|------------|--|
| Advanced | Consistently demonstrates correct running technique with a smooth and effortless rhythm, at a variety of speeds. |
| Proficient | Runs while demonstrating correct technique (head up, slight forward lean, heel-to-toe landing/push off, knee lift, rear-heel kick, bent arms and relaxed hands). |
| Limited | Demonstrates an incorrect running technique. |

Benchmark A: Demonstrate locomotor and non-locomotor skills in a variety of ways.

Skill and Task: Skipping – observe multiple repetitions of your students skipping around the gymnasium (this could be done as a whole-class activity).

| Level | Criteria |
|------------|---|
| Advanced | Consistently demonstrates correct skipping technique with a smooth and effortless rhythm. |
| Proficient | Skips while demonstrating correct technique (head up, slight forward lean, step/hop action, opposition of arms and legs). |
| Limited | Demonstrates an incorrect skipping technique. |

Benchmark A: Demonstrate locomotor and non-locomotor skills in a variety of ways.
Skill and Task: Hopping – observe multiple repetitions of your students hopping on their preferred leg (this could be done as a whole-class activity). After a few moments, ask the students to switch legs and continue to switch every few repetitions.

| Level | Criteria |
|------------|---|
| Advanced | Consistently demonstrates correct hopping technique on either leg. |
| Proficient | Hops on the preferred leg with correct technique (head up, slight forward lean, knee bent to absorb the landing, pendulum action of the non-supporting leg, use of arms to aid momentum). |
| Limited | Demonstrates an incorrect hopping technique on the preferred leg. |

Benchmark A: Demonstrate locomotor and non-locomotor skills in a variety of ways.
Skill and Task: Gallop/slide – observe multiple repetitions of your students galloping/sliding at a moderate speed (this could be done as a whole-class activity).

| Level | Criteria |
|------------|--|
| Advanced | Consistently demonstrates correct galloping/sliding technique with a smooth and effortless rhythm. |
| Proficient | Gallops/slides while demonstrating correct technique (head up, sideways movement, pushes off the toes, arms bent, low-flight pattern, legs do not cross over). |
| Limited | Demonstrates an incorrect galloping/sliding technique. |

Benchmark A: Demonstrate locomotor and non-locomotor skills in a variety of ways.
Skill and Task: Rolling – observe multiple repetitions of your students attempting simple rolls (e.g., log, egg, parachute, circle, shoulder) on mats or appropriate surface.

| Level | Criteria |
|------------|---|
| Advanced | Rolls are performed with smooth and effortless technique. |
| Proficient | Students perform individual rolls with good technique (maintains body shape with tight muscles [curved, straight or round], body alignment and fluid motion). |
| Limited | Students show incorrect rolling technique. Entry and exit are choppy; body parts are “loose.” |

Benchmark A: Demonstrate locomotor and non-locomotor skills in a variety of ways.
Skill and Task: Balance – observe multiple repetitions of your students holding simple (1-, 2-, 3-point) balances. Ask students to combine balances with rolls into a simple routine.

| Level | Criteria |
|------------|--|
| Advanced | Able to hold 1-, 2- and 3-point balances with good technique and combine them smoothly with rolls into a simple routine. |
| Proficient | Able to hold 1-, 2- and 3-point balances with good technique (maintains body shape with tight muscles (tight muscles, body alignment, held for 3 seconds). |
| Limited | Balances (1-, 2- and 3-point) have limited alignment and are unsteady (not held for 3 seconds). |

Benchmark A: Demonstrate locomotor and non-locomotor skills in a variety of ways.
Skill and Task: Rhythm – observe your students engaged in rhythmic activity, moving in time to a beat and combining steps together with good rhythm. Activities could include moving with a drum beat, Chicken Dance, Hokey Pokey or other simple dances.

| Level | Criteria |
|------------|--|
| Advanced | Consistently demonstrates good rhythm by following a sequence of dance steps in time with music. |
| Proficient | Able to move in time to a beat and follow a sequence of steps. |
| Limited | Can move in time to a beat but has difficulty following a sequence of steps. |

Ohio Physical Education Assessments
Standard 1 Data (K-2) Benchmark A

Note: L = Limited, P = Proficient, A = Advanced

| Name | Running | Skipping | Hopping | Gallop/Slide | Rolling | Balance | Rhythm | Average score for Benchmark A (A/P/L) |
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Benchmark B: Demonstrate developing control of fundamental manipulative skills.
Skill and Task: Catching – observe multiple repetitions of your students underhand throwing to a partner or a target. The ball should be 4-6 inches in diameter. Have the students vary the distance and height of the throw.

| Level | Criteria |
|------------|--|
| Advanced | Able to catch consistently a ball thrown with moderate force from varying distances and heights. |
| Proficient | Able to catch consistently a ball thrown with moderate force from varying distances. |
| Limited | Has difficulty catching a ball thrown by a partner with moderate force from varying distances. |

Benchmark B: Demonstrate developing control of fundamental manipulative skills.
Skill and Task: Throwing – observe multiple repetitions of your students underhand throwing and catching in pairs, using a 4-6 inch ball. Have the students vary the distance between partners.

| Level | Criteria |
|------------|---|
| Advanced | Able to throw consistently a ball underhand with good accuracy and technique to a target (or person) with varying distances. |
| Proficient | Able to throw consistently a ball underhand with good technique (backswing, step with opposition on the forward swing, release between knee and waist, and follow through to target). |
| Limited | Has difficulty throwing a ball with good technique. |

Benchmark B: Demonstrate developing control of fundamental manipulative skills.
Skill and Task: Kicking – observe multiple repetitions of your students kicking an age-appropriate moving ball to a target area (perhaps 2 cones about 15 feet apart). Ask your students to then roll the ball forward and kick it while it is still rolling at the target. Then have students kick from varying distances.

| Level | Criteria |
|------------|--|
| Advanced | Able to kick consistently a moving ball to a target area with good technique and accuracy from varying distances. |
| Proficient | Able to kick consistently a moving ball to a target area from close range with good technique (moving in line with the ball, non-kicking foot close to the ball, kick through the center of the ball, follow through to the target). |
| Limited | Has difficulty kicking a moving ball and demonstrates inaccuracy from close range. |

Benchmark B: Demonstrate developing control of fundamental manipulative skills.
Skill and Task: Sidearm striking with dominant hand – observe multiple repetitions of your students striking a stationary, light, soft ball (volleyball size) one handed to a target area (about 10 feet wide). Then ask your students to use a paddle to strike the ball.

| Level | Criteria |
|------------|--|
| Advanced | Able to strike consistently a ball with a paddle to a target area with accuracy and good technique. |
| Proficient | Able to strike consistently a ball with the hand with accuracy and good technique (hand goes down and back, arm is straight in the forward swing, step with opposition, make contact level with the front knee, hip rotation, follow through to target). |
| Limited | Has difficulty striking a ball accurately with either hand or paddle. |

Benchmark B: Demonstrate developing control of fundamental manipulative skills.
Skill and Task: Dribbling – observe multiple repetitions of your students dribbling with hands and feet in general space. Then ask them to speed up and slow down alternately.

| Level | Criteria |
|------------|---|
| Advanced | Able to dribble under control with both hands and feet at different speeds. |
| Proficient | Able to dribble under control with hands or feet at different speeds (showing the ability to speed up and slow down when required). |
| Limited | Has difficulty dribbling under control with hands and feet. |

Ohio Physical Education Assessments
Standard 1 Data (K-2) Benchmark B

Note: L = Limited, P = Proficient, A = Advanced

| Name | Catching | Throwing | Kicking | Sidearm striking with dominant hand | Dribbling | Average score for Benchmark B (A/P/L) |
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| 1. | | | | | | |
| 2. | | | | | | |
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Ohio Physical Education Assessments

Standard 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Band: 3-5

Benchmark A

Benchmark A: Combine locomotor and non-locomotor skills into movement patterns.
Skill and Task: Performance of a creative movement pattern – in a movement setting (e.g., gymnastics, dance, jump rope), observe students as they individually develop and practice a sequence of locomotor and non-locomotor movements. The task can be built into an instructional unit with students being given time to develop and practice their movement sequences. Performances might be done by three or four students at a time (perhaps on a “performance day”) so that the teacher can adequately observe each student while not taking too long to observe the whole class. If possible, it would be appropriate to allow for more than one observation/assessment.

| Level | Criteria |
|------------|--|
| Advanced | Locomotor and non-locomotor skills are combined with smooth transitions. Successful performance includes challenging movements (e.g., inverted balances, complex dance steps, criss-cross jumps) and has an identifiable beginning and ending point. |
| Proficient | Locomotor and non-locomotor skills are combined with smooth transitions. Successful performance includes basic movements (e.g., simple balances, basic dance steps, basic jumps) and has an identifiable beginning and ending point. |
| Limited | Locomotor and non-locomotor skills are combined, though transitions are less than smooth. The sequence includes basic movements (e.g., simple balances, basic dance steps, basic jumps) and has an identifiable beginning and ending point. |

Ohio Physical Education Assessments
Standard 1 Data (3-5) Benchmark A

Note: L = Limited, P = Proficient, A = Advanced

| Name | Performance of a creative movement pattern | Score for Benchmark A (A/P/L) |
|-------------|---|--------------------------------------|
| 1. | | |
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Ohio Physical Education Assessments Standard 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Band: 3-5 Benchmark B

Benchmark B: Apply the critical elements of fundamental manipulative skills in a variety of physical activities.

Skill and Task: Throwing – observe multiple repetitions of your students throwing overhand (tennis ball size) at a target. This can probably be done as a class activity.

| Level | Criteria |
|------------|---|
| Advanced | Demonstrates correct technique; the ball flies with sufficient force and accuracy to hit the target consistently. |
| Proficient | Demonstrates correct technique (side to target, step with opposite foot, trunk rotation, elbow bend, extension and follow through). |
| Limited | Demonstrates incorrect overhand throwing technique. |

Benchmark B: Apply the critical elements of fundamental manipulative skills in a variety of physical activities.

Skill and Task: Catching with an implement (e.g., glove or scoop) – observe multiple repetitions of your students catching a thrown ball (baseball or softball size) with an implement. This should be observed in both a game and a practice-type setting.

| Level | Criteria |
|------------|--|
| Advanced | Consistently catches with correct technique in both practice and game settings. |
| Proficient | Catches with correct technique (eyes on the ball, moves into line with the ball, implement presented to the ball, force absorption) in a practice setting. |
| Limited | Demonstrates incorrect catching technique when using an implement. |

Benchmark B: Apply the critical elements of fundamental manipulative skills in a variety of physical activities.

Skill and Task: Striking – observe multiple repetitions of your students striking a moving ball with an implement in game-like situations (e.g., softball, floor hockey). It is quite possible for the teacher to have multiple games in progress concurrently, the teacher observing and assessing over a broad field of vision.

| Level | Criteria |
|------------|---|
| Advanced | Demonstrates correct striking technique in multiple game types. |
| Proficient | Demonstrates correct striking technique (eyes on the ball, bat or stick goes back, step into the swing, trunk rotation, follow through) in one game type. |
| Limited | Demonstrates incorrect striking technique. |

Benchmark B: Apply the critical elements of fundamental manipulative skills in a variety of physical activities.

Skill and Task: Receive/Dribble/Pass with the feet – observe multiple repetitions of your students in a soccer practice setting. This can be done in pairs with one student acting as the “feeder” who rolls the ball to the “performer.” The performer receives the ball with the foot, dribbles 20-30 feet to a designated line and then passes the ball to a target (about 10 feet wide) from a distance of 15-20 feet.

| Level | Criteria |
|------------|--|
| Advanced | Demonstrates correct technique, dribbles with speed and passes with power to the target. |
| Proficient | Demonstrates correct receiving, dribbling and passing technique (moves into line with the ball, uses the receiving foot to steer the ball in the required direction of dribble, keeps the ball close in the dribble, passes with the inside or laces of the foot to the target). |
| Limited | Demonstrates incorrect receiving, dribbling and passing technique. |

Benchmark B: Apply the critical elements of fundamental manipulative skills in a variety of physical activities.

Skill and Task: Punting – observe multiple repetitions of your students punting a soccer-sized ball or football to a target. This can probably be done as a class activity, but would necessitate sufficient indoor space or a suitable outdoor space.

| Level | Criteria |
|------------|---|
| Advanced | Demonstrates correct technique; the ball flies upward at approximately a 45-degree angle and over a distance of 30 feet or greater. |
| Proficient | Demonstrates correct technique (holds the ball in 2 hands, takes a long stride, drops the ball onto the foot, points the toe, contacts the ball with the laces, follows through to the target). |
| Limited | Demonstrates incorrect punting technique. |

Benchmark B: Apply the critical elements of fundamental manipulative skills in a variety of physical activities.

Skill and Task: Dribbling a basketball, soccer ball, hockey puck or ball – observe multiple repetitions of your students dribbling to avoid stationary objects in open space. This can probably be done as a class activity. Then observe them dribbling in game or game-like (competitive drill) situations.

| Level | Criteria |
|------------|--|
| Advanced | Demonstrates correct technique and dribbles with control in game or game-like situations. |
| Proficient | Demonstrates correct technique (use of appropriate surfaces, eyes up, ball/puck is kept under control) while avoiding stationary objects in practice situations. |
| Limited | Demonstrates incorrect dribbling technique and inability to avoid stationary objects in practice situations. |

Ohio Physical Education Assessments
Standard 1 Data (3-5) Benchmark B

Note: L = Limited, P = Proficient, A = Advanced

| Name | Throwing | Catching with an implement | Striking | Receive/Dribble/Pass with the feet | Punting | Dribbling | Average score for Benchmark B (A/P/L) |
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Ohio Physical Education Assessments

Standard 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Band: 6-8

Benchmark A

Benchmark A: Demonstrate movement skills and patterns in a variety of activities.

Setting and Task: Design and perform a dance or gymnastics performance with a partner. Routines should last approximately 1-2 minutes.

| Level | Criteria |
|------------|---|
| Advanced | Routine contains complex movements, smooth transitions and effective synchronization of performers. |
| Proficient | Routine contains simple movements (e.g., balances, rolls, steps), smooth transitions and effective synchronization of performers. |
| Limited | Routine contains simple movements, but lacks smooth transitions and effective synchronization of performers. |

Ohio Physical Education Assessments
Standard 1 Data (6-8) Benchmark A

Note: L = Limited, P = Proficient, A = Advanced

| Name | Design and perform a dance or gymnastics performance with a partner | Score for Benchmark A (A/P/L) |
|-------------|--|--------------------------------------|
| 1. | | |
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Ohio Physical Education Assessments Standard 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Band: 6-8 Benchmark B

Benchmark B: Demonstrate critical elements of specialized manipulative skills in a variety of settings.

Setting and Task: Invasion games (e.g., soccer, basketball, hockey, football, ultimate Frisbee) – observe multiple repetitions of your students in invasion game performance, paying particular attention to the quality of technical skill performance.

| Level | Criteria |
|------------|---|
| Advanced | Sending, receiving, dribbling and shooting skills are performed well during both practice and small-sided game situations; game-related outcomes are successfully achieved. |
| Proficient | Sending, receiving, dribbling and shooting skills are performed in practice settings, though less frequent success is achieved in applying the skills to game situations. |
| Limited | Sending, receiving, dribbling and shooting skills are performed incorrectly in practice settings and performers are unable to apply skills in game situations. |

Benchmark B: Demonstrate critical elements of specialized manipulative skills in a variety of settings.

Setting and Task: Net/wall games (e.g., volleyball, badminton, tennis, pickleball) – observe multiple repetitions of your students in net/wall game performance, paying particular attention to the quality of technical skill performance.

| Level | Criteria |
|------------|--|
| Advanced | Striking (with hands/arms or implement) skills are performed correctly during both practice and small-sided game situations; game-related outcomes are successfully achieved. |
| Proficient | Striking (with hands/arms or implement) skills are performed correctly in practice settings, though less frequent success is achieved in applying the skills to game situations. |
| Limited | Striking (with hands/arms or implement) skills are performed incorrectly in practice settings and performers are unable to apply skills in game situations. |

Benchmark B: Demonstrate critical elements of specialized manipulative skills in a variety of settings.

Setting and Task: Striking/fielding games (e.g., kickball, softball) – observe multiple repetitions of your students in striking/fielding game performance, paying particular attention to the quality of technical skill performance.

| Level | Criteria |
|------------|---|
| Advanced | Striking (with feet or implement) and fielding skills are performed correctly during both practice and small-sided game situations; game-related outcomes are successfully achieved. |
| Proficient | Striking (with feet or implement) and fielding skills are performed correctly in practice settings, though less frequent success is achieved in applying the skills to game situations. |
| Limited | Striking (with feet or implement) and fielding skills are performed incorrectly in practice settings and performers are unable to apply skills in game situations. |

Benchmark B: Demonstrate critical elements of specialized manipulative skills in a variety of settings.

Setting and Task: Target games (e.g., golf, bocce ball, bowling) – observe multiple repetitions of your students in target game performance, paying particular attention to the quality of technical skill performance.

| Level | Criteria |
|------------|--|
| Advanced | Sending skills are performed correctly during both practice and game situations; game-related outcomes are successfully achieved. |
| Proficient | Sending skills are performed in practice settings, though less frequent success is achieved in applying the skills to game situations. |
| Limited | Sending skills are performed incorrectly in practice settings and performers are unable to apply skills in game situations. |

Ohio Physical Education Assessments
Standard 1 Data (6-8) Benchmark B

Note: L = Limited, P = Proficient, A = Advanced

| Name | Invasion Games | Net/Wall Games | Striking/Fielding Games | Target Games | Average score for Benchmark B (A/P/L) |
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| 2. | | | | | |
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Ohio Physical Education Assessments

Standard 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Band: 9-12

Benchmark A

Note: High school assessments provide teachers and students with some flexibility related to content and assessment tasks. This recognizes that many high schools offer elective programming, making it inappropriate to specify areas of content for assessment. Benchmark B relates to skill performance in game settings. Assessments of this benchmark might not be possible in programs where students can elect not to take games-related content (e.g., some students might elect to take only dance or aquatics content). Therefore, where Benchmark B is assessed, it is possible that assessment might not take place in all game categories due to the elective nature of a program.

Benchmark A: Demonstrate combined movement skills and patterns in authentic settings.

Setting and Task: ***EITHER*** design and perform an individual or group dance routine (lasting about 2-3 minutes) containing basic and advanced steps and movement sequences within a specific dance genre (e.g., jazz, line, modern); ***OR***, in a selected content area (e.g., aquatics, track and field, gymnastics, outdoor pursuits, but not games content, fitness), students perform a range of 3-4 movements (e.g., swimming strokes, track and field skills/events, gymnastics events, fitness or outdoor activities) as applicable to the content area.

| Level | Criteria |
|------------|--|
| Advanced | Movement skills and patterns are performed with appropriate technique in both practice and authentic (competition, testing or performance) settings. |
| Proficient | Movement skills and patterns are performed with appropriate technique in practice/rehearsal settings. |
| Limited | Movement skills and patterns lack appropriate technique. |

**Ohio Physical Education Assessments
Standard 1 Data (9-12) Benchmark A**

Note: L = Limited, P = Proficient, A = Advanced

| Name | Design and perform an individual or group dance routine OR in a selected content area (e.g., aquatics, track and field, gymnastics, outdoor pursuits, but not games content, fitness), students perform a range of 3-4 movements (e.g., swimming strokes, track and field skills/events, gymnastics events, fitness or outdoor activities) as applicable to the content area | Score for Benchmark A (A/P/L) |
|-------------|---|--------------------------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
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Ohio Physical Education Assessments

Standard 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade Band: 9-12

Benchmark B

Benchmark B: Demonstrate specialized manipulative skills in a variety of settings.

Setting and Task: Invasion games (e.g., soccer, basketball, hockey, football, ultimate Frisbee) – observe multiple repetitions of your students in invasion game performance, paying particular attention to the quality of technical skill performance.

| Level | Criteria |
|------------|--|
| Advanced | Offensive and defensive skills are performed to achieve success in both small- and full-sided game situations. |
| Proficient | Offensive or defensive skills are performed sufficiently to achieve success in small-sided game situations. |
| Limited | Neither offensive nor defensive skills are performed sufficiently to achieve success in small-sided game situations. |

Benchmark B: Demonstrate specialized manipulative skills in a variety of settings.

Setting and Task: Net/wall games (e.g., volleyball, badminton, tennis, pickleball) – observe multiple repetitions of your students in net/wall game performance, paying particular attention to the quality of technical skill performance.

| Level | Criteria |
|------------|--|
| Advanced | Offensive and defensive skills are performed to achieve success in both small- and full sided game situations. |
| Proficient | Offensive or defensive skills are performed sufficiently to achieve success in small-sided game situations. |
| Limited | Neither offensive nor defensive skills are performed sufficiently to achieve success in small-sided game situations. |

Benchmark B: Demonstrate specialized manipulative skills in a variety of settings.

Setting and Task: Striking/fielding games (e.g., softball) – observe multiple repetitions of your students in striking/fielding game performance, paying particular attention to the quality of technical skill performance.

| Level | Criteria |
|------------|--|
| Advanced | Offensive and defensive skills are performed to achieve success in both small- and full-sided game situations. |
| Proficient | Offensive or defensive skills are performed sufficiently to achieve success in small-sided game situations. |
| Limited | Neither offensive nor defensive skills are performed sufficiently to achieve success in small-sided game situations. |

Benchmark B: Demonstrate specialized manipulative skills in a variety of settings.

Setting and Task: Target games (e.g., golf, bocce ball, bowling) – observe multiple repetitions of your students in target game performance, paying particular attention to the quality of technical skill performance.

| Level | Criteria |
|------------|---|
| Advanced | Offensive and defensive (where relevant) skills are performed to achieve success in competitive game situations. |
| Proficient | Offensive or defensive (where relevant) skills are performed sufficiently to achieve success in practice game situations. |
| Limited | Neither offensive nor defensive (where relevant) skills are performed sufficiently to achieve success in practice or game situations. |

Ohio Physical Education Assessments
Standard 1 Data (9-12) Benchmark B

Note: L = Limited, P = Proficient, A = Advanced

| Name | Invasion Games | Net/Wall Games | Striking/Fielding Games | Target Games | Average score for Benchmark B (A/P/L) |
|------|----------------|----------------|-------------------------|--------------|---------------------------------------|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
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Ohio Physical Education Assessments

Standard 2

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Grade Band: K-2

Benchmark A

Benchmark A: Demonstrate knowledge of movement concepts related to body, space, effort and relationships.

Task: Knowledge of movement concepts can be observed over time and assessment should be combined with instruction relative to these concepts. Over time students are asked to perform movement tasks associated with the concepts of levels, space, distance, effort and speed. Criteria for observation are as follow:

- Levels: Move at a high, medium or low level as instructed
- Space: Move in self and/or general space as instructed
- Distance: Keep an object/person close or further away as instructed
- Effort: Throw, push or pull hard or soft as instructed
- Speed: Move quickly or slowly as instructed

Ultimately, assessment of movement concept knowledge can be based on observation of student performance with a reliable judgment made as to the level (advanced, proficient, limited) at which students demonstrate understanding of each concept. The general rubric below can be used to distinguish knowledge level for each movement concept. The Benchmark is given an average score.

| Level | Criteria |
|------------|---|
| Advanced | Knowledge is consistently demonstrated by performing as instructed when presented with a movement challenge. |
| Proficient | Knowledge is usually demonstrated in performance of a movement challenge, though students sometimes need reminding of the movements required. |
| Limited | Knowledge is not demonstrated. Student does not show understanding of movement concepts by performing as requested. |

**Ohio Physical Education Assessments
Standard 2 Data (K-2) Benchmark A**

Note: L = Limited, P = Proficient, A = Advanced

| Name | Levels: Move at high, medium or low level as instructed | Space: Move in self and/or general space as instructed | Distance: Keep object/person close or further away as instructed | Effort: Throw, push or pull hard or soft as instructed | Speed: Move quickly or slowly as instructed | Average score for Benchmark A (A/P/L) |
|-------------|---|--|--|--|---|--|
| 1. | | | | | | |
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| 3. | | | | | | |
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Ohio Physical Education Assessments

Standard 2

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Grade Band: K-2

Benchmark B

Benchmark B: Demonstrate knowledge of critical elements of fundamental motor skills.

Task: Knowledge of critical elements of fundamental motor skills can be assessed by simple True/False testing. Most of the following questions and answers are adapted from the assessments provided in the publication PE Metrics (NASPE, 2010). Due to limitations of reading comprehension, it might be advisable to complete the assessment as a class with the teacher reading the questions one at a time, perhaps also demonstrating the skill or movement, and providing students with time to answer before proceeding to the next question. For this written test, randomly select any 10 questions from the list of 20 below. This should take about 15 minutes.

1. When you hop, it means that you start on one foot and land on the same foot.
A. True B. False
2. When you run fast, your hands should come across the center of your body.
A. True B. False
3. When you slide, you keep the same lead foot as you move sideways.
A. True B. False
4. When you skip, a different foot leads each time.
A. True B. False
5. When throwing or striking, all of the power comes from your arms.
A. True B. False
6. When you jump, you should bend your knees like you are sitting in a chair.
A. True B. False
7. To do a forward roll, take the weight on your hands and place your head on the mat.
A. True B. False

8. To throw a ball overhand with your right hand, you should step forward with your left foot.
A. True B. False
9. When dribbling a basketball, you should always be looking at the ball.
A. True B. False
10. You have more balance if you are low to the ground compared to standing up higher.
A. True B. False
11. When rolling a ball, you should release the ball at the bottom of your forward swing.
A. True B. False
12. You should use your toes to kick a soccer ball if you want to kick it hard.
A. True B. False
13. When catching a ball thrown close to the ground, your fingers should point toward the ground.
A. True B. False
14. For a good overhand throw, you should bend the elbow behind the head before throwing.
A. True B. False
15. When dribbling a soccer ball, you should kick the ball far out in front of you.
A. True B. False
16. You should bend your arms when you catch a ball to help with control.
A. True B. False
17. When you toss underhand, you step forward with the same foot as your tossing arm.
A. True B. False
18. If you want to hit a ball further with your hand or a paddle, you should use a bigger backswing.
A. True B. False
19. When throwing to someone close to you, use a short backswing.
A. True B. False
20. When catching a ball at head height, point your fingers upwards.
A. True B. False

Answer Key:

1. **A** Hopping is a one footed locomotor movement.
2. **B** This is false. The hands should stay level with the shoulders as you run fast.
3. **A** Sliding is a sideways movement (a sideways gallop) with the same foot leading.
4. **A** The lead foot alternates when you skip.
5. **B** Power also comes from rotating the body and using the trunk and shoulders.
6. **A** Bending the knees helps generate force to push off.
7. **B** In a forward roll, the hands go down followed by the shoulder blades, the head staying off the mat.
8. **A** Stepping with the opposite foot will help generate force.
9. **B** You need to look up as you dribble so you know where you are going.
10. **A** Balance will be better with a lower center of gravity.
11. **A** Releasing the ball at the bottom of the forward swing will help keep the ball down.
12. **B** To kick a ball hard, you need to keep the toe pointed downward and use the laces.
13. **A** Fingers should point to the ground if the ball is low down and point upwards when catching a high ball.
14. **A** Bending the elbow behind the head will help generate force.
15. **B** When dribbling, you need to keep the ball quite close.
16. **A** When catching, you need to bring the arms in a bit to absorb the force.
17. **B** Stepping with the same foot will not give you opposition.
18. **A** A bigger backswing will give you more power.
19. **A** A short backswing will help control distance and accuracy.
20. **A** Fingers point upwards catching a high ball.

Benchmark B Scoring:

Advanced = 9-10

Proficient = 6-8

Limited = 0-5

Ohio Physical Education Assessments
Standard 2 Data (K-2) Benchmark B

Note: L = Limited, P = Proficient, A = Advanced

| Name | Benchmark B Advanced = 9-10 Proficient = 6-8 Limited = 0-5 |
|-------------|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

Ohio Physical Education Assessments

Standard 2

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Grade Band: 3-5

Benchmark A

Benchmark A: Demonstrate and apply basic tactics and principles of movement.

Task: Game performance observation of students playing in small-sided games – observe students on multiple occasions in game performance settings. These settings should be small-sided to allow for student involvement in game play and opportunities for the teacher to observe their performances. Focus specifically on the level of understanding students show in terms of positioning and skill selection. Use the criteria below to evaluate student performance.

| Component Observed – Performance Level | Positioning | Decision-making – skill selection |
|---|--|--|
| Advanced | Consistently: <ul style="list-style-type: none"> • Returns to correct base position for the game played • Moves to help teammates with the ball • Moves to defend space | Consistently selects the appropriate skills required to perform within the context of the game (e.g., shoots, passes or dribbles when appropriate, throws to the correct base) |
| Proficient | Usually but not always: <ul style="list-style-type: none"> • Returns to correct base position for the game played • Moves to help teammates with the ball • Moves to defend space | Usually but not always selects the appropriate skills required to perform within the context of the game (e.g., shoots, passes or dribbles when appropriate, throws to the correct base) |
| Limited | Rarely: <ul style="list-style-type: none"> • Returns to correct base position for the game played • Moves to help teammates with the ball • Moves to defend space | Rarely selects the appropriate skills required to perform within the context of the game (e.g., shoots, passes or dribbles when appropriate, throws to the correct base) |

Ohio Physical Education Assessments
Standard 2 Data (3-5) Benchmark A

Note: L = Limited, P = Proficient, A = Advanced

| Name | Benchmark A |
|------|-------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

Ohio Physical Education Assessments

Standard 2

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Grade Band: 3-5

Benchmark B

Benchmark B: Demonstrate knowledge of critical elements for more complex motor skills.

Task: Students observe a partner performing a sport skill chosen by the performer (the skill should be one in which the performer is not advanced). The observer watches for multiple observations and reports the following:

1. A list of the partner's performance strengths. What does the performer do well?
2. A list of the partner's performance weaknesses. What can the performer practice to get better (e.g., the main things needing attention)?
3. A practice plan with appropriate goals that will help the performer achieve advanced-level performance of the skill.

A task sheet like that on the next page can be developed for students to use. To accommodate students with writing difficulties, reports could be audio taped or submitted verbally by interview with the teacher.

Scoring Guide:

| Level | Criteria |
|------------|---|
| Advanced | The report contains detailed analysis of strengths and weaknesses with specific suggestions regarding how the performer should practice. These suggestions include details of how often practice should take place, for how long and the specific critical elements on which practice should focus. Goals for performance are specific and progressive. |
| Proficient | The report lists the performer's strengths and weaknesses accurately and the practice plan identifies specific elements on which practice should focus. Goals are set but broadly stated. |
| Limited | The report is vague about strengths and weaknesses and the practice plan does not identify specific elements of focus. Goals are either not stated or are broad. |

Ohio Physical Education Assessments
Standard 2 Data (3-5) Benchmark B

Note: L = Limited, P = Proficient, A = Advanced

| Name | Benchmark B |
|------|-------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

Ohio Physical Education Assessments

Standard 2

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Grade Band: 6-8

Benchmark A

Benchmark A: Apply tactical concepts and performance principles in physical activities.

Assessment Task – Game Performance Observation

Instructions: Observe students on multiple occasions in game-performance settings. These settings should be small-sided to allow for student involvement in game play and opportunities for the teacher to observe performances. Examples of small-sided games might include 6v6 soccer or 3v3 basketball. Focus specifically on the level of understanding students show in terms of decision-making with the ball, creation/use of space and defense of space.

This assessment requires instruction in invasion games since these provide the best opportunity for students to be actively involved and to demonstrate understanding of game-performance concepts. This is especially the case for game components such as decision making (where there are lots of options for players with the ball), use of space (invasion games played through 360 degrees), and defending (for which players do for about 50 percent of game time). Use the criteria on the next page to evaluate student performance.

Scoring guide:

| Component Observed – Performance Level | Decision-making – tactical options | Creating and using space | Defending space |
|---|--|---|--|
| Advanced | <p>Consistently chooses best options in game play:</p> <ul style="list-style-type: none"> • Attack and shoot where possible • Pass to teammate who can attack • Play a possession pass • Dribble to reposition | <p>Consistently moves to spaces where passes can be received when teammates have the ball</p> | <p>Consistently moves to mark or guard opponents, to deny space and prevent opponents from attacking and scoring</p> |
| Proficient | <p>Usually chooses best options in game play:</p> <ul style="list-style-type: none"> • Attack and shoot where possible • Pass to teammate who can attack • Play a possession pass • Dribble to reposition | <p>Usually moves to spaces where passes can be received when teammates have the ball</p> | <p>Usually moves to mark or guard opponents, to deny space and prevent opponents from attacking and scoring</p> |
| Limited | <p>Rarely chooses best options in game play:</p> <ul style="list-style-type: none"> • Attack and shoot where possible • Pass to teammate who can attack • Play a possession pass • Dribble to reposition | <p>Rarely moves to spaces where passes can be received when teammates have the ball</p> | <p>Rarely moves to mark or guard opponents, to deny space and prevent opponents from attacking and scoring</p> |

**Ohio Physical Education Assessments
Standard 2 Data (6-8) Benchmark A**

Note: L = Limited, P = Proficient, A = Advanced

| Name | Decision-making (A, P, L) | Creating space (A, P, L) | Defending space (A, P, L) | Overall Benchmark A (A, P, L) |
|------|------------------------------|-----------------------------|------------------------------|-------------------------------------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |

Ohio Physical Education Assessments

Standard 2

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Grade Band: 6-8

Benchmark B

Benchmark B: Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.

Assessment Task – Individual Project

Instructions: Students complete a project in either paper or electronic format. The project should be based on an activity of their choosing, possibly selected from games, gymnastics, dance, outdoor activities, track and field, aquatics or other activity areas.

Projects should include the following components:

1. Description of three important skills required for good performance in the activity and a list of the critical elements for performance of these skills. Critical elements for each skill should be broken into preparation, execution and follow-through phases of the skill.
2. Description of common errors in performance of the necessary skills, referencing biomechanical principles, e.g., errors related to:
 - a. Body position – e.g., are there sometimes errors in ready position?
 - b. Contact or release point – e.g., is the ball thrown or hit at the correct point relative to the body?
 - c. Release or take-off angle – e.g., is the ball thrown at the correct angle or the body take-off at the correct angle?
 - d. Balance/over-balance point – e.g., are performers able to hold their balance correctly?
 - e. Rotation – e.g., does the body rotate enough to generate force?
3. Evaluation of personal performance in the activity with descriptions of the types of practice necessary to ensure improvement.

Scoring Guide:

| Level | Criteria |
|--------------|--|
| Advanced | The project contains a detailed description of skills required and a complete list of critical elements needed in the preparation, execution and follow-through phases of movement. Common errors are described in detail with reference to biomechanical principles. Personal performance is evaluated relative to skill performance and ideas for practice are detailed with appropriate strategies and goals for improvement over time. |
| Proficient | Skills are identified and critical elements are listed, but not broken out into the preparation, execution and follow-through phases of movement. Common errors are described with reference to biomechanical principles. Personal performance is evaluated relative to skill performance, with broad ideas given for practice. |
| Limited | The important skills are identified but critical elements are not listed. Common errors are listed but not described and reference to biomechanical principles is absent. Personal performance is evaluated in broad (good/bad) terms with limited detail and vague practice ideas. |

Ohio Physical Education Assessments
Standard 2 Data (6-8) Benchmark B

Note: L = Limited, P = Proficient, A = Advanced

| Name | Benchmark B |
|------|-------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

Ohio Physical Education Assessments

Standard 2

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Grade Band: 9-12 Benchmarks A and B

- Benchmark A:** Apply knowledge of tactical concepts and strategies in authentic settings.
Benchmark B: Apply biomechanical principles to performance in authentic settings.

Assessment Task – Analytical Portfolio

Instructions: In an activity area of their choosing (e.g., games, gymnastics, dance, outdoor activities, track and field, aquatics or other activity areas), students complete a portfolio demonstrating their knowledge of how to apply strategies and biomechanical principles to performance in authentic (e.g., real-world) settings. Portfolios can be produced either on paper or electronically and might include video clips to show aspects of performance.

Portfolio Competencies for Benchmark A:

1. A description of strategic and/or tactical requirements¹ for successful performance in the activity.
2. An explanation of how the selected activity is similar to other activities and how knowledge/understanding of other activities can be transferred to help in performance of the selected activity.

Portfolio Competencies for Benchmark B:

3. A description of the biomechanical principles that impact performance (e.g., force, stability, angles, rotation).
4. Analysis of personal performance describing the strengths and weaknesses of performance.
5. A detailed practice plan indicating how performance might be improved. The practice plan should document the frequency, duration and intensity of practice (the what, when, where and how of practice).

¹ Note that strategy and tactics are really games-related concepts and some high school students might elect non-games-related areas. Where strategic and/or tactical requirements are not relevant to the activity, responses to this section should focus instead on aspects of technique.

Scoring guide:

| Level | Benchmark A | Benchmark B |
|--------------|--|--|
| Advanced | Strategic and technical requirements are explained in detail. Potential knowledge transfer is explained in depth with several examples of how performance of the selected activity can be enhanced by knowledge and understanding of other similar activities. | Biomechanical elements of performance are described and demonstrated in the portfolio. Personal performance is described and demonstrated, and a detailed (what, when, where, how) practice plan is presented to facilitate performance improvement. |
| Proficient | Strategic and technical requirements are explained in detail. Potential knowledge transfer is explained with an example of how performance of the selected activity can be enhanced by knowledge and understanding of other similar activities. | Biomechanical elements of performance are described. Personal performance is described and a detailed practice plan is presented to facilitate performance improvement. |
| Limited | Strategic and technical requirements are described. Potential knowledge transfer is explained but the explanation lacks examples of how performance of the selected activity can be enhanced by knowledge and understanding of other similar activities. | Biomechanical elements of performance are listed but not described. Personal performance is described and a limited practice plan is presented to facilitate performance improvement. |

**Ohio Physical Education Assessments
Standard 2 Data (9-12) Benchmark A and B**

Note: L = Limited, P = Proficient, A = Advanced

| Name | Benchmark A | Benchmark B |
|------|-------------|-------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

Ohio Physical Education Assessment

Standard 3

Participates regularly in physical activity.

Grade Band K-2

Benchmark A

Benchmark A: Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.

Task: Physical Activity Pyramid

Instructions: This task is completed over the course of a school week. Having given each child a copy of the activity pyramid, there are several ways in which the task can be completed:

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

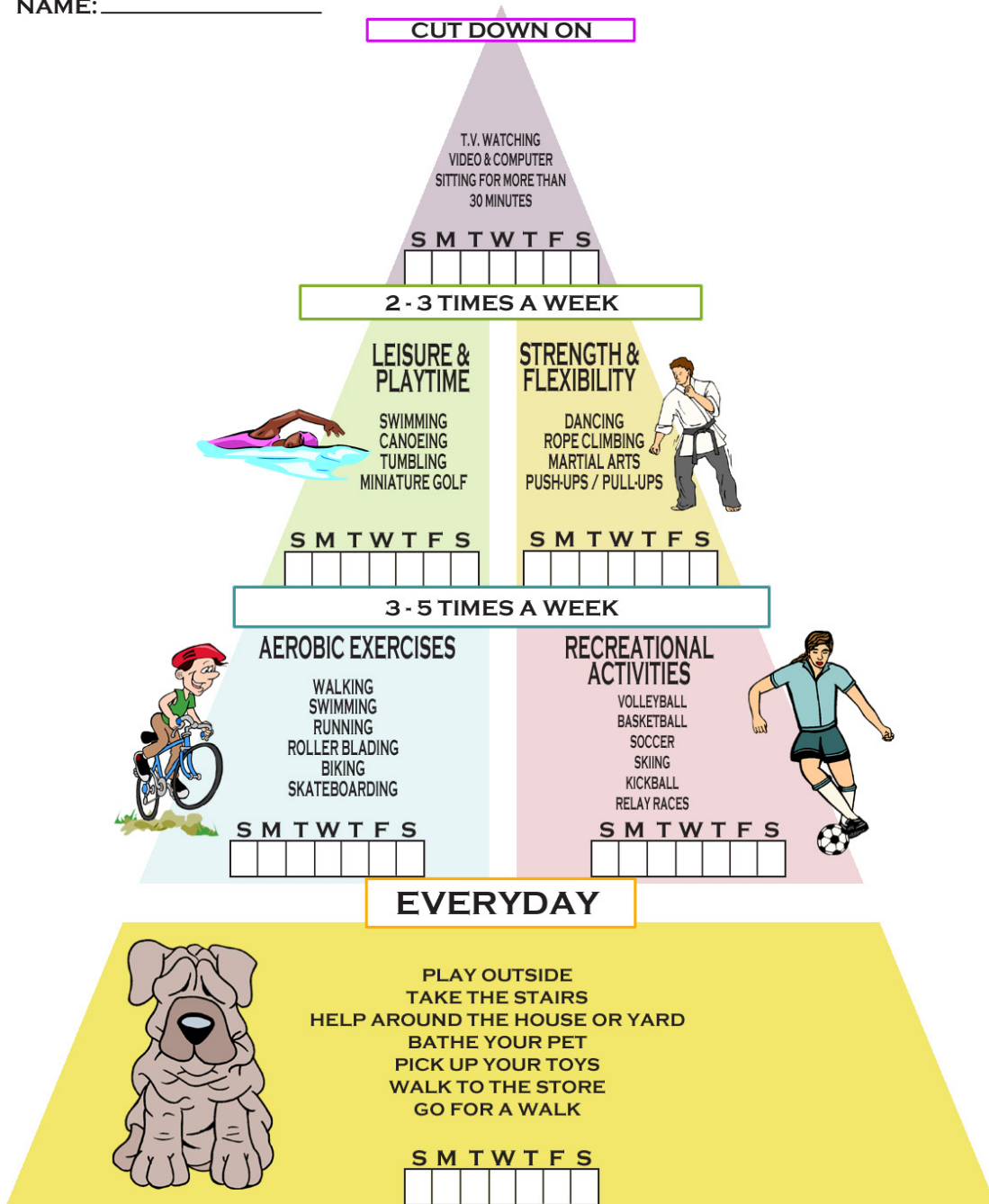
In each part of the pyramid, students place a check mark or X in the box for the days of the week on which they engaged in particular types of physical activity. Goals for the pyramid are to:

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)

| Level | Criteria |
|------------|---|
| Advanced | Students meet the goals on more than 4 parts (out of 6) of the physical activity pyramid, indicating they meet national recommendations for physical activity. |
| Proficient | Students meet the goals on 3 or 4 parts (out of 6) of the physical activity pyramid, indicating they partially meet national recommendations for physical activity. |
| Limited | Students meet the goals on less than 3 parts (out of 6) of the physical activity pyramid, indicating they do not meet national recommendations for physical activity. |

OHIO PHYSICAL EDUCATION ASSESSMENT STANDARD 3 BENCHMARK A GRADEBAND: K - 2

NAME: _____



Ohio Physical Education Assessments
Standard 3 Data (K-2) Benchmark A

Note: L = Limited, P = Proficient, A = Advanced

| Name | Benchmark A |
|------|-------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

Ohio Physical Education Assessment

Standard 3

Participates regularly in physical activity.

Grade Band K-2

Benchmark B

Benchmark B: Recall participation and physical activities both in and outside of school.

Task: Physical Activity Drawings – In the boxes below draw a picture of your favorite activity that you participated in during the last week at school, at home, on the playground and somewhere in the community.

Instructions: There are probably several ways in which this task can be completed:

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

| | |
|--|--|
| 1. At school in Physical Education class | 2. At home |
| 3. At school on the playground | 4. Somewhere else (not home) outside of school |

| Level | Criteria |
|--------------|---|
| Advanced | Students recall 4 physical activities they participated in during the past week. |
| Proficient | Students recall 3 physical activities they participated in during the past week |
| Limited | Students recall only 1 or 2 physical activities they participated in during the past week |

Draft

Ohio Physical Education Assessments
Standard 3 Data (K-2) Benchmark B

Note: L = Limited, P = Proficient, A = Advanced

| Name | Benchmark B |
|------|-------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

Ohio Physical Education Assessments

Standard 3

Participates regularly in physical activity.

Grade Band: 3-5

Benchmark A

Benchmark A: Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.

Task: The student will use the Physical Activity Pyramid to identify the Frequency, Intensity, Type and Time of activities. The student will then log their physical activity for one week using the Physical Activity Pyramid as a guide.

| Level of the physical activity pyramid | Activities listed from each level | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | Place – school, home, park, community | |
|---|-----------------------------------|-------------------------------------|---------|-----------|----------|--------|----------|--------|---------------------------------------|--|
| | | | | | | | | | | |
| Level 3A: Flexibility activities; moderate stretching Target: 3-7 days a week | | | | | | | | | | |
| | | Time (minutes) in activity each day | | | | | | | | |
| | | | | | | | | | | |
| Level 3B: Muscle fitness activities; muscular strength and endurance; moderate to vigorous resistance; 8-12 reps, 1-3 sets Target: 2-3 days a week | | | | | | | | | | |
| | | Time (minutes) in activity each day | | | | | | | | |
| | | | | | | | | | | |
| Level 2A: Active sports and recreational activities; moderate to vigorous increased heart rate; 20 or more minutes Target: 3-6 days a week | | | | | | | | | | |
| | | Time (minutes) in activity each day | | | | | | | | |
| | | | | | | | | | | |

| | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
| Level 2B: Active aerobic activities; moderate to vigorous increased heart rate; 20 or more minutes Target: 3-6 days a week | | | | | | | | | |
| | Time (minutes) in activity each day | | | | | | | | |
| | | | | | | | | | |
| Level 1: Lifestyle physical activities; moderate (equal to a brisk walk); 30 or more minutes Target: All or most days of the week | | | | | | | | | |
| | Time (minutes) in activity each day | | | | | | | | |
| | | | | | | | | | |

| Level | Criteria |
|------------|---|
| Advanced | The student meets target in each level of the activity pyramid. This indicates that the student engages in a variety of physical activities to meet or exceed the national recommendations for physical activity six or more days a week. |
| Proficient | The student falls below the target in one level of the activity pyramid. This indicates that the student engages in physical activity to meet or exceed the national recommendations for physical activity three to six days a week. |
| Limited | The student falls below the target in two or more levels of the activity pyramid. This indicates that the student does not engage in sufficient physical activity to meet the national recommendations. |

Ohio Physical Education Assessments
Standard 3 Data (3-5) Benchmark A

Note: L = Limited, P = Proficient, A = Advanced

| Name | Benchmark A |
|------|-------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

Ohio Physical Education Assessments

Standard 3

Participates regularly in physical activity.

Grade Band: 3-5

Benchmark B

Benchmark B: Self-monitor levels of physical activity using information from different sources.

Task: Using the log of physical activity recorded for Benchmark A, the student will develop a plan for improvement. The student will list activities for each component of fitness and will describe how the activities will help to improve his or her fitness level or reach his or her personal goal in each area.

Improvement Plan for each Component of Fitness

| | |
|-------------------------|--|
| Aerobic Exercise | Goal: |
| Activities | How will you increase your time spent in these activities? |
| | |
| | |
| | |

| | |
|---|--|
| Muscular Strength – Upper Body | Goal: |
| Activities | How will you increase your time spent in these activities? |
| | |
| | |
| | |

| | |
|---------------------------------------|--|
| Muscular Strength – Abdominals | Goal: |
| Activities | How will you increase your time spent in these activities? |
| | |
| | |
| | |

| | |
|--------------------|--|
| Flexibility | Goal: |
| Activities | How will you increase your time spent in these activities? |
| | |
| | |
| | |

Resources Available to Complete Physical Activity or Track Activity

| Place where activity is done | Cost | People with whom you will do your activity |
|-------------------------------------|-------------|---|
| | | |
| | | |
| | | |
| | | |

| Level | Criteria |
|--------------|--|
| Advanced | The student shows a plan to increase activity, with specific and realistic physical activities inside and outside of school to meet the national recommendations for physical activity and contribute to fitness components. The plan identifies specific resources in the community, e.g., gyms, parks, playgrounds, pools. |
| Proficient | The student shows a plan to increase physical activity inside and outside of school. Activities that contribute to fitness components are identified. |
| Limited | The student does not provide an appropriate plan to meet the recommendations for physical activity. |

Ohio Physical Education Assessments
Standard 3 Data (3-5) Benchmark B

Note: L = Limited, P = Proficient, A = Advanced

| Name | Benchmark B |
|-------------|--------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

Ohio Physical Education Assessments

Standard 3

Participates regularly in physical activity.

Grade Bands: 6-8 and 9-12

Benchmark A

Benchmark A: Identify and engage in regular physical activities inside and outside of school to meet national recommendations for daily physical activity.

Task 1: Students will log and record participation in regular physical activities inside and outside of school to meet the daily recommendations for physical activity. Students also will identify the components of frequency, intensity, time and type of activities they participate in and they will identify if they have met the recommendations of the daily physical activity pyramid for teens.

| Level | Criteria |
|------------|--|
| Advanced | The student records participation in vigorous physical activity for 60 minutes on five or more days of a calendar week, indicating he or she exceeds national recommendations for physical activity. |
| Proficient | The student records participation in moderate to vigorous physical activity for 60 minutes on four or more days of a calendar week, indicating he or she meets national recommendations for physical activity. |
| Limited | The student records participation in moderate to vigorous physical activity for 60 minutes on less than four days of a calendar week, indicating he or she does not meet national recommendations for physical activity. |

Task 1: Physical Activity Log

Name _____ Class _____

Month _____ Week of _____

Directions

Complete the following Personal Activity Log indicating:

- A description/type of physical activity in which you participate each day
- The amount of time/duration (hours: minutes) spent doing the activity
- The intensity/perceived exertion:
 - Light – notice change in breathing, but talking is fairly easy
 - Moderate – hard, heavy breathing that you can hear, but still able to talk
 - Vigorous – breathing heavily and very difficult to talk.
- Location of the activity – home, school, park.

| Day | Type/description of activity (flexibility, muscular strength and/or endurance, active aerobics, active sports and recreation, lifestyle activity), e.g., walked to school, mowed the lawn, jogging | Duration, e.g., hours, minutes), e.g., 20 minutes, 15 minutes, 30 minutes | Intensity, e.g., light, moderate, vigorous | Where activity took place, (e.g., school, neighborhood, home, park walking/jogging track |
|-----|--|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

| | | | | |
|---------------------------|--|--|--|--|
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| Total Days Active: | | Total Time Active: Light = Moderate = Vigorous = | | |

Draft

Ohio Physical Education Assessments
Standard 3 Data (6-8 and 9-12) Benchmark A

Note: L = Limited, P = Proficient, A = Advanced

| Name | Benchmark A |
|------|-------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

Ohio Physical Education Assessments

Standard 3

Participates regularly in physical activity.

Grade Bands: 6-8 and 9-12

Benchmark B

Benchmark B: Create and monitor a personal plan for physical activity.

Task 2: Based on the data collected for Benchmark A, for Benchmark B students will develop and implement a one-week plan to address their physical activity goals. The plan will include details of:

- Physical activity goals (6-8 and 9-12)
- Daily activity plans (6-8 and 9-12)
- Written evaluation of how well the plan helped meet the physical activity goals (6-8 and 9-12)
- Written evaluation of two community fitness/recreational opportunities for accessibility, affordability, quality of facilities and staffing (grades 9-12 only)

Task 2: Physical Activity Plan

| Physical Activity Goals: | | | | |
|--------------------------|-----------------------------|----------------|------------------------------------|--|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| Day | Activity and goal addressed | Place and cost | People I will do the activity with | How it helped me reach my activity goals |
| 1 | | | | |
| 2 | | | | |

| | | | | |
|---|--|--|--|--|
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |

| Level | Criteria |
|------------|---|
| Advanced | The physical activity plan contains realistic and measureable goals, appropriate activities to accomplish the goals and an accurate evaluation of how the activity plan helped. Community facilities are evaluated for accessibility, affordability, quality and staffing (grades 9-12 only). |
| Proficient | The physical activity plan contains goals, activities to accomplish the goals and an evaluation of how the activity plan helped. Community facilities are evaluated for accessibility, affordability, quality and staffing (grades 9-12 only). |
| Limited | The physical activity plan does not contain goals, activities to accomplish the goals or an evaluation of how the activity plan helped. Community facilities are not evaluated for accessibility, affordability, quality and staffing (grades 9-12 only). |

Ohio Physical Education Assessments
Standard 3 Data (6-8 and 9-12) Benchmark B

Note: L = Limited, P = Proficient, A = Advanced

| Name | Benchmark B |
|------|-------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

Ohio Physical Education Assessments

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

Grade Band: K-2

Benchmark A

Benchmark A: Demonstrate and develop health-related fitness.

Task: The student will demonstrate fitness-related activities using appropriate principles and practices in authentic game settings. The student also will demonstrate sufficient fitness to sustain moderate to vigorous physical activity.

| Level | Criteria |
|------------|--|
| Advanced | The student is able to demonstrate a level of fitness needed for good health by meeting the criteria in all three components of health-related fitness (cardio-respiratory, muscular strength/endurance, flexibility). |
| Proficient | The student is able to demonstrate a level of fitness needed for good health by meeting the criteria in at least one of the components of health-related fitness (cardio-respiratory, muscular strength/endurance, flexibility). |
| Limited | The student does not demonstrate a level of fitness needed in all three components of health-related fitness (cardio-respiratory, muscular strength/endurance, flexibility). |

The intent of the K-2 fitness assessment is to assess fitness in an authentic setting. Following the recommendation of the National Association for Sport and Physical Education (2010), there is no formal measurement of fitness in grades K-2. Instead, the emphasis is placed on physical activity and instruction in the health-related fitness components. Thus, students' level of health-related fitness will be assessed through tasks that use a specific fitness component.

The possible tasks for each component of health-related fitness are:

- **Aerobic Capacity/Cardio-vascular Endurance** – move around the area using any locomotor skill for two or more minutes without stopping.
- **Muscular Strength and Endurance** – Hang on monkey bars on the playground or on the pull-up bar in the gym for 60 seconds or more. Move across the room in a crab-walk or seal-walk position without stopping (15-20 meters). Hold a bridge, push-up or plank position on the hands and feet for 30 seconds.
- **Flexibility** – Bend over and touch the toes, perform the shoulder stretch, yoga poses (downward facing dog, child's pose, down-cat pose).

Directions: Select a task for each component of health-related fitness and record whether the student has met or not met the goal of the stated task.

| Rating | Aerobic/Cardio-respiratory | Muscular Strength and Endurance | Flexibility |
|---------------|--|---|---|
| Met | Demonstrates sufficient aerobic capacity/ Cardio-respiratory endurance to engage in the activity. | Demonstrates sufficient muscular strength to be able to bear body weight. | Demonstrate sufficient flexibility to bend, stretch, twist, reach and form shapes. |
| Not Met | Does not demonstrate sufficient aerobic capacity/ cardio-respiratory fitness to engage in the activity | Does not demonstrate sufficient muscular strength/endurance to bend, stretch, twist, reach and form shapes. | Does not demonstrate sufficient flexibility to bend, stretch, twist, reach and form shapes. |

Class: _____ **Grade:** _____

| Student | Aerobic/ Cardio-respiratory | Muscular Strength and Endurance | Flexibility | Total Met | Benchmark 4A Rating |
|----------------|------------------------------------|--|--------------------|------------------|----------------------------|
| | | | | | |
| | | | | | |
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Ohio Physical Education Assessments

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

Grade Band: K-2

Benchmark B

Benchmark B: Understands the principles, components and practices of health-related physical fitness.

Task: The student will demonstrate a basic understanding of health-related fitness principles, concepts, components and practices 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 K-2 grade band.

| Level | Criteria |
|------------|--|
| Advanced | The student demonstrates an advanced understanding of the principles, concepts, components and practices of health-related fitness (90 percent of questions answered correctly). |
| Proficient | The student demonstrates a proficient understanding of the principles, concepts, components and practices of health-related fitness (60 to 89 percent of the questions answered correctly). |
| Limited | The student demonstrates a limited understanding of the principles, concepts, components and practices of health-related fitness (less than 60 percent of the questions answered correctly). |

Ohio Physical Education Assessments

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

Grade Band: K-2

Benchmark B

Test Bank

Directions: Draw a line from the health-related physical fitness component on the left to connect it with the exercise or activity that would help improve it on the right.

| | |
|----------------------|---|
| 1. Aerobic endurance | Crossing the monkey bars on the playground. |
| 2. Flexibility | Running in a tag game without getting tired. |
| 3. Muscular strength | Bending over and touching your toes with your fingertips. |

1. Why should I exercise?
2. When I exercise, my heart beats _____.
 - a. Faster
 - b. Slower
3. If I want to keep running or playing for a long time, I should
 - a. Run really fast at first then stop and rest. Then run fast again.
 - b. Run at a steady pace

Ohio Physical Education Assessments

Standard 4

Achieves and maintains a health-enhancing level of physical fitness

Grade Band: 3-5

Benchmark A

Benchmark A: Meet or exceed criterion-referenced health-related physical fitness standards.

Task A: The Ohio Health-Related Fitness Assessment is designed to meet three distinct purposes. First, the assessment provides students, teachers and parents/guardians with information regarding the student's current fitness status. Fitness information can be used as the basis for designing and individualized fitness program for each student. Second, the assessment provides information for program evaluation. A teacher can determine the number of students who meet or exceed the Health Fitness Zone (HFZ), adjust the curriculum, if needed, and encourage improvement for students at the lower end of the HFZ. Third, the assessment provides information for statewide monitoring of fitness levels of Ohio students at grades 5, 8 and high school.

The health-related fitness components to be assessed are aerobic/cardio-respiratory capacity, muscular strength and endurance upper body, muscular strength and endurance abdominals, and flexibility. These health-related fitness components are identified as the required components to assess student achievement of Standard 4, Benchmark A. Each of the Ohio Health-Related Fitness assessment components could be assessed using any current criterion-referenced fitness tests. The *Fitnessgram*[®] and the *President's Challenge* are two commonly used physical fitness assessments. Criterion-referenced fitness assessments compare student scores to a set standard of health-related fitness that indicates a level of fitness necessary for good health regardless of other students' scores (NASPE, 2010).

NOTE: *The product examples referenced in this evaluation instrument and ODE's website are for informational purposes only. ODE does not endorse products.*

| Health-related Fitness Component | Fitnessgram | President's Challenge |
|--|--|---|
| Aerobic/cardio-respiratory | <ul style="list-style-type: none"> • 1-mile run/walk • PACER | <ul style="list-style-type: none"> • 1-mile run/walk |
| Muscular strength and endurance upper body | <ul style="list-style-type: none"> • 90-degree push-up, cadence | <ul style="list-style-type: none"> • 90-degree push-up, one-minute |
| Muscular strength and endurance abdominals | <ul style="list-style-type: none"> • Curl-ups, cadence | <ul style="list-style-type: none"> • Curl-ups, one-minute |
| Flexibility | <ul style="list-style-type: none"> • Back-saver sit and reach • Trunk lift | <ul style="list-style-type: none"> • Sit and reach |

Teachers should follow the specific protocols for each test item. Provide students with ample practice time before measuring student performance for this assessment. Please refer to the National Association for Sport and Physical Education position statement *Appropriate Uses of Fitness Measurement* for guidelines for effectively using the information obtained from this assessment (<http://www.aahperd.org/naspe/standards/PEPS.cfm>).

Rubric for Task A, Benchmark A

| Level | Criteria |
|------------|---|
| Advanced | The student achieves the criterion in all four health-related fitness components. |
| Proficient | The student achieves the criterion in at least one of the fitness assessments. |
| Limited | The student does not achieve the criterion in any of the health-related fitness components. |

Ohio Physical Education Assessments

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

Grade Band: 3-5

Benchmark B

Benchmark B: Understand the principles, components and practices of health-related physical fitness.

Task: The student will demonstrate a basic understanding of health-related fitness principles, concepts, components and practices 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 3-5 grade band.

| Level | Criteria |
|------------|--|
| Advanced | The student demonstrates an advanced understanding of the principles, concepts, components and practices of health-related fitness (90 percent of questions answered correctly). |
| Proficient | The student demonstrates a proficient understanding of the principles, concepts, components and practices of health-related fitness (60-89 percent of the questions answered correctly). |
| Limited | The student demonstrates a limited understanding of the principles, concepts, components and practices of health-related fitness (less than 60 percent of the questions answered correctly). |

Ohio Physical Education Assessments

Standard 4

Achieves and maintains a health-enhancing level of physical fitness

Grade Band: 3-5

Benchmark B

Test Bank

Name: _____ Class: _____ Date: _____

Match the appropriate component of health-related fitness to the description of the component.

- a. Flexibility
- b. Muscular endurance
- c. Muscular strength
- d. Body composition
- e. Cardio-respiratory fitness

1. _____ The ability of the heart and lungs to supply oxygen to the working muscles for an extended period of time.
2. _____ A measure of the greatest force that can be produced by a muscle or group of muscles.
3. _____ The ability of a joint to move freely in every direction or, more specifically, through a full and normal range of motion.
4. _____ The ability to contract a muscle or group of muscles repeatedly without incurring fatigue.
5. _____ The percentage of lean body mass to fat mass.

Write one exercise you like to do to improve each component of fitness.

| | |
|-----------------------|--|
| 1. Cardio-respiratory | |
| 2. Flexibility | |
| 3. Muscular strength | |
| 4. Muscular endurance | |

Match the appropriate principle of health-related fitness to the description of the principle.

- a. Frequency
- b. Intensity
- c. Type
- d. Time

6. _____ How often a person exercises. The number of times a person engages in physical activity that is moderate to vigorous in nature.
7. _____ How hard a person exercises. The speed or workload used in a given exercise period.
8. _____ How long a person exercises. The number of minutes of physical activity.
9. _____ The kind of exercise that is done. Exercise that is specific to the system that is being worked or stressed during activity.

Multiple Choice: Choose the appropriate answer given the description.

10. _____ Which of the following is an assessment of cardio-respiratory endurance?
- a. Push-ups
 - b. Mile run
 - c. Curl-ups
 - d. 100-meter dash
 - e. All of the above
11. _____ Which of the following is an assessment of flexibility?
- a. Push-ups
 - b. Mile run
 - c. Sit and reach
 - d. Trunk lift
 - e. All of the above
12. _____ Which of the following is an assessment of muscular strength and endurance?
- a. Push-ups
 - b. Curl-ups
 - c. Sit and reach
 - d. A and B
 - e. All of the above

13. _____ Which of the following is an assessment of body composition?
- a. Push-ups
 - b. Curl-ups
 - c. Mile run
 - d. BMI
 - e. All of the above.
14. _____ Each exercise session should include:
- a. Warm-up activities
 - b. Aerobic activities
 - c. Muscular strength and endurance activities
 - d. Cool down activities
 - e. All of the above
15. _____ When determining the level of intensity of an exercise, the best indicator would be:
- a. Sweat
 - b. Heart rate
 - c. Soreness
 - d. None of the above
 - e. All of the above
16. _____ While participating in moderate to vigorous activities, what should increase?
- a. Heart rate
 - b. Time
 - c. Strength
 - d. Flexibility
 - e. All of the above

| Level | |
|------------|---|
| Advanced | Students who miss two or less on the above test. |
| Proficient | Students who miss three to five on the above test. |
| Limited | Students who miss more than five on the above test. |

Ohio Physical Education Assessments

Standard 4

Achieves and maintains a health-enhancing level of physical fitness

Grade Band: 6-8

Benchmark A

Benchmark A: Meet or exceed criterion-referenced health-related physical fitness standards.

Task A: The Ohio Health-Related Fitness Assessment is designed to meet three distinct purposes. First, the assessment provides students, teachers and parents/guardians with information regarding the student's current fitness status. Fitness information can be used as the basis for designing an individualized fitness program for each student. Second, the assessment provides information for program evaluation. A teacher can determine the number of students who meet or exceed the Health Fitness Zone (HFZ), adjust the curriculum, if needed, and encourage improvement for students at the lower end of the HFZ. Third, the assessment provides information for statewide monitoring of fitness levels of Ohio students at grades 5, 8 and high school.

The health-related fitness components to be assessed are aerobic/cardio-respiratory capacity, muscular strength and endurance upper body, muscular strength and endurance abdominals, and flexibility. These health-related fitness components are identified as the required components to assess student achievement of Standard 4, Benchmark A. Each of the Ohio Health-Related Fitness assessment components could be assessed using any current criterion-referenced fitness tests. The *Fitnessgram*® and the *President's Challenge* are two commonly used physical fitness assessments. Criterion-referenced fitness assessments compare student scores to a set standard of health-related fitness that indicates a level of fitness necessary for good health regardless of other students' scores (NASPE, 2010).

NOTE: The product examples referenced in this evaluation instrument and ODE's website are for informational purposes only. ODE does not endorse products.

| Health-related Fitness Component | Fitnessgram | President's Challenge |
|--|---|---|
| Aerobic/cardio-respiratory | <ul style="list-style-type: none">• 1-mile run/walk• PACER | <ul style="list-style-type: none">• 1-mile run/walk |
| Muscular strength and endurance upper body | <ul style="list-style-type: none">• 90-degree push-up, cadence | <ul style="list-style-type: none">• 90-degree push-up, one-minute |
| Muscular strength and endurance abdominals | <ul style="list-style-type: none">• Curl-ups, cadence | <ul style="list-style-type: none">• Curl-ups, one-minute |
| Flexibility | <ul style="list-style-type: none">• Back-saver sit and reach• Trunk lift | <ul style="list-style-type: none">• Sit and reach |

Teachers should follow the specific protocols for each test item. Provide students with ample practice time before measuring student performance for this assessment. Please refer to the National Association for Sport and Physical Education position statement *Appropriate Uses of Fitness Measurement* for guidelines for effectively using the information obtained from this assessment (<http://www.aahperd.org/naspe/standards/PEPS.cfm>).

Rubric for Task A, Benchmark A

| Level | Criteria |
|--------------|---|
| Advanced | The student achieves the criterion in all four health-related fitness components. |
| Proficient | The student achieves the criterion in at least one of the fitness assessments. |
| Limited | The student does not achieve the criterion in any of the health-related fitness components. |

Note: The “proficient” level was set at achieving the criterion in at least one area to facilitate data collection of students who are at a healthy level of fitness versus not at a healthy level of fitness. The “limited” level will help the program/school identify students who are not in the health-enhancing level of fitness for any component.

Ohio Physical Education Assessments

Standard 4

Achieves and maintains a health-enhancing level of physical fitness

Grade Band: 6-8

Benchmark B

Benchmark B: Understand the principles, components and practices of health-related physical fitness.

- Task A:** The student will develop a personal fitness portfolio that contains:
- Fitness assessment results
 - A personal fitness plan that includes:
 - Evaluated results of fitness assessment and a developed comprehensive fitness program.
 - Goals for improving and/or maintaining fitness levels.
 - Health-related fitness activities to improve or maintain body composition, cardio-vascular endurance, flexibility, muscular strength and muscular endurance. These activities should include options for both inside and outside of the physical education classroom.
 - Application of specificity, overload and progression as it applies to the development and maintenance of health-related fitness.
 - Application of the FITT principles to the chosen physical activities for each component of health-related fitness.

Directions: After students have developed their fitness plans, use the following rubric to assess each aspect of the plan. After completing all categories, average the rating to determine an overall rating for Standard 4, Benchmark B.

Rubric for Task A, Benchmark B

| Level | Criteria |
|--------------|--|
| Advanced | The student understands the principles, components and practices of health-related fitness to develop an effective personal fitness plan that includes specific and realistic goals, specific and appropriate activities, a realistic time schedule, and identification of barriers/helpers to implementing the plan. (Average rating greater than 2.5.) |
| Proficient | The student understands the principles, components and practices of health-related fitness to develop a personal fitness plan that includes goals, activities, time schedule and identification of barriers/helpers to implementing the plan. (Average score between 2.4 and 1.5.) |
| Limited | The student does not use the principles, components and practices of health-related fitness to develop a personal fitness plan. (Average score is less than 1.4.) |

Draft

| Level | Evaluation of Current Fitness Level | Fitness Goals | Fitness Plan | Fitness Schedule | Barriers and Helpers |
|-------------------------|---|--|---|--|---|
| 3 Advanced | Fitness plan provides a specific reflection to explain student's current performance on the fitness assessment. | Fitness plan includes a specific, measureable, achievable, realistic and timely goal for each component based on student's current level of fitness. | Fitness plan identifies specific exercises/activities that would enhance the aligned fitness component. The plan demonstrates a clear application of the FITT training principles in effective ways. | Fitness plan develops a realistic time schedule to implement each of the exercise plans for each component of fitness. | Fitness plan identifies specific barriers and helpers to implementing the fitness program and provides suggestions for overcoming barriers and enhancing the helpers. |
| 2 Proficient | Provides a brief description of the current level of performance on each aspect of the fitness assessment. | Provides a goal to improve each component of health-related fitness, but some of the goals lack specific, measureable, realistic and timely aspects. | Provides some exercises/activities that would enhance health-related fitness, but does not consistently align with the identified component. The plan demonstrates the FITT principles on a consistent basis. | Develops a time schedule to implement an exercise plan. | Identifies barriers and helpers to implementing the fitness program. |
| 1 Limited | Does not provide a reflection about fitness assessment results. | Does not provide fitness goals for each component. | Does not provide appropriate activities to develop the identified component. FITT principles are not effectively used to develop the plan. | Does not provide a sufficient time schedule to implement the plan. | Does not identify specific barriers and helpers to implementing a fitness program. |

| Student | Evaluation of Current Fitness Level | Fitness Goals | Fitness Plan | Fitness Schedule | Barriers and Helpers | Avg Rating (sum of scores/5) | Benchmark 4B rating |
|----------------|--|----------------------|---------------------|-------------------------|-----------------------------|-------------------------------------|----------------------------|
| <i>Example</i> | 2 | 2 | 3 | 2 | 2 | (2.2) | 2 |
| | | | | | | | |
| | | | | | | | |
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Draft

Personal Fitness Information

This worksheet is intended to have you think about your strengths and weaknesses, good and bad habits, motivation strategies, barriers, warm-up and cool-down exercises and general activities that you enjoy. When developing your personal fitness plan, use the information on this worksheet.

Your Fitness Assessment Results and Habits

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

| Health-related Component of Fitness Assessment (Circle your choice of assessment) | Met the healthy fitness level (Yes or No) | Explain how you met the healthy fitness level. |
|--|--|---|
| Aerobic Capacity <ul style="list-style-type: none"> • PACER • 1-mile run/walk | | |
| Muscular strength and endurance <ul style="list-style-type: none"> • Abdominal • Curl up, cadence • Curl up, one minute | | |
| Muscular strength and endurance <ul style="list-style-type: none"> • Upper body • 90-degree push-up – cadence • 90-degree push-up – one minute | | |
| Flexibility <ul style="list-style-type: none"> • Back-saver sit-and-reach • Sit-and-reach | | |

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

- Specific** What do you want to achieve? How will you achieve it? Why is it important to you?
- Measurable** How will you measure your success? Will you use numbers, target dates, specific events?
- 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.

| Health-related Physical Fitness component | Goal <i>Example: Score in the upper level of the Healthy Fitness Zone.</i> |
|--|--|
| Aerobic capacity | |
| Muscular strength and endurance upper body | |
| Muscular strength and endurance abdominal | |
| Strength and flexibility | |
| Flexibility | |

3. Explain your personal fitness plan. What activities and/or exercises do you plan to do? When do you plan to do them? How often do you plan to do them? How do you plan to use the FITT training principles for each of the components? How will you monitor your physical fitness for improvement or maintenance?

| Component | Type (What activity?) | Frequency (Days per week) | Intensity (How hard?) | Time (How long?) |
|------------------|----------------------------------|--------------------------------------|----------------------------------|-----------------------------|
| Aerobic capacity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Muscle strength | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Muscle endurance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Flexibility | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Body composition | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. Develop your personal fitness plan using the activities that you listed in the previous chart. When within your week will you complete your exercise plan?

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|------------------------|---------------|----------------|------------------|-----------------|---------------|-----------------|---------------|
| Cardio | | | | | | | |
| Strength/ endurance | | | | | | | |
| Flexibility | | | | | | | |

5. List two things that will help you follow your exercise plan (e.g., rewards, social).
6. List two things that will make following your exercise plan challenging (e.g., rewards, social, environment).
7. Track the progress of your fitness plan using a log.

Personal Fitness Plan and Activity Log Week One

Week Beginning: _____

In the chart below, list your activities and indicate the Intensity and Time. The Frequency will be indicated by the number of days your health-related component activity appears on the chart.

| Day | Fitness Component | Activity | Intensity | Time |
|-----------|------------------------|----------|-----------|------|
| Monday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Tuesday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Wednesday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Thursday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Friday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Saturday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Sunday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |

Personal Fitness Plan and Activity Log Week Two

Week Beginning: _____

In the chart below, list your activities and indicate the Intensity and Time. The Frequency will be indicated by the number of days your health-related component activity appears on the chart.

| Day | Fitness Component | Activity | Intensity | Time |
|-----------|------------------------|----------|-----------|------|
| Monday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Tuesday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Wednesday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Thursday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Friday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Saturday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Sunday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |

Ohio Physical Education Assessments

Standard 4

Achieves and maintains a health-enhancing level of physical fitness

Grade Band: 9-12

Benchmark A

Benchmark A: Meet or exceed criterion-referenced health-related physical fitness standards.

Task A: The Ohio Health-Related Fitness Assessment is designed to meet three distinct purposes. First, the assessment provides students, teachers and parents/guardians with information regarding the student's current fitness status. Fitness information can be used as the basis for designing and individualized fitness program for each student. Second, the assessment provides information for program evaluation. A teacher can determine the number of students who meet or exceed the Health Fitness Zone (HFZ), adjust the curriculum, if needed, and encourage improvement for students at the lower end of the HFZ. Third, the assessment provides information for statewide monitoring of fitness levels of Ohio students at grades 5, 8 and high school.

The health-related fitness components to be assessed are aerobic/cardio-respiratory capacity, muscular strength and endurance upper body, muscular strength and endurance abdominals, and flexibility. These health-related fitness components are identified as the required components to assess student achievement of Standard 4, Benchmark A. Each of the Ohio Health-Related Fitness assessment components could be assessed using any current criterion-referenced fitness tests. The *Fitnessgram*[®] and the *President's Challenge* are two commonly used physical fitness assessments. Criterion-referenced fitness assessments compare student scores to a set standard of health-related fitness that indicates a level of fitness necessary for good health regardless of other students' scores (NASPE, 2010).

NOTE: *The product examples referenced in this evaluation instrument and ODE's website are for informational purposes only. ODE does not endorse products.*

| Health-related Fitness Component | Fitnessgram | President's Challenge |
|--|--|---|
| Aerobic/cardio-respiratory | <ul style="list-style-type: none"> • 1-mile run/walk • PACER | <ul style="list-style-type: none"> • 1-mile run/walk |
| Muscular strength and endurance upper body | <ul style="list-style-type: none"> • 90-degree push-up, cadence | <ul style="list-style-type: none"> • 90-degree push-up, one-minute |
| Muscular strength and endurance abdominals | <ul style="list-style-type: none"> • Curl-ups, cadence | <ul style="list-style-type: none"> • Curl-ups, one-minute |
| Flexibility | <ul style="list-style-type: none"> • Back-saver sit and reach • Trunk lift | <ul style="list-style-type: none"> • Sit and reach |

Teachers should follow the specific protocols for each test item. Provide students with ample practice time before measuring student performance for this assessment. Please refer to the National Association for Sport and Physical Education position statement *Appropriate Uses of Fitness Measurement* for guidelines for effectively using the information obtained from this assessment (<http://www.aahperd.org/naspe/standards/PEPS.cfm>).

Rubric for Task A, Benchmark A

| Level | Criteria |
|------------|---|
| Advanced | The student achieves the criterion in all four health-related fitness components. |
| Proficient | The student achieves the criterion in at least one of the fitness assessments. |
| Limited | The student does not achieve the criterion in any of the health-related fitness components. |

Note: The “proficient” level was set at achieving the criterion in at least one area to facilitate data collection of students who are at a healthy level of fitness versus not at a healthy level of fitness. The “limited” level will help the program/school identify students who are not in the health-enhancing level of fitness for any component.

Ohio Physical Education Assessments

Standard 4

Achieves and maintains a health-enhancing level of physical fitness

Grade Band: 9-12

Benchmark B

Benchmark B: Understand the principles, components and practices of health-related physical fitness.

Task A: The student will develop a personal fitness portfolio that contains:

- Fitness assessment results
- A personal fitness plan that includes:
 - Evaluated results of fitness assessment and a developed comprehensive fitness program.
 - Goals for improving and/or maintaining fitness levels.
 - Health-related fitness activities to improve or maintain body composition, cardio-vascular endurance, flexibility, muscular strength and muscular endurance. These activities should include options for both inside and outside of the physical education classroom.
 - Application of specificity, overload and progression as it applies to the development and maintenance of health-related fitness.
 - Application of the FITT principles to the chosen physical activities for each component of health-related fitness.

Directions: After students have developed their fitness plans, use the following rubric to assess each aspect of the plan. After completing all categories, average the rating to determine an overall rating for Standard 4, Benchmark B.

Rubric for Task A, Benchmark B

| Level | Criteria |
|--------------|--|
| Advanced | The student understands the principles, components and practices of health-related fitness to develop an effective personal fitness plan that includes specific and realistic goals, specific and appropriate activities, a realistic time schedule, and identification of barriers/helpers to implementing the plan. (Average rating greater than 2.5.) |
| Proficient | The student understands the principles, components and practices of health-related fitness to develop a personal fitness plan that includes goals, activities, time schedule and identification of barriers/helpers to implementing the plan. (Average score between 2.4 and 1.5.) |
| Limited | The student does not use the principles, components and practices of health-related fitness to develop a personal fitness plan. (Average score is less than 1.4.) |

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| Level | Evaluation of Current Fitness Level | Fitness Goals | Fitness Plan | Fitness Schedule | Barriers and Helpers |
|-------------------------|---|--|---|--|---|
| 3 Advanced | Fitness plan provides a specific reflection to explain student's current performance on the fitness assessment. | Fitness plan includes a specific, measureable, achievable, realistic and timely goal for each component based on student's current level of fitness. | Fitness plan identifies specific exercises/activities that would enhance the aligned fitness component. The plan demonstrates a clear application of the FITT training principles in effective ways. | Fitness plan develops a realistic time schedule to implement each of the exercise plans for each component of fitness. | Fitness plan identifies specific barriers and helpers to implementing the fitness program and provides suggestions for overcoming barriers and enhancing helpers. |
| 2 Proficient | Provides a brief description of the current level of performance on each aspect of the fitness assessment. | Provides a goal to improve each component of health-related fitness, but some of the goals lack specific, measureable, realistic and timely aspects. | Provides some exercises/activities that would enhance health-related fitness, but does not consistently align with the identified component. The plan demonstrates the FITT principles on a consistent basis. | Develops a time schedule to implement an exercise plan. | Identifies barriers and helpers to implementing the fitness program. |
| 1 Limited | Does not provide a reflection about fitness assessment results. | Does not provide fitness goals for each component | Does not provide appropriate activities to develop the identified component. FITT principles are not effectively used to develop the plan. | Does not provide a sufficient time schedule to implement the plan. | Does not identify specific barriers and helpers to implementing a fitness program. |

| Student | Evaluation of Current Fitness Level | Fitness Goals | Fitness Plan | Fitness Schedule | Barriers and Helpers | Avg Rating (sum of scores/5) | Benchmark 4B rating |
|----------------|--|----------------------|---------------------|-------------------------|-----------------------------|-------------------------------------|----------------------------|
| <i>Example</i> | 2 | 2 | 3 | 2 | 2 | (2.2) | 2 |
| | | | | | | | |
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Personal Fitness Information

This worksheet is intended to have you think about your strengths and weaknesses, good and bad habits, motivation strategies, barriers, warm-up and cool-down exercises and general activities that you enjoy. When developing your personal fitness plan, use the information on this worksheet.

Your Fitness Assessment Results and Habits

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

| Health-related component of fitness assessment | Met the healthy fitness level <i>(Yes or No)</i> | Explain why you were in met the healthy fitness level |
|--|--|--|
| <i>Circle your choice of assessment</i> | | |
| Aerobic Capacity <ul style="list-style-type: none"> • PACER • 1-mile run/walk | | |
| Muscular strength and endurance abdominal <ul style="list-style-type: none"> • Curl up-cadence • Curl up-one minute | | |
| Muscular strength and endurance upper body <ul style="list-style-type: none"> • 90-degree push-up – cadence • 90-degree push-up – one minute | | |
| Flexibility <ul style="list-style-type: none"> • Back-saver sit-and-reach • Sit-and-reach | | |

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

- Specific** What do you want to achieve? How will you achieve it? Why is it important to you?
- Measurable** How will you measure your success? Will you use numbers, target dates, specific events?
- 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.

| Health-related Physical Fitness component | Goal <i>Example: Score in the upper level of the Healthy Fitness Zone.</i> |
|--|--|
| Aerobic capacity | |
| Muscular strength and endurance upper body | |
| Muscular strength and endurance abdominal | |
| Strength and flexibility | |
| Flexibility | |

10. Explain your personal fitness plan. What activities and/or exercises do you plan to do? When do you plan to do them? How often do you plan to do them? How do you plan to use the FITT training principles for each of the components? How will you monitor your physical fitness for improvement or maintenance?

| Component | Type (What activity?) | Frequency (Days per week) | Intensity (How hard?) | Time (How long?) |
|------------------|----------------------------------|--------------------------------------|----------------------------------|-----------------------------|
| Aerobic capacity | ○ | ○ | ○ | ○ |
| Muscle strength | ○ | ○ | ○ | ○ |
| Muscle endurance | ○ | ○ | ○ | ○ |
| Flexibility | ○ | ○ | ○ | ○ |
| Body composition | ○ | ○ | ○ | ○ |

11. Develop your personal fitness plan using the activities that you listed in the preceding chart. When within your week will you complete your exercise plan?

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|------------------------|---------------|----------------|------------------|-----------------|---------------|-----------------|---------------|
| Cardio | | | | | | | |
| Strength and endurance | | | | | | | |
| Flexibility | | | | | | | |

12. List two things that will help you follow your exercise plan (e.g., rewards, social).

13. List two things that will make following your exercise plan challenging (e.g., rewards, social, environment).

14. Track the progress of your fitness plan using a log.

Personal Fitness Plan and Activity Log Week One

Week Beginning: _____

In the chart below, list your activities and indicate the Intensity and Time. The Frequency will be indicated by the number of days your health-related component activity appears on the chart.

| Day | Fitness Component | Activity | Intensity | Time |
|-----------|------------------------|----------|-----------|------|
| Monday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Tuesday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Wednesday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Thursday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Friday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Saturday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Sunday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |

Personal Fitness Plan and Activity Log Week Two

Week Beginning: _____

In the chart below, list your activities and indicate the Intensity and Time. The Frequency will be indicated by the number of days your health-related component activity appears on the chart.

| Day | Fitness Component | Activity | Intensity | Time |
|-----------|------------------------|----------|-----------|------|
| Monday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Tuesday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Wednesday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Thursday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Friday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Saturday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |
| Sunday | Cardio | | | |
| | Strength/ endurance | | | |
| | Flexibility | | | |

**Ohio Physical Education Assessments
Standard 5**

Exhibits responsible personal behavior and social behavior that respects self
and others in physical activity settings.

**Grade Band: K-2
Benchmarks A and B**

Benchmark A: Know and follow procedures and safe practices.

Benchmark B: Demonstrate responsible behavior in physical activity settings.

Task: The following rubric can be used as a formative assessment over the course of a number of different games or contexts. If assessed in multiple settings or times throughout the grade band, determine an average rating for each benchmark.

Directions: Observe student behavior in an activity that would allow students to demonstrate the categories listed in the rubric. Provide one rating for each category. Calculate an average for each category for a score for each benchmark. (Note: A student's responsibility for proper attire during physical education class is not included in the standards or this evaluation.)

| | 5A Personal | | 5B Social | | |
|-------------------------|--|--|---|--|---|
| | Safe | Self-direction | Cooperate | Respect Others | Resolving Conflict and Fair Play |
| 3 Advanced | <ul style="list-style-type: none"> Consistently follows all rules and safe practices in class activities. | <ul style="list-style-type: none"> Effort given throughout and student challenges self to be successful at his or her level. Tries his or her best without prompts or encouragements from others for all activities. Takes responsibility and accepts consequences for actions. | <ul style="list-style-type: none"> Consistently engages in behaviors that are helpful to others (e.g., taking turns using equipment and interacting positively with others). | <ul style="list-style-type: none"> Consistently respects others' right to learn without direction of the teacher. Provides frequent positive comments to classmates without prompts. Never uses put-downs or comments that are hurtful. Respects rights and feelings of those who may be of different background or different skill level by encouraging others or other behaviors to include all students. | <ul style="list-style-type: none"> Respects judgments of others. Consistently demonstrates good winner/loser behaviors without prompts or direction (e.g., shaking hands, complimenting others, letting outcomes go). |
| 2 Proficient | <ul style="list-style-type: none"> Follows safety procedures and rules to ensure safety of self and others. | <ul style="list-style-type: none"> Engages in activities and stays on task with prompts and encouragement from others. Completes lesson tasks without constant supervision. Takes responsibilities for actions. | <ul style="list-style-type: none"> Engages in behaviors that are helpful to others (e.g., taking turns, using equipment and interacting positively with others). | <ul style="list-style-type: none"> Respects others' right to learn. Provides some positive comments to classmates and does not use put-downs or comments that are hurtful. Respects rights and feelings of those who may be of different background or different skill level. | <ul style="list-style-type: none"> Respects judgments of others. Demonstrates good winner/loser behaviors (e.g., shaking hands, complimenting others, letting outcomes go) with prompts or directions. |

| | | | | | |
|------------------------------------|--|--|---|---|---|
| <p>1 Limited</p> | <ul style="list-style-type: none"> • Does not follow some rules or must be reminded about rules or safety procedures. | <ul style="list-style-type: none"> • Engages in activities and stays on task with prompts and encouragement from others. • Prompts needed to be prepared for success. • Takes little or no responsibility for actions and their consequences. | <ul style="list-style-type: none"> • Engages in behaviors that are helpful to others after prompts or direction from the teacher or does not engage in behaviors that are helpful to others. | <ul style="list-style-type: none"> • Does not consistently respect others' right to learn. • Sometimes uses put-downs or comments that are hurtful. • Has difficulty in respecting rights and feelings of those who may be of different background or different skill level. | <ul style="list-style-type: none"> • Reactions demonstrate lack of respect for judgments of others. • Inconsistent demonstration good winner/loser behaviors (e.g., shaking hands, complimenting others, has difficult time letting outcomes go). |
|------------------------------------|--|--|---|---|---|

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Ohio Physical Education Assessments Standard 5

Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Grade Band: 3-5 Benchmarks A and B

Benchmark A: Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.

Benchmark B: Interact and communicate positively with others.

Task: The following rubric can be used as a formative assessment over the course of a number of different games or contexts. If assessed in multiple settings or times throughout the grade band, determine an average rating for each benchmark.

Directions: Observe student behavior in an activity that would allow the students to demonstrate the categories listed in the rubric. Provide one rating for each category. Calculate an average for each category for a score for each benchmark. (Note: A student's responsibility for proper attire during physical education class is not included in the standards or this evaluation.)

| | 5A Personal | | 5B Social | | |
|-------------------------|--|--|--|---|--|
| | Safe | Self-direction | Cooperate | Respect Others | Resolving Conflict and Fair Play |
| 3 Advanced | <ul style="list-style-type: none"> Consistently follows all rules and safe practices in class activities. | <ul style="list-style-type: none"> Effort given throughout and student challenges self to be successful at his or her level. Tries his or her best without prompts or encouragements from others for all activities. Takes responsibility and accepts consequences for actions. | <ul style="list-style-type: none"> Consistently engages in appropriate cooperative behaviors in partnerships and/or groups. Behaviors include leading, following and supporting group members to improve play in cooperative and competitive settings. | <ul style="list-style-type: none"> Evaluates personal behaviors and refines behavior to ensure positive effects on others without prompts. Provides frequent positive comments to classmates without prompts. Never uses put-downs or comments that are hurtful. Respects the rights and feelings of those who may be of different background or different skill level by encouraging others or other behaviors to include all students. | <ul style="list-style-type: none"> Consistently demonstrates cooperation with others when resolving conflict without prompts or support from teacher. Consistently demonstrates good winner/loser behaviors without prompts or direction (e.g., shaking hands, complimenting others, letting outcomes go). |
| 2 Proficient | <ul style="list-style-type: none"> Follows safety procedures and rules to ensure safety of self and others. | <ul style="list-style-type: none"> Engages in activities and stays on task with prompts and encouragement from others. Completes lesson tasks without constant supervision. Takes responsibilities for actions. | <ul style="list-style-type: none"> Leads, follows and supports group members to improve play in cooperative and competitive settings. | <ul style="list-style-type: none"> Evaluates personal behavior to ensure positive effects on others and refines behavior with prompts from others. Provides some positive comments to classmates and does not use | <ul style="list-style-type: none"> Demonstrates cooperation with others when resolving conflict. Demonstrates good winner/loser behaviors (e.g., shaking hands, complimenting others, letting outcomes go) with prompts or directions. |

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|----------------------------|--|--|--|---|---|
| | | | | put-downs or comments that are hurtful. <ul style="list-style-type: none"> • Respects the rights and feelings of those who may be of different background or different skill level. | |
| 1 Limited | <ul style="list-style-type: none"> • Does not follow some rules or must be reminded about rules or safety procedures. | <ul style="list-style-type: none"> • Engages in activities and stays on task with prompts and encouragement from others. • Prompts needed to be prepared for success. • Takes little or no responsibility for actions and their consequences. | <ul style="list-style-type: none"> • Engages in behaviors that are helpful to others after prompts or direction from the teacher or does not engage in behaviors that are helpful to others | <ul style="list-style-type: none"> • Does not recognize and/or evaluate the effects of personal behavior to ensure positive effects on others. • Sometimes uses put-downs or comments that are hurtful. • Has difficulty in respecting the rights and feelings of those who may be of different background or different skill level. | <ul style="list-style-type: none"> • Does not successfully demonstrate cooperative behaviors when resolving conflict. • Inconsistent demonstration good winner/loser behaviors (e.g., shaking hands, complimenting others, has difficult time letting outcomes go). |

Ohio Physical Education Assessments Standard 5

Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Grade Band: 6-8 Benchmarks A and B

- Benchmark A:** Develop and apply rules, safe practices and procedures in physical activity settings.
- Benchmark B:** Communicate effectively with others to promote respect and conflict resolution in physical activity settings.
- Task:** The following rubric can be used as a formative assessment over the course of a number of different games or contexts. If assessed in multiple settings or times throughout the grade band, determine an average rating for each benchmark.
- Directions:** Observe student behavior in an activity that would allow the students to demonstrate the categories listed in the rubric. Provide one rating for each category. Calculate an average for each category for a score for each benchmark. (Note: A student's responsibility for proper attire during physical education class is not included in the standards or this evaluation.)

| | 5A Personal | | 5B Social | | |
|-------------------------|---|---|--|---|--|
| | Safe | Self-direction | Cooperate | Respect Others | Resolving Conflict and Fair Play |
| 3 Advanced | <ul style="list-style-type: none"> Anticipates and recognizes possible unsafe situations and provides solutions to issues related to safety. Encourages peers to promote safety within activities. Consistently applies rules, safe practices and procedures in class activities. | <ul style="list-style-type: none"> Effort given throughout and student challenges self to be successful at his or her level. Tries his or her best without prompts or encouragements from others for activities. Takes responsibility and accepts consequences for actions. | <ul style="list-style-type: none"> Consistently engages in appropriate cooperative behaviors in partnerships and/or groups. Behaviors include leading, following and supporting group members to improve play in cooperative and competitive settings. | <ul style="list-style-type: none"> Evaluates personal behaviors and refines behavior to ensure positive effects on others without prompts. Provides frequent positive comments to classmates without prompts. Never uses put-downs or comments that are hurtful. Demonstrates and encourages others to respect individuals who may be of different background or different skill level by encouraging others or other behaviors to include all students. | <ul style="list-style-type: none"> Consistently demonstrates cooperation and sensitivity when resolving conflict without prompts or support from teacher. Consistently demonstrates good winner/loser behaviors without prompts or direction (e.g., shaking hands, complimenting others, letting outcomes go). Always accepts and respects decisions made by the designated official. |
| 2 Proficient | <ul style="list-style-type: none"> Recognizes possible unsafe situations and seeks solutions with others to ensure safety of self and others. | <ul style="list-style-type: none"> Engages in activities and stays on task with prompts and encouragement from others. Completes lesson tasks without constant supervision. Takes responsibilities | <ul style="list-style-type: none"> Leads, follows and supports group members to improve play in cooperative and competitive settings. | <ul style="list-style-type: none"> Evaluates personal behavior to ensure positive effects on others and refines behavior with prompts from others. Provides some positive comments to | <ul style="list-style-type: none"> Demonstrates cooperation with others when resolving conflict. Demonstrates good winner/loser behaviors (e.g., shaking hands, complimenting others, letting |

| | | | | | |
|------------------|--|--|---|---|--|
| | | for actions. | | classmates and does not use put-downs or comments that are hurtful. <ul style="list-style-type: none"> Respects the rights and feelings of those who may be of different background or different skill level. | outcomes go) with prompts or directions. <ul style="list-style-type: none"> Accepts and respects decisions made by the designated official. |
| 1 Limited | <ul style="list-style-type: none"> Does not recognize unsafe situations or behaviors create unsafe situations for others. | <ul style="list-style-type: none"> Engages in activities and stays on task with prompts and encouragement from others. Prompts needed to be prepared for success. Takes little or no responsibility for actions and their consequences. | <ul style="list-style-type: none"> Engages in behaviors that are helpful to others after prompts or direction from the teacher or does not engage in behaviors that are helpful to others. | <ul style="list-style-type: none"> Does not recognize and/or evaluate the effects of personal behavior to ensure positive effects on others. Sometimes uses put-downs or comments that are hurtful. Has difficulty in respecting the rights and feelings of those who may be of different background or different skill level. | <ul style="list-style-type: none"> Does not successfully demonstrate cooperative behaviors when resolving conflict. Inconsistent demonstration of good winner/loser behaviors (e.g., shaking hands, complimenting others, has difficult time letting outcomes go). Argues, challenges or does not accept decisions made by the designated official. |

Ohio Physical Education Assessments Standard 5

Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Grade Band: 9-12 Benchmarks A and B

Benchmark A: Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.

Benchmark B: Initiate responsible personal social behavior and positively influence the behavior of others in physical activity settings.

Task: The following rubric can be used as a formative assessment over the course of a number of different games or contexts. If assessed in multiple settings or times throughout the grade band, determine an average rating for each benchmark.

Directions: Observe student behavior in an activity that would allow the students to demonstrate the categories listed in the rubric. Provide one rating for each category. Calculate an average for each category for a score for each benchmark. (Note: A student's responsibility for proper attire during physical education class is not included in the standards or this evaluation.)

| | 5A Personal | | 5B Social | | |
|-----------------------|---|--|--|--|---|
| | Safe | Self-direction | Cooperate | Respect Others | Resolving Conflict and Fair Play |
| 3 Advanced | <ul style="list-style-type: none"> • Demonstrates leadership by holding self and others accountable for following safe practices, rules, procedures and etiquette in physical activity settings. • Recognizes possible unsafe situations and provides solutions to issues related to safety. • Independently encourages peers to promote safety within activities. | <ul style="list-style-type: none"> • Effort given throughout and student challenges self to be successful at his or her level. • Tries his or her best without prompts or encouragements from others for activities. • Takes responsibility and accepts consequences for actions. | <ul style="list-style-type: none"> • Consistently engages in appropriate cooperative behaviors in partnerships and/or groups. • Behaviors include leading, following and supporting group members to improve play in cooperative and competitive settings. | <ul style="list-style-type: none"> • Evaluates personal behaviors and refines behavior to ensure positive effects on others without prompts. • Provides frequent positive comments to classmates without prompts. Never uses put-downs or comments that are hurtful. • Demonstrates and encourages others to respect individuals who may be of different background or different skill level by encouraging others and modifying group activities or other behaviors to include all students. | <ul style="list-style-type: none"> • Consistently demonstrates cooperation and sensitivity when resolving conflict without prompts or support from teacher. • Consistently responds to winning and losing with respect and dignity without prompts or direction (e.g., shaking hands, complimenting others, letting outcomes go). • Always accepts and respects decisions made by the designated official. |

| | | | | | |
|---------------------------------------|--|--|---|---|---|
| <p>2 Proficient</p> | <ul style="list-style-type: none"> • Follows safe practices, rules, procedures and etiquette in physical activity settings. • Recognizes possible unsafe situations and seeks solutions with others to ensure safety of self and others. | <ul style="list-style-type: none"> • Engages in activities and stays on task with prompts and encouragement from others. Completes lesson tasks without constant supervision. • Takes responsibility for actions. | <ul style="list-style-type: none"> • Leads, follows and supports group members to improve play in cooperative and competitive settings | <ul style="list-style-type: none"> • Evaluates personal behavior to ensure positive effects on others and refines behavior with prompts from others. • Provides some positive comments to classmates and does not use put-downs or comments that are hurtful. • Respects the rights and feelings of those who may be of different background or different skill level. | <ul style="list-style-type: none"> • Demonstrates cooperation with others when resolving conflict. • Responds to winning and losing with respect and dignity (e.g., shaking hands, complimenting others, letting outcomes go) with prompts or directions. • Accepts and respects decisions made by the designated official. |
| <p>1 Limited</p> | <ul style="list-style-type: none"> • Does not demonstrate responsibility for rules, safe practices, procedures and etiquette in physical activity settings. | <ul style="list-style-type: none"> • Engages in activities and stays on task with prompts and encouragement from others. • Prompts needed to be prepared for success. • Takes little or no responsibility for actions and their consequences. | <ul style="list-style-type: none"> • Engages in behaviors that are helpful to others after prompts or direction from the teacher or does not engage in behaviors that are helpful to others. | <ul style="list-style-type: none"> • Does not recognize and/or evaluate the effects of personal behavior to ensure positive effects on others. • Sometimes uses put-downs or comments that are hurtful. • Has difficulty in respecting the rights and feelings of those who may be of different background or different skill level. | <ul style="list-style-type: none"> • Does not successfully demonstrate cooperative behaviors when resolving conflict. • Inconsistent in responding to winning or losing with respect and dignity (e.g., shaking hands, complimenting others, has difficult time letting outcomes go) • Argues challenges or does not accept decisions made by the designated official. |

Ohio Physical Education Assessments

Standard 6

Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Grade Band K-2 Benchmarks A and B

- Benchmark A:** Enjoy participation in a variety of physical activities.
- Task:** The teacher asks students to identify their favorite activity. Each student then identifies the reasons for enjoyment (e.g., health, self-expression, social interaction, challenge, enjoyment). Students could draw pictures, use words or complete writing assignments that match their developmental level to express their reasons for identifying an activity as a favorite and encourage others to engage in the activity. Emphasize to students that the product should highlight various reasons why someone would do the activity.
- Benchmark B:** Discover that physical activities promote self-expression and positive social interaction.
- Task:** See Task A.
- Directions:** Provide a rating in both Benchmark A and B using the attached rubric.

| | Enjoyment | Reasons to value an activity or physical activity |
|-------------------------|--|--|
| 3 Advanced | <ul style="list-style-type: none"> • Identifies a physical activity he or she enjoys and specific reasons for enjoyment • Encourages others to participate in physical activity or a specific activity by communicating enjoyable aspects in effective and creative ways | <ul style="list-style-type: none"> • Identifies specific aspects of an activity that leads to an individual valuing physical activity |
| 2 Proficient | <ul style="list-style-type: none"> • Identify physical activities that he or she enjoys • Encourages others to participate in physical activity or a specific activity | <ul style="list-style-type: none"> • Identifies reasons (e.g., health, self-expression, social interaction, challenge, enjoyment) a person would value physical activity or a specific activity |
| 1 Limited | <ul style="list-style-type: none"> • Cannot identify physical activities he or she enjoys • Does not encourage others to participate in physical activity or a specific activity | <ul style="list-style-type: none"> • Limited expression of reasons why a person would value physical activity or a specific activity |

Ohio Physical Education Assessments

Standard 6

Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Grade Band 3-5 Benchmarks A and B

Benchmark A: Appreciate physical activities that promote self challenge and enjoyment.

Benchmark B: Appreciate physical activities that promote self-expression and social and group interaction.

Task: The student will identify his or her favorite physical activity (e.g., sport, game, exercise). The student could write a friendly letter or make a poster, brochure or flyer to encourage another person to do that activity. The picture or note should share the reasons the student enjoyed the activity (e.g., health, fun, challenge, social, self-expression) and how he or she feels while participating in the activity.

Directions: Observe student behavior in an activity that would allow students to demonstrate the categories listed in the rubric. Provide one rating for each category.

| | Benchmark A Enjoyment/Challenge | Benchmark B Appreciate activities promoting self-expression and social interaction |
|-------------------------|--|---|
| 3 Advanced | <ul style="list-style-type: none"> • Identifies specific reasons for choosing to participate in physical activity or a selected physical activity • Shares specific feelings associated with participation in physical activity or a specific activity | <ul style="list-style-type: none"> • Identifies a variety of physical activities that provide the opportunity for self-expression and social interaction or specific aspects of a physical activity that provide opportunities for self-expression and/or social interaction |
| 2 Proficient | <ul style="list-style-type: none"> • Identifies a reason for choosing to participate in an activity. • Expresses feelings associated with participating in physical activity | <ul style="list-style-type: none"> • Identifies an activity that provides opportunities for social interaction and/or self-expression or an example of a physical activity that provides opportunities for self-expression and/or social interaction |
| 1 Limited | <ul style="list-style-type: none"> • Cannot identify reasons for choosing to participate in physical activity or selected physical activity • Cannot express feelings associated with participating in physical activity | <ul style="list-style-type: none"> • Does not identify activities or aspects of an activity that provide opportunities for social interaction and self-expression |

Ohio Physical Education Assessments

Standard 6

Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Grade Band 6-8 Benchmarks A and B

- Benchmark A:** Engage in challenging experiences that develop confidence and independence.
- Task:** Each student develops a marketing campaign for physical activity or his or her favorite activity. The marketing campaign could include a letter, poster, video or another acceptable method to communicate the importance, benefits and factors that lead to the enjoyment of the activity. The goal of the project is to motivate and encourage others to engage in physical activity or a specific physical activity outside of school.
- Benchmark B** Select physical activities that promote self-expression and provide opportunities for social and group interaction.
- Task:** See Task A. The marketing campaign should identify the potential for social interaction and self-expression with the chosen activity.
1. Describe your personal feelings that result from participating in physical activity (or a specific activity).
- Directions:** Provide a rating in both Benchmark A and B using the attached rubric for the above tasks.

| Student Name | Benchmark A Enjoyment | Benchmark B Reasons to value an activity |
|---------------------|----------------------------------|---|
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| | 6A Personal Value/Appreciation | 6B Social Self Expression |
|-------------------------|--|--|
| 3 Advanced | <ul style="list-style-type: none"> Actively encourages others to pursue physical activities in creative and effective ways Campaign presents multiple specific benefits from participation in physical activity or a specific physical activity | <ul style="list-style-type: none"> Identifies multiple participation factors in physical activities that contribute to personal enjoyment and expression for self and others in creative and effective ways |
| 2 Proficient | <ul style="list-style-type: none"> Actively encourages others to pursue physical activities through actions and positive experiences Campaign presents the physical, social and psychological benefits resulting from participation in physical activity or a specific physical activity | <ul style="list-style-type: none"> Identifies participation factors in physical activities that contribute to personal enjoyment and self-expression |
| 1 Limited | <ul style="list-style-type: none"> Campaign is limited in encouraging others to pursue physical activities through actions and experiences Campaign is limited in identifying the physical, social and psychological benefits of physical activity | <ul style="list-style-type: none"> Limited identification of participation factors in physical activities that contribute to social interaction and self expression |

Ohio Physical Education Assessments

Standard 6

Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Grade Band 9-12

Benchmarks A and B

- Benchmark A:** Use physical activity to promote personal growth, goal setting and enjoyment.
- Task:** Each student develops a marketing campaign for physical activity or his or her favorite activity. The marketing campaign could include a letter, poster, video or another acceptable method to communicate the importance, benefits and factors that lead to the enjoyment of the activity. The goal of the project is to motivate and encourage others to engage in physical activity or a specific physical activity outside of school. (*Grade 12 Indicators 2, 5*)
- Benchmark B:** Pursue physical activities that promote self-expression and provide opportunities for social and group interaction.
- Task:** See Task A. The marketing campaign should identify the potential for social interaction and self-expression.
- Directions:** Use the attached rubric to evaluate each student's advocacy project. Provide one rating for each category. Calculate an average for each category for a score for each benchmark.

| Student Name | 6A Enjoyment | 6B Reasons to value physical activity |
|---------------------|---------------------|--|
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| | 6A Personal Value/Appreciation | 6B Social Self Expression |
|-------------------------|--|--|
| 3 Advanced | <ul style="list-style-type: none"> Actively encourages others to pursue physical activities in creative and effective ways. Campaign presents multiple specific benefits from participation in physical activity or a specific physical activity | <ul style="list-style-type: none"> Identifies multiple participation factors in physical activities that contribute to personal enjoyment and expression for self and others in creative and effective ways |
| 2 Proficient | <ul style="list-style-type: none"> Actively encourages others to pursue physical activities through actions and positive experiences Campaign presents the physical, social and psychological benefits resulting from participation in physical activity or a specific physical activity | <ul style="list-style-type: none"> Identifies participation factors in physical activities that contribute to personal enjoyment and self-expression |
| 1 Limited | <ul style="list-style-type: none"> Campaign is limited in encouraging others to pursue physical activities through actions and experiences Campaign is limited in identifying the physical, social and psychological benefits of physical activity | <ul style="list-style-type: none"> Limited identification of participation factors in physical activities that contribute to social interaction and self expression |